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FOR UPSC CIVIL SERVICES, STATE CIVIL SERVICES AND OTHER COMPETITIVE EXAMINATIONS

ON ISSUES

- Social Development
- Economic
- Political
- Science and Technology
- Ethics and Moral Issues
- Philosophy and Religion
- Environmental
- Women Empowerment
- Contemporary and Other Issues

DR. B. RAMASWAMY

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PREFACE

Essay is one of the most important papers in IAS Mains Examination. Nonetheless, essay is the most taken-for-granted paper in civil services preparation. The students spend months preparing for GS I, II, III, IV, but any of us hardly dedicated time for preparation of essays. It is important to understand that one essay paper is equivalent to almost 1.5 G.S. paper in terms of scoring. It comprises of two essays of about 1,000 to 1,200 words and carries a total of 250 marks. Therefore, it is necessary to have a fair selection of the essay and maintain the flow with regard to one's thoughts. Those who have sociology as optional can make use of various thoughts of various scholars and their theories to enhance their writing. Selection of essay is most important because once one starts with it, one cannot look back or start with a new one. The choice of a topic should be clearly based on one's holistic understanding of the subject matter. Therefore, one should choose a topic with which one is most comfortable. At times, we think that the topic is so common that most of the people will choose it, so let me choose some unconventional topic. This is a totally wrong approach; many people end up scoring poor marks as a result of this line of thinking. Therefore, select an essay on which you can write thoroughly. Do not be in a hurry to write an essay. Many people see the broader title and start writing the essay without even understanding the theme of the topic. After selection of the topic, we need to brainstorm to get the material that we can write in the essay. First, break the topic and look for keywords to tinker upon. Another way to think upon is to get points related to the topic. After one selects an essay, think it from a wider dimension and don't confine to a particular sphere. Think from social, political, economic, cultural, legal, international, humanistic perspectives. One can make one's own acronym and add more dimensions to think from. One can look for quotes, examples, events, illustrations, case studies, government initiatives, and facts and figures, etc. So, anything that can make the essay more informative and interesting should be included.

Further, some people will say that they don't have the know-how about how to write such a long essay. It would be better to write good content, say, around 1500 to 1700 words will fetch one good marks. It is better to write to the point and explain in a manner that is not repetitive. Try to start the essay with a 'text/quotation' that sets the precedent for one's first paragraph. If one is not able to remember any saying of a popular personality, better to avoid and start with something that is not abrupt but sets a platform for one's topic. The same flow should be maintained in the body of the essay. One should always try to analyse the point one puts forward and never add irrelevant information to the essay. In conclusion, always try to write one's opinion and what is one's stand on the topic. The conclusion should not be more than 200 words. Also, writing constantly on any topic that appears in newspapers, even for 200 words, will help a lot in increasing the chances of getting higher marks. A suitable time division for completing this paper successfully should normally consist

of topic selection in 5 minutes; brainstorming/creating outline/structure of essay in 15 minutes; actual essay writing in about 1 hour; and revision of the essay should last 5 minutes.

Remember that possessing the information is one thing but how to put that information in a structured and systematic way is very important. So, we need to focus on few things while structuring an essay. Create an outline of essay, that is, how will one's essay proceed. Break up the essay properly. Once one has brainstormed the points, created an outline and structured the essay, one is ready to write the content. Write in simple language. No need of flowery expressions. Keep short sentences and small paragraphs. Always use simple English. Explain through the examples or illustrations whatever one is trying to explain. Mention government initiatives, policies and plans wherever possible. Use international examples or case studies wherever possible. Throughout the essay, the theme should be reflected and flow should be maintained from the beginning to the end. Each paragraph should link to the other. So, do not focus only on covering lots of dimensions in the essay. In this attempt, one loses the flow of essay. In addition to knowledge, the essay should reflect one's visions and ideas. The "Introduction" should clearly lay down what the essay will entail, thus giving a brief idea to the reader. One can always use a story, quote, fact/information or abstract way to create a context and then build your introduction over it. The body part of essay is all about analysis. If the topic is debatable, one needs to discuss both sides. If not, then it will be straightforward presentation. In any case, one should have certain line of arguments to put one's case forward. Try to explain each of them through some examples. In "Conclusion," the focus should be on summarizing the topic; put one's concluding stand; and finally tell about the way forward. One should always try to end one's essay on some positive/visionary note.

One needs to read some good sample essays and learn how beautifully people put up their arguments. These essays don't have diversity but depth. So reading some good essays can tell you how to begin an essay, write arguments, and conclude. Most important, of course, is how to create a well-structured essay. One should take up some common/general topics like women, education, healthcare, internet, and science and prepare some fodder on it, such as quotes, case studies, examples, factual information, government initiatives etc. One should also have a repository of good opening and closing lines. You may find all these through reading newspapers, editorials, good essays of others, etc. One should write at least five to six essays and get them evaluated by experienced teachers or sincere friends. This will help in making improvements.

I hope that this publication proves to be useful enough for all aspiring IAS candidates.

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PART I

Understanding Essay Writing at its Best

1

INTRODUCTION

An essay is a piece of writing which is commonly written from an author's frame of reference. Essays consist of a number of sections, which may include literary analysis, political statements, learned arguments, observations of daily life, recollections, and reflections of the author.

Therefore, the essay has a vague definition, which overlaps with the definitions of an article and a short story. Nowadays, almost all modern essays are written in prose, but works in verse have been called essays (e.g., *An Essay on Criticism and An Essay on Man* by Alexander Pope). While a typical essay should be brief, voluminous works like John Locke's *An Essay Concerning Human Understanding* and Thomas Malthus's *An Essay on the Principle of Population* are counterexamples.

Nowadays, essays are becoming major part of formal education in some countries, including the United States and Canada. Structured essays are taught to secondary students to improve their writing skills, and universities usually use admission essays to select applicants, and during final exams in the humanities and social sciences, as a way to assess performance of students.

Today, apart from writing, the idea of 'essays' is extended to other media. A film essay is a movie that includes documentary film-making styles, which focuses on the progress of an idea or some theme.

A photographic essay that covers topics with a related string of photographs may or may not include leading text or captions etc.

DEFINITION

There are a number of ways to define an essay. Among them one is 'prose composition with a focused subject of discussion' or a 'long, systematic discourse'. The genre into which essays fall is very difficult to define. A leading essayist, Aldous Huxley, gave guidance on the subject. Aldous Huxley noted that, 'like the novel, the essay is a literary device for saying almost everything about almost anything, usually on a certain topic. By tradition, almost by definition, the essay is a short piece, and it is therefore impossible to give all things full play within the limits of a single essay'. He pointed out that, 'a collection of essays can cover almost as much ground, and cover it almost as thoroughly, as can a long novel'—He gave an example of Montaigne's *Third Book*.

He argued on essays on many occasions that 'essays belong to a literary species whose extreme variability can be studied most effectively within a three-poled frame of reference'.

There are three poles of Huxley, which are as follows:

1. *Personal and the autobiographical essays*: These are 'fragments of reflective autobiography' to 'look at the world through the keyhole of anecdote and description'.
2. *Objective and factual*: In these essays, the authors 'do not speak directly of themselves, but turn their attention outward to some literary or scientific or political theme'.
3. *Abstract-universal*: These essays 'make the best of all the three worlds in which it is possible for the essay to exist'.

The word essay is derived from the French infinitive essayer, which means 'to try' or 'to attempt'. In English, an essay first meant 'an attempt' or 'a trial', and this meaning is still an alternative meaning to an essay. The first author who described his work in essays was Frenchman Michel de Montaigne (1533–1592). He used the term 'attempts' to characterise these to put his thoughts into writing, and the essays he was writing grew out of his common-placing. Montaigne was inspired by the works of Plutarch, Jacques Amyot has recently published his translation of Oeuvres Morales (Moral works) into French, so he began to compose his essays in 1592; the first edition, entitled Essais, was published in two volumes in 1580. For the rest of his life, he continued to revise previously published essays and to compose new ones. The essays of Francis Bacon, published in the form of book in the years 1597, 1612, and 1625, were the first works in English that narrated themselves as essays.

HISTORICAL PERSPECTIVE

In Europe, Robert Burton (1577–1640) and Sir Thomas Browne (1605–1682) were included as English essayists. In Italy, Baldassare Castiglione in his essay 'Il libro del cortegiano' wrote about courtly manners. In the seventeenth century, the Jesuit Baltasar Gracián composed the theme of wisdom.

Polemicists during the Age of Enlightenment aimed at convincing readers of their position through essays as their favourite tool; like the works of Joseph Addison, Richard Steele and Samuel Johnson, they also featured heavily in the rise of periodical literature. In the eighteenth and nineteenth centuries, the essays written by Edmund Burke and Samuel Taylor Coleridge were for the general public. In the early nineteenth century, in particular, great essayists proliferated essays in English—all authors, Charles Lamb, William Hazlitt, Leigh Hunt and Thomas de Quincey, confined numerous essays on diverse subjects. In the twentieth century, by the use of essays many essayists (e.g., T. S. Eliot) tried to elucidate the new movements in art and culture. Whereas essays were also used for strident political themes, lighter essays were written by Robert Louis Stevenson and Willa Cather. Some authors, namely Edmund Wilson, Virginia Woolf and Charles du Bos, also wrote literary criticism essays.

In Japan, essays along with the novel, prevailed many centuries earlier than their development in Europe with the genre of essays. This is known as zuihitsu in Japan,

which is loosely connected essays and fragmented ideas, and existed since almost the Japanese literature began. This genre consisted of many of the most noted early works of the Japanese literature. The Pillow Book (c. 1000) by court lady Sei Shônagon, and Tsurezuregusa (1330) by Japanese Buddhist monk Yoshida Kenkô being particularly renowned are some notable examples. Similar to Montaigne, Kenkô described his short writings referring them as 'nonsensical thoughts' which were written in 'ideal hours'. Another major noteworthy difference from Europe is that women have traditionally written in Japan, though it is very formal, whereas in Chinese, at that time, were more influenced by the writing of male and also prized them.

ESSAY WRITING: AN EDUCATIONAL TOOL

Research students of the university are often assigned essays as a way to analyse what they have read in their research. Essays are now a major part of a formal education in many countries, like the United States. Secondary, in these countries, structured essay formats are taught to students to improve their writing skills, and universities often used essays to select applicants. Essays can be used to judge the mastery and comprehension of the material in the secondary and tertiary education. Students are given a topic of the study and asked to comment, explain or assess the same in the form of an essay. During some courses, university students who are preparing topics over several weeks and months are often required to complete one or more essays. Moreover, in some fields such as the humanities and social sciences, students in midterm and end of term examinations are given a time of two or three hours and are often asked to write a short essay. These so-called academic essays are usually more formal than literary ones.

These essays allow the presentation of the writer's own views, but it should be done in a logical and factual manner, with the use of the first person often discouraged. Longer academic essays having a word limit of between 2,000 and 5,000 words are often more discursive. Such essays begin with a short summary of previously been written on a topic, which is often called a literature review.

Longer essays can also have an introductory page in which phrases and words from the title are defined. Most academic institutions require references of all substantial facts, quotations, and other material used in an essay in a works cited page at the end of the text or in a bibliography. This scholarly principle allows other teachers or fellow scholars to understand the basis of the quotations and facts used to support the argument of the essay, and thereby assist to estimate that to what extent the argument is supported by evidence, and to estimate the quality of that evidence. A student's ability is tested by the academic essay tests to present their thoughts in an efficient way, and also it is designed to test students' intellectual capabilities.

A distinction should be made between research and discussion papers. A US university essay guide states that a 'research paper is intended to uncover a wide variety of sources on a given topic'. As such, research papers 'tend to be longer and more inclusive in their scope and with the amount of information they deal with'. While

discussion papers 'also include research they tend to be shorter and more selective in their approach and more analytical and critical'. Whereas a research paper would typically quote 'a wide variety of sources', a discussion paper focuses to integrate the material in a broader fashion.

Students sometimes submit the essays as their own work, which are purchased from paper mill or an essay mill, this is one of the challenges universities are facing the world over. An 'essay mill' serves as a ghost-writer who sells pre-written essays to college students and universities. Hence plagiarism is a type of academic dishonesty or academic fraud, universities and colleges can examine papers, which are suspected to be from an essay mill by the use of Internet plagiarism detection software.

2

TOOLS AND TECHNIQUES

Essays may have many purposes but the basic structure of essays is the same no matter what. An essay can be written to argue for a particular point of view or to explain the necessary steps involved to complete a task. You write it either way, the basic format of the essay will be the same. If a few steps are followed by you, then you will find that the essay almost writes itself. You will only be responsible to supply ideas, which will be the important parts of the essay anyway. Do not let the thought of putting pen to paper daunt you.

There are some simple tools and techniques which will guide you through the essay writing process, they are as follows:

- Decide the topic on which you want to write
- Make some vague idea or diagram
- Write a thesis statement
- Write the body section
- Write the main points
- Write the subpoints
- Elaborate on the subpoints
- Write the introductory part
- Write the conclusion
- Conclude the essay

CHOOSE A TOPIC

Topic Has Been Assigned

You may have no choice as to your topic. If in this case, you still may not be able to jump to the next step. Think about the type of paper you are expected to compose. It can be a general overview or a specific analysis of the topic. If it is an overview, then you are may be ready to move to the next step. If it is a specific analysis, make sure that your topic is fairly specific. If your topic is too general, you must choose a narrower subtopic to discuss. For example, the topic 'Japan' is a general topic. If your

motive is to write an overview, this topic is suitable for that purpose. If your aim is to write a specific analysis, then this topic is too general. You must limit it to something like 'Politics in Japan' or 'Culture of Japan'. Once you have decided that your topic will be suitable, you can go forward to write the essay.

Topic Has Not Been Assigned

If you are not assigned a topic, then the whole world lies before you. Sometimes, it seems to make the task of starting a topic even more intimidating. Actually, this means that you are free to choose any topic of your interest, which can often make your essay a stronger one.

Define Your Purpose

First, you must think about the purpose of your essay that you want to write on. Is your purpose to explain, to persuade, to educate people about some person, place, thing or idea, or something else entirely? The topic you choose must fit that purpose.

Brainstorm Subjects of Interest

Once you have decided the purpose of your essay, write down some subjects of your interest. If you are finding it hard to think of subjects, start it to look around you. Is there anything in your surroundings that interests you to write subjects? Think about your life. What occupies the most time of yours? That might be a good topic. Do not evaluate the subjects yet; just write down the things that spring to your mind.

Evaluate Each Potential Topic

If you are able to think of at least a few appropriate topics, you must simply consider each one separately. Think about the topic that how you feel about that. If you choose an educative topic, ensure it is a subject about which you are particularly well-informed. If you wish to persuade, ensure are at least moderately passionate about the subject. The most essential element in choosing a topic is the number of ideas to include in the topic. Even you do not find any topic particularly appealing, choosing the one you find best to work with. It could be a better topic than you at first thought. Before you are ready to proceed towards the essay-writing process, look at the selected topic once.

ORGANISE YOUR IDEAS

The purpose of an outline or diagram is to put your ideas about the topic on paper, in a moderately organised format. The structures you have created here can still change before the essay is complete, so do not agonise over this. Decide which structure you want to follow i.e. whether you prefer the cut-and-dried structure of an outline or a more flowing structure. If you start any of the structures and further it is not working for you, you can always switch later.

Diagram

1. Start your diagram with a circle or a horizontal line or whatever shape you prefer in the middle of the page.

2. Inside the shape or on the line, write your topic.
3. From your centre shape or line, draw three or four lines out into the page. Be sure to spread them out.
4. At the end of each of these lines, draw another circle or horizontal line or whatever you drew in the centre of the page.
5. In each shape or on each line, write the main ideas that you have about your topic, or the main points that you want to make. If you are trying to persuade, you want to write your best arguments.
   - ❖ If you are trying to explain a process, you want to write the steps that should be followed.
   - ❖ You will probably need to group these into categories. If you have trouble grouping the steps into categories, try using Beginning, Middle, and End.
   - ❖ If you are trying to inform, you want to write the major categories into which your information can be divided.
6. From each of your main ideas, draw three or four lines out into the page.
7. At the end of each of these lines, draw another circle or horizontal line or whatever you drew in the centre of the page.
8. In each shape or on each line, write the fact or information that supports that main idea.When you have finished, you have the basic structure for your essay and are ready to continue.

❑❑❑

3

TYPES AND FORMATS

It is important that the essay format is correct and aesthetic. This ensures the overall success of the project. A proper layout accounts for 10% of the overall grade. Although formatting alone is not a determiner of good grades, it can make a difference between grades. The formatting helps make an essay more readable and trains students to be attentive to details and to follow fixed academic standards. This chapter outlines importance of the correct layout and arrangement of a scholarly paper. This discusses important formatting aspects including the following:

1. Paper selection
2. Correct use of margins
3. Title page formatting
4. Page numbering and paragraphs
5. Spacing between lines; indentation
6. Titles of books, magazines, newspapers, or journals
7. Capitalisation
8. Table of contents
9. End of essay and binding your paper.

PAPER

The writer should use clean sheets of good quality paper. Type the text on one side only. Do not decorate the sheets as it is an academic piece of writing. Keep the text of your paper double spaced.

Use standard and approved fonts, either Times New Roman or Arial; font size 12. The font size and type vary according to the style followed, whether MLA, Harvard, or APA.

MARGINS

It is important to pay attention to what your instructor advises you. Margins vary according to the style of referencing (APA, MLA, and Harvard). MLA format is the most commonly used format.

Normally, margins of the essay should be 1' (2.54 cm) at the top, bottom, left and right sides of each and every page. 1' equals to 14 typed spaces. Exception is made for page numbers which are placed 1/2' (1.27 cm) from the top upper-right hand corner, flushed to the right margin.

TITLE PAGE

Various style guides provide guidelines on a title page. The MLA Handbook provides a general guideline on referencing and documenting sources. In case no style is specified, always follow the guidelines set down by the teacher, for example, numbering of the first or second page, single spacing or double spacing, where to set the title (in the centre or left).

NUMBERING PAGES AND PARAGRAPHS

Keep the pages consecutively numbered, with numbers put in the upper right hand corner, flushed with the right margin and 1/2' from the top. It is suggested that you type your last name just before each page number so that pages do not get misplaced. On page 4 of your essay, for example, your top right-hand corner should show: Mahesh.

Use only Arabic numerals (1, 2, 3, 4, 5 and not I, II, III, IV, V) for the main body of the paper. Avoid decoration on the pages. Do not use a period after the page number.

SPACING BETWEEN LINES

To allow the teacher leave comments, keep the entire paper double spaced; please don't forget to use 1-inch margins on all sides – this is for your teacher's comments too.

SPACING BETWEEN WORDS

The writer should leave one space between words and one space after every comma, semi-colon or colon. Traditionally, it is required to leave two spaces at the end of every sentence whether the sentence ends with a period, a question mark or an exclamation mark. However, nowadays leaving only one space after each punctuation mark is quite acceptable. But, space is not allowed before a punctuation mark.

INDENTATION

The writers typing on computers should indent their essays with 7 spaces or half-an-inch (1/2') at the beginning of each paragraph. Set off quotations should be indented 10 spaces or one inch (1') from the left margin. The exam instructor may give the candidates a choice to indent or not indent their paragraphs. Whichever one is chosen to use, it must be consistently followed throughout the essay. The writers who do not want to indent should start each paragraph flushed to the left margin. It is essential to double-space between lines and quadruple-space between paragraphs. The writers should indent setoff quotations 14 spaces or one inch (1') from the left margin.

TITLES OF BOOKS, MAGAZINES, NEWSPAPERS, OR JOURNALS

The writer should underline the titles of all full-length works such as novels, plays, books, for example, Shakespeare's Theatre. The writer need to put titles of shorter works in quotation marks—newspaper, journal, magazine articles, chapters of books or essays, for example, 'Giving Back to the Earth: Western Helps Make a Difference in India'.For title citations in the text, every word other than articles ('a', 'an', 'the'), prepositions (such as 'in', 'on', 'under', 'over') and conjunctions (such as 'and', 'because', 'but', 'however'), should be capitalised, unless they occur at the beginning of the title or subtitle, for example, 'And Now for Something Completely Different: A Hedgehog Hospital.' To understand other complex details on how to cite titles and quotations within titles, sacred texts, shortened titles, exceptions to the rule, etc. the MLA Handbook should be consulted.

WRITING AN ESSAY IN ALL CAPITAL LETTERS

The writers should not write the entire text in capital letters and should capitalise only when necessary. Unnecessary capitalisation will eventually lead to unwanted problems of reduced reader comprehension, slow reading speed and consequently would cause irritation.

TABLE OF CONTENTS

Table of Contents is not required for a short essay. However, for a long essay, a Table of Contents relating each section to its corresponding page number could be helpful for the reader. A Table of Contents comprises following sections: Introduction, Body—use main section headings—Conclusion—Summary, Works Cited or References and the corresponding page numbers where each section begins.

END OF ESSAY

An essay does not require any special word, phrase or fancy symbol to mark its end. Rather, a period at the end of the last sentence marks the end of the essay.

THE IMPORTANCE OF BINDING THE ESSAY

Staple the sheets of paper at the upper left hand corner. A paper clip could be used in case of unavailability of stapler. The paper should neither be pinned nor be folded. The candidates taking an important paper might have their paper sheets bound. They should not hand their essay in loose sheets even if these are numbered and neatly placed in an envelope or folder. It is not an easy task to write an essay of an impeccable format and structure. It requires a great deal of practice. It might be very difficult initially for the students to correctly format the essay. However, due diligence and perseverance will help the student master essay formatting.

Various authors, ranging from university students to professional essayists, use different forms and styles discussed as follows:

- **Cause and Effect:** The distinguishing features of a 'cause and effect' essay are causal chains connecting from a cause to an effect, careful use of language and chronological or emphatic order. A writer using this rhetorical method must evaluate the subject, decide the purpose, study the audience, have a critical thinking about different causes or consequences, create a thesis statement, organise the parts, assess the language, and decide on a conclusion.
- **Classification and Division:** Classification is termed as categorising the objects into larger groups whereas the breaking of a larger whole into smaller segment is known as division.
- **Compare and Contrast:** The characteristics of compare and contrast essays are the basis for comparison between two objects, points of comparison and analogies. It is grouped by object (chunking) or by point (sequential). Comparison emphasises upon the similarities between two or more similar objects while contrasting emphasises upon the differences between two or more objects. The writers writing a compare and contrast essay need to determine their purpose, study their audience, analyse the basis and points of comparison, create their thesis statement, organise and develop the comparison, and identify a conclusion. Compare and contrast is organised in an emphatic order.
- **Descriptive:** Descriptive writing is characterised by employing the sensory details that include sight, sound, touch, smell, and taste to capture the attention of the readers. It appeals to the physical senses, and uses details that are appealing to a reader's physical, emotional or intellectual sensibilities. The rhetorical choices to be considered when using a description are determining the purpose, judging the audience, developing a dominant impression, applying descriptive language and organising the description. Generally, the description is organised in spatial order though it can also be in chronological or emphatic order. Keeping the scene in focus, description uses various language tools such as connotative language, denotative language, figurative language, metaphor and simile to arrive at a dominant impression. One university essay guide provides the definition of descriptive writing as 'descriptive writing says what happened or what another author has discussed; it provides an account of the topic'. A significant creative form of descriptive essays is lyric essay.
- **Dialectic:** This form of essay is commonly used in Philosophy. In the dialectic form, the writers create a thesis and argument, then create a counterargument against their own argument and then develop a final and novel argument as a counter to the counterargument. The dialectic form provides the benefits of presenting the theme in a broader perspective while countering a possible flaw that may be present.
- **Exemplification:** In an exemplification essay, the writer makes use of a generalisation and examples that are believable, relevant and representative including anecdotes. Writers need to analyse their subject, determine their

purpose, study their audience, decide on specific examples, and organise all the parts together to present an argumentative essay.

- **Familiar:** In a familiar essay, the essayist describes as if it is addressing a single reader. He speaks about himself as well as a particular subject. According to Anne Fadiman 'the genre's heyday was the early nineteenth century', and Charles Lamb was its greatest exponent. She also states that familiar essays uses the characteristics of both critical essay, using more brain than heart, and personal essay, using more heart than brain, in equal measures to provide a balanced view.
- **History:** A history essay occasionally named as a thesis essay, presents an argument or claim based on one or more historical events and provides evidence, arguments and references in support of that claim. The text also provides clarification in support of the argument or claim made to the reader.
- **Narrative:** A narrative keeping its focus on the plot utilises various tools such as flashbacks, flash-forwards and transitions that often lead to a climax. The writers creating a narrative take into account its purpose, study their audience, provide their point of view, use dialogue and organise the narrative chronologically.
- **Critical:** It is a form of an argumentative piece of writing that carry out an objective analysis of the subject matter, focussed on to a single topic. The basic idea of the criticism is to provide the readers with an opinion either of positive or negative implication. Hence, a critical essay requires strong internal logic, research and analysis and sharp structure. Critical essay require sufficient evidence in relevance to the point made in the support of each argument.
- **Economics:** An economics essay is the form of essay that could be started with either a thesis or a theme. The course of interaction taken by it could be both narrative and descriptive. Writer can even make it an argumentative essay if the need arises. After the essay is introduced, the author need to made the best use of his ability to bring out the economic rationality associated with it, to analyse it, evaluate it and draw conclusion. If the essay is presented in a narrative form then the writer need to bring out each aspect of the economic puzzle to the reader in a way that makes it clear and understandable to him.
- **Other logical structures:** The structure of an essay can be organised in various forms its logical progression can also take many forms. Managing the movement of thoughts through an essay in an effective manner can have significant impact on its overall relevance and its ability to impress. Numerous alternative logical structures for essays visualised as diagrams are available that could be easily implemented or adapted to construct an argument.

MAGAZINE OR NEWSPAPER ESSAYS: IMPORTANCE FOR EMPLOYMENT

Many magazines, especially with an intellectual bent, include essays such as, The Atlantic and Harpers. Many of the essay types in various forms and styles are adopted

in magazine and newspaper essays, for example, descriptive essays, narrative essays, etc. Some essays are also printed in the op-ed section in newspapers.

- **Employment:** Employment essays provide details of experience in a certain occupational field and are used for applying jobs, especially government jobs, in the United States. Similarly, for applying to certain US federal government positions, essays known as Knowledge Skills and Executive Core Qualifications are required.

Application to the federal government job openings in the United States uses a series of narrative statements known as a KSA, or 'Knowledge, Skills, and Abilities'. To determine the best applicants among several candidates qualifying for a job, KSAs are used along with resumes. Each job vacancy announces the knowledge, skills and abilities required for the successful performance of a position. KSAs are concise and focused essays related to one's career and educational background that presumptively qualify one to perform the duties of the position being applied for.

For applying to the Senior Executive Service positions within the US Federal Government, a narrative statement known as Executive Core Qualification, or ECQ, is necessary to produce. Similar to KSAs, ECQs are used along with resumes to make choice for the best applicants among several candidates qualifying for a job. All the applicants applying to enter the Senior Executive Service, must demonstrate five executive core qualifications established by the Office of Personnel Management.

FORMS OF NON-LITERARY TYPE ESSAYS

- **Visual Arts:** An essay in the visual arts is a preliminary drawing or sketch which provides the basis for the final painting or sculpture, made as a test of the work's composition. This meaning of the term, like several of those following, originates from the word essay's meaning of 'attempt' or 'trial'.
- **Music:** In the domain of music, a set of 'Essays for Orchestra' based on the form and content of the music, were presented by the composer Samuel Barber instead of any extra-musical plot or story to guide the listener's ear.
- **Film:** A film essay also termed as 'cinematic essay' involves the evolution of a theme or an idea instead of a plot as such or the film literally being a cinematic accompaniment to a narrator reading an essay. From another point of view, an essay film could be interpreted as a documentary film visual basis along with a form of commentary that contains elements of self-portrait instead of autobiography, where the signature of the film maker, instead of his life story, is apparent. The cinematic essay uses tones and editing styles to often fuse documentary, fiction and experimental film making. Though the genre is not defined properly, but it might include works of early Soviet parliamentarians like Dziga Vertov and present-day film makers including Chris Marker, Errol Morris (The Thin Blue Line (1988), Michael Moore (Roger & Me 1989), Bowling for Columbine (2002) and Fahrenheit 9/11 (2004), Morgan Spurlock (Supersise Me: A Film of Epic Proportions) and Agnès Varda. Jean-Luc Godard identifies his recent work as

'film-essays'. Georges Méliès and Bertolt Brecht are the two film makers whose work was the antecedent to the cinematic essay. Méliès mixed actual footage with shots of a recreation of the event of the 1902 coronation of King Edward VII to make a short film—The Coronation of Edward VII (1902). Brecht, a playwright, experimented with film and included film projections into some of his plays. Another essay film F for Fake released in 1974 was made by Orson Welles in his own pioneering style The film dealt specifically with art forger Elmyr de Hory and generally with the themes of authenticity, deception and 'fakery'.

An article from David Winks Gray 'The essay film in action' states that, 'the essay film became an identifiable form of film making in the 1950s and 1960s'. He states that, since that time, the tendency of essay films is 'on the margins' of the film making world. The essay films are of 'peculiar searching, questioning tone' which is 'between documentary and fiction' but without 'fitting comfortably' into either genre. Gray notes that similar to written essays, essay films 'tend to marry the personal voice of a guiding narrator (often the director) with a wide swath of other voices'. The University of Wisconsin Cinematheque website repeats some of Gray's comments; it calls a film essay an 'intimate and allusive' genre that 'catches film makers in a pensive mood, ruminating on the margins between fictions and documentary' in a way that is 'refreshingly inventive, playful, and idiosyncratic'.

- **Photography:** Photographic essay refers to an attempt which covers a topic with a linked series of photographs. Be it purely photographic works to photographs with captions or small notes to full text essays with a few or many accompanying photographs, both comes under photo essays. These can be in the form of non-ordered photographs to be viewed all at once or in an order chosen by the viewer or sequential in nature, where the intention is to view them in a particular order. Though all photo essays can be considered as collections of photographs, but all collections of photographs are not photo essays. Photo essays generally address a certain issue or attempt to capture the character of places and events.

FIVE-PART ESSAYS AND THEIR ADVANTAGE

The five-part essay, often called the 'persuasive' or 'argumentative' essay, is an advanced stage of the five-paragraph essay. The five-part essay is more complex and accomplished having roots in classical rhetoric. Its major differentiating feature is that it is obtained after refinement of the 'body' of the simpler five-paragraph essay. In this type of essay, the names of five parts vary from source to source and are typically represented as:

1. **Introduction:** This segment presents a thematic overview of the topic, and introduction of the thesis;
2. **Narration:** This segment presents a review of the background literature to familiarise the reader to the topic; also, a structural overview of the essay;

3. **Affirmation:** In this segment the evidence and arguments in favour of the thesis are produced;
4. **Negation:** In this segment the evidence and arguments against the thesis are produced; these also require either 'refutation' or 'concession';
5. **Conclusion:** This segment presents the summary of the argument, and association of the thesis and argument with larger, connected issues.

The five-part essay is less 'thesis-driven' and more balanced and fair as it includes the 'narration' and 'negation' (and its 'refutation' or 'concession') in comparison to the five-paragraph essay in which the 'body' is all 'affirmation'. Rhetorically, Contrastive terms such as 'but', 'however', and 'on the other hand' are used to show the transition from affirmation to negation (and refutation or concession). Being purely formal, the five parts can be created and repeated at any length, from a sentence, though it would be a highly complex one; to the standard paragraphs of a regular essay; to the chapters of a book; and even to separate books themselves, though each book, while emphasising a particular part, would, of necessity, include the other parts also.
Another form of the five-part essay consists of:

1. Introduction—It is about introducing a topic. An important part of this is the three pronged thesis.
2. Body Paragraph 1—It explains the first part of the three pronged thesis.
3. Body Paragraph 2—It explains the second part of the three pronged thesis.
4. Body Paragraph 3—It explains the third part of the three pronged thesis.
5. Conclusion—This part sums up the points and restate the thesis where first part refers to the introduction, the second part refers to the body, and the third part refers to the conclusion. The main emphasis of the five-part essay is in demonstrating the opposition and give-and-take of true argument. Based on the formula of 'thesis + antithesis = synthesis', dialectic is the foundation of the five-part essay.

A writer could also use:

Intro:
Hook (3 sentences),
Connector (3 sentences),
Thesis

Body 1:

Topic Sentence,
Evidence,
Analysis (1),
Analysis (2),
Analysis (3),
Transition,
Evidence 2,
Analysis (1),
Analysis (2),
Analysis (3),
Concluding Sentence

Body 2:

Topic Sentence,
Evidence,
Analysis (1),
Analysis (2),
Analysis (3),
Transition,
Evidence 2,
Analysis (1),
Analysis (2),
Analysis (3),
Concluding Sentence

Body 3:

Topic Sentence,
Evidence,
Analysis (1),
Analysis (2),
Analysis (3),
Transition,
Evidence 2,
Analysis (1),
Analysis (2),
Analysis (3),
Concluding Sentence
Conclusion:

Essayists should sum up all their elements and make their essay sou nd finished.

❑❑❑

4

IAS ESSAYS: APPROACH AND ANALYSIS

It is necessary to have an in-depth understanding of the core concepts on which these essays are based and try to get to the inherent idea, these essay topics carry, in order to have a general understanding of their subject themes.

Examples of few previous essay topics could be taken to figure out the complexities inherent in these essays.

1. Should a moratorium be imposed on all fresh mining in tribal areas of the country?
2. Preparedness of our society for India's global leadership role.
3. From traditional Indian Philanthropy to the Gates-Buffett model—a natural progress or a paradigm shift?

The first essay, 'should a moratorium be imposed on all fresh mining in tribal areas of the country', throws open a difference of opinion and expects the candidates to solve the riddle of development on one hand and preservation of tribal culture, on the other. On one hand, we are bound by developmental responsibilities to find out newer prospects for industrialisation based on cheap and amply available raw materials to boost our production for the elimination of poverty and hunger that in turn improve the living standard. The challenge of improving the living standard of two-thirds of the population can only be overcome by exploring the possibilities of rapid industrialisation. The second five year plan was the envision of Pandit Jawaharlal Nehru—a great visionary, statesman and one of the founding fathers of our nation. Hence, it becomes all the more necessary to mine the mineral-rich places that are often near plateaus and hilly areas. However, it is to be kept in mind that these places are inhabited by our primitive tribes. They represent the rare heritage of our ancient culture, values and practices that have gradually diminished to become endangered today and are on the verge of extinction. Preserving them and their interests is our national, moral and humane responsibility.

Moreover, they have nothing to do with our ambitious developmental projects as the fruits of development hardly reach them. Hence, confronted with this sophisticated situation, a mature, balanced, intelligent and innovative approach is needed to tackle both these critical and important issues in equal measure. At the same time, significant attention has to be paid while expressing opinion in support of or against any of these two needs, as these are very delicate and sensitive issues. Hence, the need of the hour is to take what Buddha preached a middle path or Aristotle's golden mean of the two, that is, granting the permission of mining to only those areas where the mobilisation and displacement of these naturally habituated tribes is low and where they could be provided similar alternate habitat to feel at home even after their displacement.

Though, our previous experiences of displacement failed to meet our expectations and the interests of these tribes, but we can learn and identify the possible areas of their vulnerability out of those experiences. Three categories can be identified: (1) Special case, where tribals have a unique habitat with no alternate option, (2) Where the displacement options are available and (3) Where they agree to adapt to the mainstream development-borne life style, for example, few areas of northeastern states. Regions falling under the first category would not be suitable for mining considerations while the other two cases may allow mining but with utmost care and precaution. Therefore, it can be concluded that a clear cut order banning all fresh mining activities in tribal areas of the country shall be in contravention to our development strategy which forms the basis of our planning and policies. Thus, careful consideration should be given to argue and conclude a middle path that is best suited. A candidate having sound knowledge in the above domain can easily fetch marks ranging from 100–140.

The 2nd Essay: 'Preparedness of our society for India's global leadership role', is something that can be anticipated as a topic preferred by all types of students, including the students of history, sociology, public administration, literature and philosophy. All the students have enough space to accommodate their ideas and reveal a newer dimension to it. Thus, this essay provides immense scope. A survey found that this essay is preferred by over 80% of the students as it helps them in identifying and connecting their studies and understanding of India. Moreover, the selection of this essay requires one to have a deep understanding of Indian society and its progress along with the vision of India as a global leader. Since the very ancient times, the prosperity, spirituality, well-being and welfare-based governance of India made it renowned worldwide as the 'World guru' or the 'World leader'. The societal structure of India, with more than 5000-year old recorded history, can be divided into ancient, medieval, modern and contemporary periods. During all these periods, the Indian society witnessed development in three dimensions, namely, (1) spiritual, (2) psychic or attitudinal and (3) physical. Physically, a developed society is known to be that which fulfils the basic amenities of its people, provides them a decent standard of life and empowers them with prosperity. The fast moving cars, aeroplanes, space

shuttle, computers, machines, mobile and internet-based satellite communication, etc. facilitating the humankind nowadays reflects our physical growth in a good light. Nowadays, plenty of Nobel Prizes are won every year. Mentally, the viewpoint of young generation seems far better and coherent than that of older generations. Thus, in terms of mental aspects a significant leap is taken by the human society. The features of a spiritually advanced society are its openness, liberal thinking and universalistic aptitude that reflect highest degree of human rationality and scientific temper instead of superstition, bigotry and old conventions. In such a society, people have feelings of Brahmanhood within themselves, considering themselves part of a united family, and associate themselves with one universal God. The age-old values of '*Vasudhaiva Kutumbakam'* and '*sarvam khalvidam brahma'* etc. reflects the prevalence of such spiritual practices in ancient India.

A society incorporating all the three dimensions in a balanced state can only claim to be an all-round developed society. As the physical and psychic levels of development, with each and every developmental effort, involve a very critical risk of evolving their negative counterparts also. For example, the development of a fast moving car at physical level also brings with it the simultaneous risk of severe accidents. Similarly at the psychic level, though plenty of Nobel Prizes are won every year, but there has been rise in case of various mental disorders also. In present times, negative tendencies such as frustrations, anxieties and suicide attempts have increased manifolds. Hence, it can be seen that the physical and psychic levels of development carry them their negative counterparts also. Only, the spiritual development does not have any negativity associated with it. Therefore, these three levels are linked together in a complex relationship, which have to be brought to exist in harmony to give the true sense of a developed society.

Since the ancient times, Indian society is said to practice spirituality that was followed with a strong foundation even in the medieval time. Refined with higher standards of values, ethics and morality, the social consciousness was characterised with confidence. People believed in themselves and psychically the society was strong. The people were able to meet their needs and requirements and physically too the society had abundant wealth to take care of its people. The living standard of people was remarkably good and they were satisfied with it.

The medieval period in Indian society during the period of Delhi Sultanate and the Mughals witnessed a little deterioration in the physical well-being of its people, but overall the society was able to manage the intricate balance amongst the three levels.

However, a great deal of harms to the interest of people in India and its societal structure was done in the modern period during the period of European invasion that resulted into British rule and colonisation of India. This was done in two levels—physical level and psychic level. Physically, the Britishers followed the policy of 'Drain of Wealth' and put all their efforts to exploit, extract and export Indian wealth to England. To suit their selfish interests, they exploited the very structure of Indian

economy, trade, commerce and occupation of the people without even caring about the grave consequences that followed in the form of long-term destruction because of their lunatic actions. Psychically too they were able to inflict damage to the attitude of the society to such an extent that Indians lost faith and belief in their ability. This caused a remarkable loss to the Indian society and it needs time to heel and revive the society.

Hence, the contemporary Indian society is comprised of people who underwent physical and psychic exploitation for over two and half centuries. However, even the alien intrusions could not destabilise them from spirituality. Hence, during all these periods of crisis the base of Indian society in the form of spirituality remained intact.

Post-independence, a strong foundation laid by the visionary leadership of Pandit Nehru, Mahatma Gandhi, Ballabh Patel, Dr. Ambedkar, etc. led to the present form of governance based on modern principles of democracy, socialism and secularism. Our constitution very well incorporates all these principles and enjoys the privilege of being one of the largest written constitutions in the world.

The solid foundations laid by our constitution have resulted in providing a strong base to the Indian society to become self-reliant in food grain production and most of its basic needs. In the present scenario, the country is widely recognised as one of the fastest growing economy in the world and emerging as a leader on many fronts. Even the U. S. President Obama acknowledged that 'When India speaks, the World listens'.

In the 1960s, followed by a series of famines, when our late Prime Minister Smt. Indira Gandhi went to USA to seek help for food grains and other economic needs, she was made to wait half an hour in the presidential corridor to meet the U. S. President. In the present scenario, the situation has changed to such a level that the U. S. President Mr. Obama came to India and sought employments for its people. Today, India is playing a leadership role in international organisations including ASEAN, SAARC, G-20, BASIC, IBSA, etc. Moreover, India has been given an observer status in other organisations like G-8, SCO, EU, etc. which portrays the significant role India plays, its participation and the respect gained by it in the International Forums. India adopted the harmonious and peaceful coexistence principles of Non-Aligned Movement (NAM) based on India's ancient value system of 'Sarva Jan Hitaya Cha' and 'Vashudhaiv Kutumbakam'. It evolved as a result of Indian societal structure and has provided an alternative to the polarised world that followed immature and sentimental principles of polarisation during the second World War. India played a significant role in the formation of the UN even before it achieved independence. Many of the UN institutions are based on Indian's age-old principles of humanism and universalism of which India is also the founding member.

Thus, physically India is able to revive itself within a very short span of time after independence. Presently, India has registered itself as the second fastest growing economy of the world. This has led to a boost in the psychological status of Indian people reflecting growing social awareness and confidence in the society. Nowadays, Indians have regained the sense of belief and pride in being an Indian. This reflects a great sign of improvement the Indian society is going through.

The economic development, prosperity of the people and international position held by its people show the readiness of Indian society for betterment in all spheres of life. The living standard of Indian society has improved in all these fronts. Few social evils such as poverty, unemployment, mass scale hunger, malnourishment, ignorance, illiteracy, and other forms of iniquities that still exist in the present society can be eliminated in future with good development figures, successful functioning democracy, education and good governance. All these developments indicate that India would be able to regain its status of global leader in the time to come. As it is the only country with a social set-up having a harmonious balance in all the three aforementioned fundamental pillars that forms the basis of an ideal society.

A relatively good essay could be turned out by elaborating few of these aspects combined with logical arguments. This essay becomes an obvious choice as a student well versed in these basic aspects of society could get marks in the range of 100 to 145.

The third essay topic: 'From traditional Indian Philanthropy to the Gates-Buffett model—a natural progress or a paradigm shift?' is more of a philosophical tone. To attempt this essay one should have adequate knowledge of the differences that lie in the Indian practice of 'paropkara' and the contemporary western practice of 'philanthropy'. Thereafter, one is assumed to provide comments on whether philanthropy in practice today is a natural progress or a Paradigm shift?

Before taking a position, the essayist should elaborate upon these two practices then should logically conclude the topic. The concept of philanthropy in India was called as 'Paropkara', that is, 'Par' + 'Upkara' which means 'service to others'. Therefore, the philanthropy was considered as service or duty to perform whether one had enough wealth or little wealth. The people distributing their money or wealth would consider themselves indebted to person receiving their money and never viewed themselves obliging to the needy or the beneficiary. Raja Harishchandra, Bharathari, Raja Bhoja, Ashoka, etc. are some examples of the kings who testify this system of philanthropy that was prevalent in India since the time immemorial.

In present times, philanthropy in practice is a western adaptation. Influenced by this system, most of the Indian wealthy people, who have become billionaire very recently, are following the western philanthropists, like Bill, Warren Buffett and Milinda Gates, etc. The widespread fame and recognition that comes with this practice motivates these multi billionaires. Thus, most of the Indian philanthropists in their eagerness to transform themselves as a modern western man get drawn into the gaudy power of westernisation and get distracted between the two.

Modernisation does not mean westernisation and is instead a mindset based on the principles of democracy, socialism, equality, secularism and freedom and universalism. Hence, the practice of philanthropy nowadays by Indians who recently turned rich cannot be called as a natural development but a paradigm shift.

Now, enough light has been thrown on core of the issues and one can always make use of his/her vision and understanding to further elaborate on the topic. One can put relevant facts and figures in a meaningful way to make it more substantive. Hence,

this essay requires more of a philosophical knowledge than factual knowledge or something learnt from books. A well-written essay on this topic can fetch marks in the range of 100–140.

Thus, we can see that main examination nowadays has become very competitive similar to the situations that we undergo in our daily walk of life in the present scenario. A comprehensive understanding of Indian society, its culture, people, practices and philosophies is a must for an individual who wants to compete in the exam. Writing on some of these topics or on similar issues and getting oneself evaluated is the best way to prepare for essay writing. The importance of essays should not be taken lightly as these could be decisive in changing the rank and portfolio of a candidate and making it to the final list of successful candidates.

5

SELECTED IDEAL IAS ESSAY TOPICS

Topic 1: Efficient and Smart City: A New World

INTRODUCTION

Worldwide evolution in the twenty-first century is putting a lot of pressure on developing countries for improving their infrastructure and progress rate in various areas. A large number of people are migrating from villages to cities. The rate of this migration is so high that by 2050, about 70 per cent of world population will be living in cities. The same holds true for India, as well. If the migration continues at this rate in India, we would need approximately 500 new cities only to provide basic housing to this influx.

With a high spike in the rate of urban development and the load on rural areas, our government has now understood the growing need for new cities, which can handle the challenges of urban living and become a major source of investment. The announcement of '100 smart cities' by the Indian government falls under this category only. Therefore, 'Smart City' has become a current topic and a popularly known term.

This idea comprises human capital as well as technology for creating sustainable surroundings. Such cities work towards the aim of improving sustainable economic progress, building infrastructure and providing citizens with a better quality of life as they add to the process of progress.

The term 'Smart City' is referred to an urban area, which is technically very advanced with reference to the complete infrastructure, has highly sustainable real estate, communications and quite good market possibility. Information technology plays a major role in providing basic amenities to its people.

The supply and demand of goods in the market is the base of financial progress of smart cities. It is very difficult to attain the economic development as it affects

everybody, including common people, businessmen, the government and the surroundings as well.

The revolutionising idea of 'Smart City' came up when the world was facing economic crisis. The year 2008 was the time of creation of this idea when IBM cast its deep sight into developing a smart city by its project 'Smart Planet' initiative. Upon seeing, this project, the whole world got captivated with the idea of Smart City.

NECESSITY OF SMART CITY

Because of the increase in development, India's urban population might (in probability) increase approximately to 600 million by 2031, which would be almost twice to what it was in 2001. Almost half of this population would be living in cities. Based on a recent report on Indian urban infrastructure and services by a high-powered expert committee set by the Government of India, the share of the GDP of the urban areas will probably rise to 75 per cent by 2030 as compared to 62–63 per cent in 2009–2010. This is the major reason why cities are called 'Engines of Economic Growth'. It is imperative that they perform as motivational factors to our economic progress. This pattern of urban progress that is now visible in India will keep continuing for nearby future.

Urban areas will be crucial to the economic growth of the country and will require a massive overhaul to accommodate the influx in future. To cater to this growing urban population, in the future, cities need to provide a suitable environment for future investments, create new jobs and livelihoods, build reliable public infrastructure, provide social services with sufficient access to affordable housing and most necessarily support efficient utilisation of resources for a standard quality of life. This considerable growth also provides impetus for the creation of smart cities, which utilise information and communication technology (ICT) to improve largely the productivity, lifestyle and the prosperity of the dwellers. Moreover, green growth master plans can build environmentally sustainable cities. The vision for 'Smart City' has two major aspects: Technology transportation and energy efficiency. Digital technologies or information and communication technologies (ICT) are used in a smart city to promote quality and performance of urban services, to cut down costs and resource consumption and to remain engaged more effectively and actively with its citizens. ICT discovers the requirements of the area and directs to plan accordingly.

The consequences of climate change, such as sea level rises, melting of glaciers and more frequent changes of extreme weather events with heavy rainfalls and drought periods, pose a great danger to business and livelihoods all over the world. In the attempt to reduce the rising global temperature, the Government of India has set a number of emission targets, which have the potential to improve energy security simultaneously. Energy efficiency is seen conspicuously as a predominant aspect for shielding competitiveness of Indian industry in the longer term. Keeping it in mind, India has committed itself to reducing emissions by escalating the share of renewable energy in final energy consumption to rise in energy efficiency. Besides these, India

has prepared a blueprint to shape the low-carbon economy essential for these goals, and thus clarifying a pathway for an India-wide transition to a sustainable energy system. This emphasis on sustainability and climate change mitigation can lead to greater emphasis on cheap energy and competitiveness.

The Energy Performance mentioned in Buildings Directive concentrates mainly on the energy performance of individual buildings with agreeable reasons to address sets of buildings and to determine a common balance of energy for them. It is necessary to analyse the demand and supply of energy for estimating the opportunity of considering sets of buildings one-by-one. Energy demand can be made up for those that are deprived of getting a low energy demand with an agreeable effort provided the disadvantageous conditions affect one or a number of buildings within the same neighbourhood (e.g., shading); while nearby or on-site systems can work as an advantageous substitute to individual systems per building for energy supply. This type of small central supply can produce benefits regarding capital cost savings, higher efficiency and better seasonal storage. Long-term thinking and decision-making plays predominant role for achieving all these.

MANAGEMENT OF ENERGY IN SMART CITY

Energy management by the source nation is essential in a smart city. The main and major objective of integrated energy management is to achieve and maintain sustainable energy realised at the ground level; side-by-side, measures to conserve energy must be executed. Excessive utilisation of any energy source such as coal or oil for generation of electricity causes plights of problems like acid rain and increasing the level of carbon dioxide in the atmosphere.

Hydroelectric power stations and atomic energy stations were championed for curtailing dependence on oil and coal for generating electricity. Huge dams can contribute considerably to economic growth in developing countries' short of electricity like India, but there must be a compromise regarding the case of large-scale electricity generation. Reservoirs deluge wildlife habitats, forests and farmland and even eradicate communities of native people. In order to meet the growing demand, efficient utilisation of energy and its conservation are preponderant factors.

Energy is the key resource to industrial development. It is generated both from commercial sources such as petroleum, coal, hydroelectric plants and non-commercial sources like fuel-wood, cow-dung and agricultural wastes. The index of economic advancement attained by a country is the consumption of commercial energy per head. However, India consumes a very low amount of commercial energy per head—one-eighth of the world average.

Commercial energy supplies a little over half of the total energy used in the country, and the rest comes from non-commercial sources. Since the last two and half a decade, agriculture has been consuming commercial energy at a greater rate. However, now the twin factors, environmental conservation and energy generation, are emerging from exploitative interaction of man with natural resources.

Methodical management of energy is critical to a smart city because it largely depends on power. It is maintained by technologies like smart metering, cloud computing and wireless connected sensors. Smart meters allow two-way monitoring from both the utility providers and the end-user to monitor consumption, loads of peak hours etc.

These systems provide information essential to the citizens in order to help better manage their plan tariffs. Furthermore, smart cities also use 'smart grids', i.e. power grids integrated with controls, automation and latest technologies to boost efficient transmission and quicker restoration of power on outages or other incidences, cut down overall operation and management costs and combine renewable energy systems. Besides these, they offer financial incentives to the consumers for shifting the electrical demand during off-peak hours. Above all, smart grids give opportunities to save energy and at the same time reduce dependence on fossil fuels. Smart city provides seamless and integrated public transport and communication networks in multiple modes—rail, metro, bus and non-motorised transportation (walking and cycling). Preferably, ICT is integrated with the transport networks with a view to allowing real-time tracking and increasing citizen access to information on transportation. Directed parking and volume-based traffic control systems are the measures that help handling traffic challenges and improve flexibility.

Energy policy now has two ways. One leads to the fossil fuels or the hard way, which means to go on as we have been for many years i.e. giving importance to energy quantity by discovering more amounts of fossil fuels and building larger power plants.

The second way is the soft one which leads to the energy substitutes that lay importance on energy quality and are also renewable, flexible and more eco-friendly. The soft way depends mainly on renewable energy that includes sunlight, wind, biomass, tidal energy etc. and waste management to create energy.

This initiative will certainly help cities and regions to undertake ambitious and spearheading measures in order to reduce the emission of greenhouse gas through sustainable utilisation and production of energy. This will need methodical approaches and organisational innovation, incorporating energy efficiency, low carbon technologies and the efficient management of supply and demand. The principal constituents of this initiative would comprise especially steps on buildings, local energy networks and transport.

The final goal of the 'Smart Cities' is the design of energy neutral cities with the least carbon dioxide emissions. In smart cities, people are creators in an urban context where sustainable environment plays a crucial role. Best utilisation of waste to energy helps maintaining a high quality of the use of technology through ICT and many other endeavours.

The pinpointed cities would be designed in partnership with Centre, State and urban local bodies in a public-private partnership (PPP) model. The Centre will pay the viability gap funding (VGF) for undertaking the initiative. The Government of

India realises the importance of promoting industrial energy efficiency for handling competitiveness, reducing total energy demand and the emission of greenhouse gases.

The Govt. of India has built industrial corridors, like Delhi-Mumbai Industrial Corridor, Delhi-Chennai Industrial Corridor etc. in order to make transportation effective with the help of modern roadways that connect the rural areas with the urban ones easily with a view to meet the urban demands and reduce the gap of supply and cut down the consumption of fuel. The venture by the Govt. to build these economic corridors is certainly positive. Apart from the technological challenges, there should be change in the standard of society and lifestyle, and in parallel to this energy saving attitudes must be adopted. Therefore, development of smart cities and sustainable transport systems, where electricity will play as the sustainable carrier, are essential to bring these attitudes into reality, whereas development of smart grid at distribution level helps building smart cities.

CONCLUSION

Energy conservation is considerably a quick and economical way to solve the problem of power shortage and a way of saving the country's finite sources of energy, and the conservation procedures need relatively smaller investments, are cost-effective and also have short evolution as well as payback periods. The smart cities will focus on the development of smart energy efficient buildings, greener environment, and cleaner atmosphere and minimising energy consumption, without any compromise with comfort. Modern technology symbolises the age of energy positive buildings ready at hand for both domestic and office use optimised by thermal storage technology. Therefore, smart cities will meet the energy requirements of India in future and help increasing the sustainable and efficient energy. Further advancements in energy security will help India to become a global icon.

Topic 2: Globalisation: A Blessing or a Curse for a Developing Country?

INTRODUCTION

Globalisation has brought a radical change in the business enterprises across the world as well as multiplied the expectations of the entrepreneurs. This term is taken from the word 'globalise' meaning the emergence of international networks of economic policies. Although many scholars have used the term 'globalisation' in the different time spans from 1944 to 1981 and in the 1990s, yet the credit for coining this term goes to Economist Theodore Levitt who, by the article, 'Globalisation of Markets' published in 1983 May-June issue in Harvard Business Review, widely popularised the term by bringing it into the mainstream business audience in the latter half of the 1980s. Since its emergence, the idea of globalisation has motivated challenging denotations and interpretations, with precursors dating back to the activities of colonial and imperial

trade and commerce across Asia and the Indian Ocean from the latter half of fifteenth century onwards. Because of the complication of the idea, research projects, articles and discussions often concentrated on the single idea of globalisation.

In 1992, Roland Robertson, professor of sociology at University of Aberdeen, an early writer in the field, defined globalisation as: the compression of the world and the intensification of the consciousness of the world as a whole.

According to economist Takis Fotopoulos, 'economic globalisation' is the opening and deregulation of commodity, capital and labour markets leading towards present neoliberal globalisation; 'political globalisation' refers to the emergence of transnational nobility and a gradual reduction of the nation state; whereas 'Cultural globalisation' means homologising culture across the world. 'Ideological globalisation', 'technological globalisation' and 'social globalisation' are some other terms that he used.

The Global Cities Institute at RMIT University identifies four main practical spheres of globalisation: Economic, political, cultural and ecological, with avoidance of the fifth sphere, ideological from the other four. According to Steger, ideological sphere is filled with a range of rules, claims, viewpoints and narratives about the phenomenon itself.

HOW GLOBALISATION EMERGED?

The rapid use of the term, 'globalisation' has begun from the mid-1980s and especially since the mid-1990s. In 2000, the International Monetary Fund (IMF) recognised four fundamental aspects of globalisation: Trade and transactions, capital and investment movements, migration and movement of people and the promulgation of knowledge. Moreover, some environmental conditions such as climate change, cross-border air and water pollution and over-fishing of the ocean are also considered as parts of globalisation. These proceedings of globalisation affect economics, firms, economic and socio-cultural resources and the natural environment and are affected by business and work environment.

After the Second World War was over, proceedings of the politicians led to the Bretton Woods conference where an agreement by the powerful governments was signed aiming at laying down the framework for international monetary policy, commerce and finance, and setting up several international institutions with the intention of facilitating economic growth and development, various rounds of trade opening simplified and lowered trade restrictions. In the beginning, the General Agreement on Tariffs and Trade (GATT) resulted in a series of agreements to simplify trade barriers. The World Trade Organisation (WTO) succeeded GATT and set up a framework for negotiating and formalising trade agreements and a process for the resolution of disputes. Exports rose to 16.2 per cent in 2001 from 8.5 per cent of total gross world product in 1970. When the perspective of manoeuvring global agreements to advance trade foundered in the Doha round of trade negotiation, many countries shifted to bilateral or smaller multilateral agreements like the 2011 South Korea-United States Free Trade Agreement.

Open skies policies and low-cost carriers have brought competition in the international aviation market. As a result, aviation has now become very affordable to middle classes in developed countries since the 1970s. By the 1990s, the development of low-cost transport and communication networks reduced the cost of communication between countries. Nowadays, manpower is easy to cut down as works like accounting, engineering design and machine development can be done by using a computer from anywhere in the world.

The interrelatedness of the world's economies and cultures which developed rapidly in the late nineteenth and early twentieth century declined from the 1910s owing to the consecutive World Wars and Cold War; but once again it grew quickly in the 1980s and 1990s. A considerable evolution of global interconnection came off across the world following the revolutions of 1989 and the succeeding liberalisation in different parts of the world. Migration and flux of people can also be considered as the predominant characteristic of the process of globalisation. In comparison with the past decades, almost double labour force migrated from 1965 to 1990, and this movement of people happened between the developing and the underdeveloped countries. The inclusion of market-oriented economic policies that stimulate private property rights, free enterprise and competition has helped the economy of Asia to grow rapidly. According to Human Development Report of UNDP 2003, especially in the East Asian developing countries, the rate of GDP grew to 5.9 per cent per capita from 1975 to 2001. In relation to this, Martin Wolf, the British economic journalist said that the earnings of the poor developing countries, which have more than half of the world's population, grew considerably faster than the richest countries remaining comparatively steady in their growth, leading to the minimised international inequality and the prevalence of poverty.

Growth of globalisation too has never been easy and smooth. One of the stiff barriers that came in course of the growth of globalisation was the recession of the late 2000s which was related to lower growth like cross-boundary phone calls and the use of Skype, or short-term negative growth (like trade) of global interconnectedness. The four major cross-boundary flows—trade of goods and services, information, nationals (migrants, tourists and students) and capitals—have been in the study of the DHL Global Connectedness Index which declares that after 2008, the depth of global integration decreased by nearly one-tenth, but it surpassed the pre-fall peak by 2013.

EFFECT OF GLOBALISATION

Societies which are globalised provide a complex series of forces and factors that draw nationals, cultures, markets, faiths and practices into progressively vaster propinquity to one another, and growing international trade and commerce with stiff hurdles to enter corporate consortium.

Active economic liberalisation and international integration brought about certain demographic changes in the developing world that has resulted in increasing social security and, in contrary, decreasing inequality. Martin Wolf asserted that in the

developing world, in general, life expectancy increased by four months every year after 1970 and infant mortality rate decreased to 58 per thousand in 2000 from 107 in 1970 because of the developments in the standard of living and healthcare conditions; adult literacy too in developing countries increased to 74 per cent in 1998 from 53 per cent in 1970 and with the passage of time, the illiteracy rate among the young assures to decrease to the lowest rate. Moreover, in the developing world, in general, the fertility rates decreased to 2.8 per woman in 2000 from 4.1 in 1980, which points out the growth of education standard of women on fertility, and control of minimum number of children with more parental care, attention and investment. As a result, a large number of rich and educated parents have come up with fewer children with a view to giving their children opportunities of education by taking them away from labour force—improving the issue of child labour. Consequentially, in spite of the apparent unequal distribution of income within these developing countries, their economic growth and prosperity have largely resulted in the progressive standards of living and welfare for the population.

The ASEAN Free Trade Area is a trade union agreement by the Association of South-east Asian Nations that supports local manufacturing in all ASEAN countries. Only the six countries of South Asian Nations—Singapore, Brunei, Indonesia, Malaysia, Philippines and Thailand signed the AFTA agreement on 28 January 1992 in Singapore, then Vietnam (in 1995), Laos and Myanmar (in 1997) and Cambodia (in 1999) signed it, respectively.

An international foundation of legal agreements, institutions, and both formal and informal economic players get together, within the early twenty-first century, with the objective of promoting international fluxes of financial capital for the causes of investment and trade financing. This global financial system appeared during the first modern movement of economic globalisation, marked by the foundation of central banks, multilateral treaties and intergovernmental organisations in order to develop the clarity, regulation and efficacy of international markets. The world economy became progressively integrated financially throughout the twentieth century when nations liberalised capital accounts and deregulated financial zones. A number of financial demands in Europe, Asia and Latin America left infectious effects on other countries, when globalisation was exposed to fraught capital flows. Financial organisations had grown larger with a more advanced and interconnected range of investment proceedings and by the early twenty-first century quickly spread among other nations during the financial crisis suffered by the USA known as the worldwide financial crisis and is considered as the creator of the Great Recession across the world.

COMMENTS ON GLOBALISATION

Regarding such activities in the world and the human costs as well, critiques of globalisation were naturally led to discussion and indicate a 'multitude of interconnected vital consequences—social disintegration, a decline of democracy, more quick and extensive degradation of the environment, the outbreak of new diseases,

increasing poverty and separation' which they asserted to be the unexpected outcome of globalisation. Others asserted that, as the forces of globalisation have resulted in the spread of western-style democracy, this has been accompanied by a rise in inter-ethnic tension and violence as free market economic policies amalgamate democratic methods of universal franchise as well as an increase in militarisation to necessitate democratic doctrines as a measure to disagreement resolution.

It is known that with globalisation we have come close to 'the end of geography', but it may not have brought us to 'the end of history'. Since about 1980, the Third Industrial Revolution charged the stiff pressure of time and space which has transformed the mode of our interactions with the international environment. Globalisation, for many, has escalated cross-boundary exchange of capital, goods, services, ideas, information, technology, legal systems and nationals desirably and irrevocably, having guaranteed a rising standard of living throughout the world. Others retreat from globalisation because they find it to be the soft underbelly of corporate colonialism that despoils and benefits behind unrestrained consumerism.

Overseas development assistance from the rich to poor countries has amounted to $50–80 billion per year in the last two decades, and simultaneously about $500–800 billion funds have been brought illegally from the poor to rich countries i.e. for every one dollar of legal fund, the West get in return $10 illegal funds and, for welfare steps, lectures the rest on corruption.

The benefits and costs of linking and delinking have an unequal distribution. Industrially developed countries have mutual interdependence; developing countries, on the whole, have independence in economic relations with one another; and developing countries, to a great extent, have dependence on industrially developed countries. But Brazil, China and India have started to change this equation.

The income levels between countries and peoples have increasingly diverged with expanding inequality among and within nations. Assets and incomes are more focused. Wage shares have declined. Profit shares have swelled. Capital flexibility side-by-side labour rigidity has cut down the bargaining power of labour organisation.

The growing poverty and inequality has left great effect on social and political stability among and within the states—growth for a few countries and people while marginalisation and elision for the bulk. The global markets are growing faster while social and economic organisations are failing to ensure a parallel, balanced, comprehensive and sustainable development. Labour rights have been nonchalantly protected whereas capital and property rights sedulously, and trade and finance rules of the world are discriminatory. This has lopsided effects on rich and poor countries.

The concern of many developing countries, even before the global financial crisis (GFC), was the adverse infringement of globalisation in their economic dominance, cultural integrity and social stability. 'Interdependence' among unequals changed into the dependence of some in international markets functioning under the supremacy of others. The GFC confirmed that the unrestrained transnational forces can inundate absent effective regulatory organisations, markets, states and civil society.

One of the worst sides of globalisation is human trafficking—turning humans into commodities bought and sold in the international marketplace, and women and children are the most exposed ones. In all continents, NGOs endeavour to cope with this dastardly activity and report on those engaged in it.

South Africa has experienced the growth of intricate transnational crime organisations. The illegal trafficking in narcotics, mineral resources, ivory, counterfeit products and stolen property is flourishing. International crime consortiums exploit government weaknesses to profiteer large sums of money. Illegal migration and money laundering snatch the state's valuable human and material resources, in a region that urgently requires them.

Insurgencies flourishing as a consequence of the disproportions created by globalisation have caused a distinct challenge in the world. The 'development dichotomy' explains the substantial national-level progress in India gone concurrently with an ever wider gap between the prosperity of urban, middle-class Indians and the downtrodden who still are in many of its 600,000 villages—the abode of most Indians. The deracinated aboriginal populations (Adivasis) failing to adapt to the demands of modern economy often see rebellious redemption as the only way out of their plight.

On the other hand, Sri Lanka's Tamil Tigers are notably one of the most globalised terrorist movements anywhere in the world. Although it was transitory, yet it was overwhelmingly success mainly because of their effectual reliance on the Sri Lankan Tamil community to gain resources as well as to master strong political support for their inducement.

Jihadists, in South-east Asia, Afghanistan and in Central America, are proficiently using modern IT and telecom technology to boost their cause and encourage their objectives, by building link between the drug trade and terrorism introduced by the CIA. Jihadists, by adopting the ancient methods duplicate the obsolete way Osama bin Laden, remaining head, collected his information through pieces of paper brought by hand by his loyal messengers, transfer funds across the world perfectly and in a definitely untraceable way. Undoubtedly, the negative impact of globalisation will soon be resolved, but it is a matter of fact whether the GFC terminates globalisation, widely known for three decades.

CONCLUSION

Globalisation is considered as the advantageous expansion of liberty and capitalism. Jagdish Bhagwati, a former adviser to the United Nations on globalisation, declares that 'Although there are obvious problems with overly rapid development, globalisation is a very positive force that lifts countries out of poverty by causing a virtuous economic cycle associated with faster economic growth'. Paul Krugman, an economist, a hard-core advocate of globalisation and free trade declares—by disagreeing greatly with many critics of globalisation—that many of them are lacking the fundamental understanding of comparative benefit and its necessity in present world.

The flux of migrants to countries economically advanced has been demanded to introduce a system for gathering global wages. An IMF evaluation pointed out a prospective for skills which are to be transferred back to developing countries as wages with the objective of fostering growth in those countries. Last but not the least, the promulgation of knowledge has proved to be an essential facet of globalisation. With a view to favouring most the developing and least developing countries (LDCs), technological innovation or technological transfer is speculated, for instance, the adoption of mobile phones.

In the late twentieth and early twenty-first centuries, globalisation has resulted in the re-emergence of the concept—growing economic interdependence fosters peace, while in the late nineteenth and early twentieth centuries, globalisation had led this concept to be very persuasive and a predominant principle of classical liberals of that period like the young, John Maynard Keynes.

Topic 3: Make in India: A Giant's Step to Promote Manufacturing

INTRODUCTION

The clarion call: Make in India revitalises India's trade and commerce enterprises and entrepreneurs to help the recycling of India's historical monopoly as a trading economy with the inspiration of being self-sufficient and re-emerging as the lord of modern trade imperialism. Historical evidence proves that India was a trade and commerce-based economy supported by an advanced transport system. India was then, as a whole, 'small-scale manufacturing industry', 'handloom industry', and 'art, craft and cottage industry' underwritten by its trade. Then we had a large quantity of manufacturing surplus and the trade greatly supported growth and prosperity by spreading our goods far and wide. India earned name and fame even in European markets, drew the attention of the European trading companies, and for this reason India was then considered a **'Golden Bird**' in trade and commerce.

However, with the arrival of the European trading companies and the establishment of 'British Colonial Empire', foreign trade had been destroyed. 'Indian Cottage Industries' completely declined, pattern of agriculture changed by the forceful replacement of food crops with cash crops—the raw material for most of the 'Colonial Industries' and were in great demand even in European industries. This change made an adverse impact on Indian economic structure and resulted in its complete downfall. Moreover, the drainage of Indian wealth and resources encumbered the economy and ultimately removed the economic cornerstone of the country.

India regained its ground after Independence and partition and endeavoured to rebuild and strengthen its economy. Because of the immature industries and for fear of competition with foreign popular and cheap goods, however, India followed socialistic ideology-based policy of 'Central Plans' by giving initial importance on