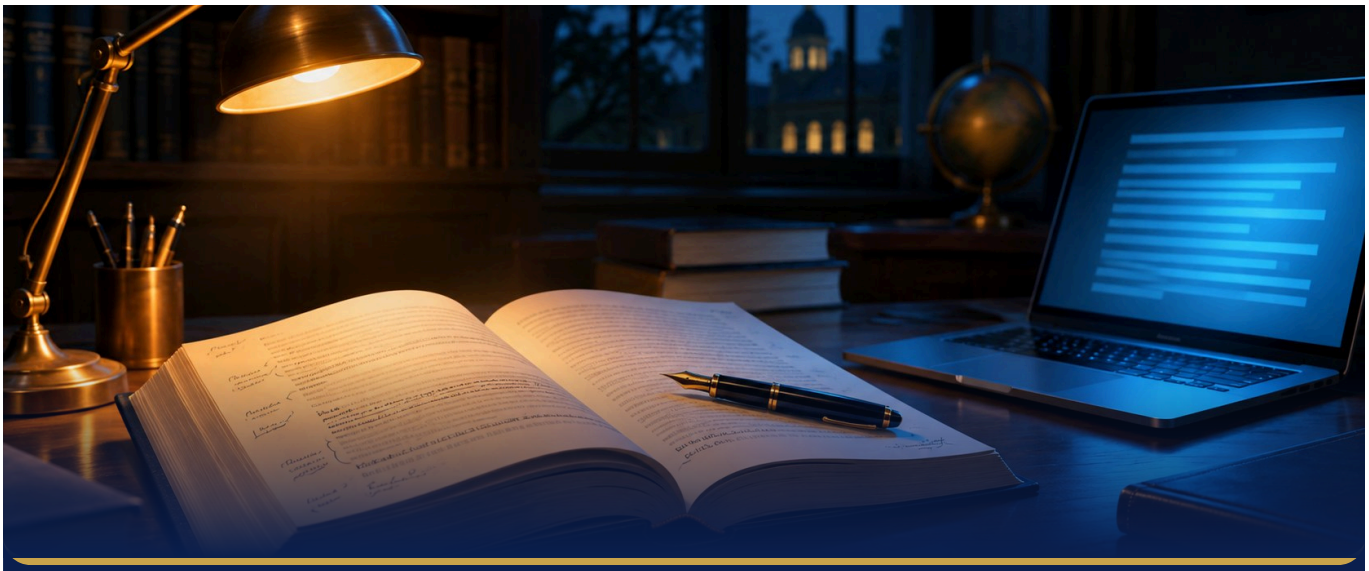


MAINS MASTERY 2026 · GS PAPER IV · QUESTION 1(A) · STUDENT EDITION

An AI-Written Ph.D. Evaluation: Accountability and Integrity

THE QUESTION, AS SET IN UPSC CSE MAINS 2026

Owing to paucity of time, a university professor generates a Ph.D. evaluation report using Artificial Intelligence and submits it with some modifications. Discuss this from the perspective of accountability and integrity.

Directive: Discuss | 10 marks | 150 words | Ethics: accountability, integrity, AI

1 **PYQ Deep Decode** — Demand, hidden demand, structure, form
2 **PYQ Intelligence** — 2013 to 2026: values and technology
3 **Additional information** — The two values and the examiner's role
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5 **The model answer** — One answer, points under two values
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7 **Quick recall** — Sixteen facts for Mains and Prelims
8 **Write it yourself** — A seven-point self-check

Guranchal Ma'am, Founder, UPSC Gurus · upscgurus.in

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1 PYQ Deep Decode

Read the question the way the examiner set it: the demand, the hidden demand, the structure that follows from both, and how the answer should be presented, opened and closed.

1.1 The demand

This is a short case set in Section A, judged through **two named values**. It is not a question on the merits of artificial intelligence. It asks whether using AI to generate a **doctoral evaluation report**, followed by unspecified modifications, meets what **accountability** and **integrity** require of the professor. Note what the question does **not** establish: how far he read and verified the thesis, and whether he disclosed the AI use. A strong answer reasons from the facts given and treats the rest conditionally.

Words in the question	What they ask you to do	What goes wrong if you miss them
Owing to paucity of time	Treat the reason as a **claimed justification** to be tested: does shortage of time excuse what follows?	The excuse is either ignored or accepted without examination.
a university professor	Hold him to the duties of an **academic examiner**: expert judgement, care, fairness and confidentiality.	Generic lines on public servants that never reach the examiner's role.
generates a Ph.D. evaluation report using Artificial Intelligence	Examine whether AI merely drafted the report or supplied the **substantive academic assessment**. The professor must independently verify the evaluation, since it affects the award of a degree.	Treating the AI as a neutral writing aid, like a spell-checker.
submits it with some modifications	Ask whether **partial editing** turns the report into his own judgement, and whether submitting it implies he wrote it.	Assuming that any editing settles the matter.
Discuss this from the perspective of accountability and integrity	Examine the act through **both lenses separately**, with reasons, and reach a view.	One lens only, or a blended list of "ethical issues" with neither value defined.

THE DEMAND IN ONE LINE

Judge the professor's act through accountability and then through integrity, and decide whether time pressure and partial editing can justify it.

1.2 The hidden demand

The question does not ask whether AI should be banned in universities. It tests a narrower and harder idea: **responsibility cannot be delegated to a tool**. Editing a machine's draft may improve its language without establishing that the examiner read the thesis and formed each judgement himself. The examiner expects you to separate **assistance** (language, formatting, a checklist) from **substitution** (the assessment itself), and to ask whether **paucity of time** justifies cutting the judgement or only seeking more time. That earns its own short part.

Owing to paucity of time, a university professor generates a Ph.D. evaluation report using Artificial Intelligence and submits it with some modifications. Discuss this from the perspective of accountability and integrity.

Each point should name the value, show where the act strains it, and say what the value would have required. The last column is where the hidden demand is met.

Value	Where the act strains it	What the value required
Accountability	The report carries his name, but its reasoning was drafted by a system he cannot fully trace.	Every judgement in the report checked against the thesis and defensible by him.
Integrity	The university receives an AI-generated report under his responsibility; whether he disclosed AI use or independently verified its substance is unspecified.	Honest authorship, disclosure where rules allow AI help, and the thesis kept confidential.

WEAK
Using AI saves time, but the professor should be careful.

STRONG
He may let AI assist, but cannot let it judge: the evaluation, and his answerability for it, must remain his own.

1.3 The structure

The question names **two values** and carries **one hidden demand**. So the answer has **three parts**: accountability, integrity, and whether the excuse holds. The shares are a teaching guide, not a UPSC rule: the quality of reasoning decides the final allocation.

Introduction | **1. Accountability** about two-fifths | **2. Integrity** about two-fifths | **3. Hidden** about one-fifth | **Conclusion**

Part 1 Accountability — about two-fifths

Personal responsibility	The university appointed **him**, not a tool; the recommendation is his, whoever drafted it.
Verification	AI can misread methods, invent references or praise what is weak; he must check every judgement against the thesis.
Answerability	The candidate, the viva board and the university rely on reasons he can **explain and defend**.

Part 2 Integrity — about two-fifths

Honesty and transparency	Presenting AI-generated assessment as wholly independent judgement **misrepresents its origin**; non-disclosure, where disclosure is required, compounds the breach.
Diligence and judgement	Years of a scholar's work deserve a **full reading**; academic judgement is the very service he was asked for.
Confidentiality and fairness	If unpublished thesis material reaches an **unapproved external tool**, confidentiality may be compromised; if unverified AI conclusions are relied on, the scholar may receive an **inaccurate or unfair** assessment.

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Part 3 **Can time or editing justify it?** about one-fifth

Time pressure may justify **requesting an extension**, rescheduling, or using **permitted assistance**. It cannot justify submitting an assessment without adequate independent scrutiny and professional judgement.

1.4 How to present it

The form follows the question. "Discuss from the perspective of accountability and integrity" names **two lenses**, so the clearest form is **points under two headings**, each point naming the strain on that value. A brief third heading tests whether time pressure and partial editing justify the act; this can also be woven into the two parts, provided the structure stays clear.

Form	Fit here	Reason
Points under two headings	**Best**	Keeps the two values apart, so the examiner sees both lenses applied in full.
Two-column table	Good	Accountability and integrity side by side; works if each cell stays short.
Flowchart	Weak	There is no process to show; the question asks for judgement, not sequence.

1.5 The introduction and the conclusion

The introduction serves the whole question. Two values are named, so the introduction **defines both** in a line each and states why this act engages them: an examiner's report is a judgement on which a degree depends.

The conclusion settles the demand. The question asks you to discuss the act through two values, so the closing line gives the **verdict both lead to**: technology may assist, but the judgement and the responsibility for it cannot be handed over.

2 PYQ Intelligence 2013 to 2026

The question's context in 2026, its place in a line of questions on accountability, integrity and technology, and what to prepare next.

2.1 Why the subject was topical in 2026

By 2026, research funders had issued specific restrictions on generative AI in peer review, while governments and international bodies had set broader AI governance principles. These are ethical parallels; they do not directly govern Ph.D. examination in Indian universities, where university rules apply. UPSC never states why it sets a question, so treat this as **context, not cause**.

When	What happened	Why it matters for this question
November 2021	UNESCO adopts its **Recommendation on the Ethics of Artificial Intelligence**, with human oversight and responsibility among its principles.	Responsibility for decisions must remain attributable to **persons**, not systems.
23 June 2023	The US National Institutes of Health **prohibits its peer reviewers** from using generative AI to	The closest parallel: an evaluator's judgement and the confidentiality of the work evaluated.

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When	What happened	Why it matters for this question
	analyse applications or draft critiques (NOT-OD-23-149).	
14 December 2023	The US National Science Foundation bars reviewers from uploading proposal content to non-approved AI tools; breach treated as a violation of its confidentiality pledge.	Confidentiality obligations **extend to AI tools**.
5 November 2025	MeitY releases the **India AI Governance Guidelines** under the IndiaAI Mission; accountability and "people first" are among its seven principles.	India's own frame: AI use with human accountability.

2.2 The skill UPSC keeps testing

These questions from 2013 to 2026 share one concern: **what a value demands of a person in a concrete role**, and whether technology changes that demand.

Year	The question as UPSC set it, or a marked case summary	What it asked of you	What changed in 2026
2013 GS IV, Q1	What do you understand by 'values' and 'ethics'? In what way is it important to be ethical along with being professionally competent?	Separate competence from moral responsibility.	A competent professor can still fail ethically: competence is not the test.
2014 GS IV, Q7	What does 'accountability' mean in the context of public service? What measures can be adopted to ensure individual and collective accountability of public servants?	Define accountability and the mechanisms that secure it.	The same value, applied to an **academic examiner** using AI.
2014 GS IV, Q3(a)	Question summary, not verbatim: interpret the statement, "Integrity without knowledge is weak and useless, but knowledge without integrity is dangerous and dreadful," and explain its contemporary relevance with illustrations.	Relate knowledge and integrity.	The professor has the knowledge; the question tests his integrity.
2015 GS IV, Q1(b) (iv)	Part summary, not verbatim: one of four pairs to differentiate, personal ethics and professional ethics.	The duties a role adds to personal morality.	An examiner's duties are professional, owed to the scholar and the university.
2017 GS IV, Q4(a)	One of the tests of integrity is complete refusal to be compromised. Explain with reference to a real life example.	Integrity under temptation.	Time pressure as the temptation to compromise.
2021 GS IV, Q6(b)	'Integrity is a value that empowers the human being.' Justify with suitable illustration.	Show integrity at work in a person's conduct.	Integrity tested where a shortcut is easy and hard to detect.
2021 GS IV, Q2(a)	Impact of digital technology as reliable source of input for rational decision making is a debatable issue. Critically evaluate with suitable example.	Weigh technology as an input to decisions.	From technology as an **input** to technology **replacing** the decision-maker's judgement.
2024 GS IV, Q1(a)	The application of Artificial Intelligence as a dependable source of input for administrative rational decision-making is a	The ethics of relying on AI in administration.	The same concern in a university, with a named

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Year	The question as UPSC set it, or a marked case summary	What it asked of you	What changed in 2026
	debatable issue. Critically examine the statement from the ethical point of view.		person and named values.
2025 GS IV, Q1(a)	In the present digital age, social media has revolutionised our way of communication and interaction. However, it has raised several ethical issues and challenges. Describe the key ethical dilemmas in this regard.	Ethical dilemmas of digital technology.	Digital ethics tested again the year before, now inside a profession.
2026 GS IV, Q8	Case summary, not verbatim: an SP's AI-enabled predictive policing system; asks the ethical issues including biases, the alternatives, and the most ethical action.	Accountability for AI-assisted decisions in policing.	The same paper tested technology and responsibility three times: Q1(a), Q8 and Q10(b).
2026 GS IV, Q10(b)	A subpart of a 20-mark Section B case study: "Discuss the ethics of using technology as a gatekeeper for welfare schemes." The case concerns biometric authentication failures, unreliable connectivity and exclusion from the Public Distribution System; the subpart must be read in that context.	Human responsibility for technology-mediated decisions.	The third 2026 question on technology and responsibility.

CARRY THIS METHOD TO ANY QUESTION NAMING VALUES

1. **Define each value** in one line.
2. **Apply each separately** to the act.
3. **Name the duty** each value creates for this role.
4. **Test the excuse** the question offers.
5. **Give a verdict** both values support.

2.3 What to prepare next

VALUES AROUND THIS QUESTION

Probity	Integrity shown in the handling of public trust and resources.
Transparency	Openness about how a decision was made, including the tools used.
Conflict of interest	Examiner duties when personal convenience competes with duty.
Professional ethics	Codes of conduct for doctors, teachers, examiners and researchers.

AI AND ETHICS, LIKELY NEXT

Algorithmic accountability	Who answers when an automated decision harms someone.
Human in the loop	Meaningful human review, not a signature on a machine's output.
Technology in welfare and policing	Q8 (2026): AI in predictive policing. Q10 (2026): biometric authentication in PDS and technology as a gatekeeper.
Academic integrity	AI use by students and scholars, and disclosure rules.

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3 Additional information

Everything needed to answer this question well. Tier 1 holds what the demand needs; Tier 2 places it within the wider debate on AI, responsibility and academic ethics.

TIER 1 · ESSENTIAL: THE TWO VALUES AND THE EXAMINER'S ROLE

Subject	What it is	Why it matters for the answer
THE TWO VALUES		
Accountability	The obligation to **answer for one's decisions** to those affected and to those who entrusted the task, and to accept scrutiny of them. The Nolan Committee (UK, 1995) lists it among the Seven Principles of Public Life.	Part 1: the professor answers for the report, whoever drafted it.
Integrity	**Consistency between one's principles and one's conduct**, including when no one is watching; honesty in what one presents as one's own.	Part 2: presenting a machine's substantive assessment as independently formed would break that consistency.
How they differ	Accountability is **answerability to others**, enforced from outside; integrity is **fidelity to one's own principles**, held from within.	Keeping the two apart is what the question tests.
THE EXAMINER'S ROLE		
Thesis evaluation in India	Regulation 11(5) of the UGC Ph.D. Regulations, 2022 (notified 7 November 2022) requires evaluation by the research supervisor and **at least two external subject experts** not employed by the institution; under Regulation 11(6), the viva voce is conducted when both external examiners recommend acceptance, after incorporating any corrections they suggest; if one recommends rejection, the thesis goes to an alternate external examiner from the approved panel, and the viva proceeds only if that examiner recommends acceptance.	The report is a formal step on which the **award of a degree** depends.
What an examiner owes	A full reading; judgement on originality, method and contribution; reasons for the recommendation; confidentiality of unpublished work; timeliness.	Each duty maps onto one of the two values.
Academic integrity rules	The UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018 (notification dated 23 July 2018; published in the Gazette of India on 31 July 2018, the date from which they came into force) set standards and graded penalties for plagiarism in academic and research work.	Relevant **context**: they do not expressly cover AI-generated examiner reports, so the failure here is professional and ethical first; individual university rules may decide the rest.
WHERE AI ENTERS		
What AI can do	Improve language and formatting, suggest a report structure. Summarising confidential thesis material needs a tool and data arrangement the institution has **authorised**.	Legitimate **assistance**, where permitted and disclosed as required.
What AI cannot do for him	AI may help compare literature or flag methodological issues, but it cannot discharge the **appointed examiner's duty** or **bear accountability**	The core of the accountability part.

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Subject	What it is	Why it matters for the answer
	for the recommendation; it can also fabricate references and make confident errors, so every finding needs expert scrutiny.	
Confidentiality	Uploading an unpublished thesis to an external tool may let the text be stored or used beyond the evaluation; in US grant peer review, NIH prohibits reviewers from using generative AI to analyse applications or formulate critiques, and NSF prohibits uploading proposal content and review records to non-approved AI tools. These rules govern their own grant review, not Ph.D. evaluation in Indian universities.	The confidentiality point in the integrity part.

Where the line falls: assistance or substitution

Language	**Structure**	**Navigation**	**Assessment**	**Recommendation**
Grammar and clarity of a report he has written	A checklist so no criterion is missed	Summaries to find his way, then a full reading; only with tools that keep the thesis confidential	Machine-drafted judgements on originality and method	Expert recommendation to accept or reject the thesis

ASSISTANCE: PERMISSIBLE IF ALLOWED AND DISCLOSED — **SUBSTITUTION: FAILS BOTH VALUES**

The professor generated the evaluation report using AI and then modified it, a serious risk of substituting machine-generated assessment for expert judgement. The question does not establish whether he independently examined the thesis, verified the report or disclosed AI use; editing alone cannot show these duties were fulfilled.

Editing does not equal evaluating. Changing a machine's sentences shows the professor read the **report**; it does not show he read the **thesis**. Accountability is met only if every judgement in the report rests on his own reading.

Assistance and substitution. The test is whether the examiner **independently examined the thesis**, verified the report's substantive claims and reached a reasoned recommendation he can defend. A conclusion that merely matches the machine's does not prove independent judgement.

TIER 2 · EXTENDED UNDERSTANDING: THE WHOLE TOPIC AROUND IT

Thinkers and ideas that fit

Kant	Treat persons as **ends, not merely as means**: the scholar's dignity and academic interests deserve a conscientious assessment, not one cut short for the examiner's convenience.
Gandhi	Among the Seven Social Sins: **knowledge without character**. Expertise used without care fails its purpose.
Virtue ethics	Integrity as a **settled character**: what a good examiner does when the shortcut is easy and unseen.
Role morality	A role brings duties beyond ordinary ones: an examiner holds a **gatekeeping trust** for the university and the discipline.

Owing to paucity of time, a university professor generates a Ph.D. evaluation report using Artificial Intelligence and submits it with some modifications. Discuss this from the perspective of accountability and integrity.

What AI use can legitimately offer

1. **Language:** clearer reports, especially for non-native writers.
2. **Structure:** a checklist so no criterion is missed.
3. **Speed:** summaries to navigate a long thesis.
4. **Consistency:** comparable reports across examiners.

What it puts at risk

1. **Judgement:** conclusions not formed by the expert appointed.
2. **Accuracy:** invented references, misread methods.
3. **Confidentiality:** unpublished work sent to external systems.
4. **Trust:** in the degree, the examiner and the university.
5. **Fairness:** a candidate judged by a tool's reading.

Two debates worth knowing

Should AI be banned from academic evaluation?

One view holds that any AI use corrupts expert judgement and risks confidentiality. The other holds that a ban is unenforceable and wastes useful aid. The balanced reading: **permit assistance under clear rules and disclosure; never permit substitution of judgement**.

Is disclosure enough?

Disclosure is an important part of transparency where AI assistance is permitted, but disclosure alone does not make unauthorised use or delegated academic judgement ethical. Integrity also requires diligence, confidentiality and compliance with applicable rules; accountability requires independent verification and a defensible recommendation. The balanced reading: **where rules require disclosure, it is necessary but not sufficient**; confidentiality, verification and independent judgement must follow.

4 Pitfalls and variations

The mistakes that cost marks here, the claims never to make, and how the answer changes when the question changes.

4.1 Six pitfalls, each with its correction

An essay on AI

~~AI has transformed education and has both merits and demerits.~~

The professor let AI draft his assessment of a thesis; judge that act through accountability and integrity.

One lens only

~~The professor lacked integrity because he used AI.~~

Accountability: he answers for every judgement. Integrity: presenting AI-generated substantive reasoning as independently formed would compromise honesty; whether he disclosed it is not stated, and integrity in any case requires independent scholarly diligence, not merely editing a generated report.

Owing to paucity of time, a university professor generates a Ph.D. evaluation report using Artificial Intelligence and submits it with some modifications. Discuss this from the perspective of accountability and integrity.

Blending the values

~~Accountability and integrity both mean being honest.~~

Accountability is answerability to others; integrity is fidelity to one's own principles.

Accepting the excuse

~~Since he was short of time, using AI was understandable.~~

Shortage of time justified seeking more time, not handing over the judgement.

Treating editing as a cure

~~He modified the report, so it became his own work.~~

Editing the report does not show he evaluated the thesis.

Forgetting the candidate

~~The issue concerns only the professor and the university.~~

The scholar's degree, and the confidentiality of unpublished work, are at stake.

4.2 Never write these

- "UGC has banned AI in thesis evaluation."
  No such specific rule is established; argue from the values, the examiner's duties and university rules.
- "The professor uploaded the whole thesis and hid the AI use."
  The question does not say so; reason conditionally.
- "Using AI is always unethical."
  Assistance can be legitimate when authorised, confidential, disclosed where required and independently verified.
- "AI evaluation is more objective than a human examiner."
  AI can err and fabricate; it bears no responsibility.
- "The professor should be dismissed."
  The question asks for an ethical discussion, not a penalty.
- "AI tools keep uploaded documents private."
  Many give no such guarantee; that is the confidentiality risk.

4.3 If the question changes

If it asks	The structure becomes	What must change
What are the **ethical issues** involved?	A list of issues: honesty, responsibility, confidentiality, fairness, professional duty	No fixed lenses; group the issues and rank them.
What **should the university do**?	1. Immediate steps on this report; 2. A policy on AI in evaluation	Fresh evaluation, disclosure rules, permitted and barred uses.
The same act by a **civil servant drafting a file note**	The same two lenses, with public accountability and official secrecy	Rules of business and data protection replace university rules.
As a **20-mark case study**	Stakeholders; ethical issues; options with merits and demerits; the course chosen	Options: withdraw the report, disclose, seek extension, re-evaluate.

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5

The model answer

One answer, written in 150 words, in the form this question calls for: points under the two named values, with a short part for the hidden demand. The introduction covers the whole question; the conclusion settles its demand.

Model answer ## Points under two headings

150 words

Accountability requires an examiner to justify decisions; integrity requires fidelity to professional duties. A doctoral evaluation affects a scholar's degree.

1. Accountability

- **Personal responsibility:** the university appointed the professor, not an AI system; the recommendation remains his.
- **Verification:** AI may invent citations or misunderstand methods. Editing a generated report cannot establish that he independently examined the thesis before making a reasoned recommendation.
- **Answerability:** he must substantiate every conclusion to the university and candidate.

2. Integrity

- **Honesty:** concealing substantive AI assistance, especially where disclosure is required, compromises transparency.
- **Diligence:** independent scrutiny of originality, methodology and contribution cannot be outsourced.
- **Fairness and confidentiality:** unverified criticism may prejudice the scholar; sharing unpublished material with unauthorised tools risks exposure.

3. Can time justify it?

Time pressure warrants requesting an extension or using approved language assistance, not delegating academic judgement.

Thus, AI may support drafting, but defensible evaluation, ethical disclosure and responsibility for the judgement must remain human.

DEMAND
Accountability and integrity, each applied to the act

HIDDEN DEMAND
Part 3 tests the excuse: an extension or approved language assistance, not delegated judgement

STRUCTURE
About two-fifths, two-fifths, one-fifth

BALANCE
Introduction 20 words, conclusion 18 words; 150 words in all

Why it works: the introduction defines both values, as the question names them, and says why a doctoral evaluation engages them; each value gets its own heading and three distinct points, reasoned conditionally from the facts given (editing cannot establish independent reading; concealment compromises honesty where disclosure is required); the confidentiality point is kept separate from fairness; the hidden part tests the excuse and names the legitimate alternatives; the conclusion gives the verdict both values support.

Owing to paucity of time, a university professor generates a Ph.D. evaluation report using Artificial Intelligence and submits it with some modifications. Discuss this from the perspective of accountability and integrity.

6 Other ways to write it

The model answer above remains the answer. These outlines show how a different, equally valid answer could be built, and when each choice works.

Approach	How it is built	When it works
Two-column table	Rows for responsibility, honesty, diligence, confidentiality; columns for accountability and integrity.	When you want the contrast between the values to show at a glance.
Open with the stakeholders	Introduction names the candidate, university and discipline; then the two values.	When fairness to the candidate is the point you want to lead with.
Assistance against substitution	Part 3 built around the test: can the examiner independently substantiate every substantive finding through direct examination of the thesis, without treating AI-generated conclusions as authoritative?	When the hidden demand is your strongest point.
As a case study	Options for the professor now: withdraw and re-evaluate, disclose, seek time; the course chosen.	When the question asks what he should do.

7 Quick recall and Prelims crossover

Facts for rapid revision and Prelims.

1. **Accountability**: answerability for decisions to those affected and those who entrusted them.
2. **Integrity**: consistency between principles and conduct.
3. **Nolan Principles** (UK, 1995): seven principles of public life.
4. Nolan list: selflessness, integrity, objectivity, accountability, openness, honesty, leadership.
5. **UGC Ph.D. Regulations, 2022**: supervisor plus at least two external examiners.
6. **UGC academic integrity regulations**: **2018**, graded penalties for plagiarism.
7. **Second ARC**, Fourth Report: **Ethics in Governance** (2007).
8. GS IV PYQs on technology: **2024** (AI in administration), **2025** Q1(a) (social media), **2026** Q1(a), Q8, Q10(b).
9. **NIH** barred peer reviewers from using generative AI: **23 June 2023**.
10. **NSF** notice on AI in merit review: **14 December 2023**.
11. **UNESCO Recommendation on the Ethics of AI**: **November 2021**.
12. **India AI Governance Guidelines** (MeitY): **5 November 2025**.
13. Its seven principles include **accountability** and **people first**.
14. **EU AI Act**, Article 6 and Annex III, point 3(b): certain AI systems intended to evaluate learning outcomes are **high-risk**, subject to its conditions and exceptions; this EU rule does not automatically govern Ph.D. evaluation in India; its application depends on the Act's territorial scope and the AI system's intended use.
15. Gandhi's Seven Social Sins include **knowledge without character**.
16. Kant: treat persons as **ends**, never merely as means.

Owing to paucity of time, a university professor generates a Ph.D. evaluation report using Artificial Intelligence and submits it with some modifications. Discuss this from the perspective of accountability and integrity.

THE ONE SENTENCE TO CARRY OUT OF THIS DOCUMENT

A tool can help an examiner write, but it cannot judge for him, and it cannot answer for him.

8 Write it yourself

Write the answer in 150 words without looking back, then check it against each line below.

	Check	Yes / No
1	Does the introduction **define both values** and say why this act engages them?	
2	Are accountability and integrity under **separate headings**, each applied to the act?	
3	Does Part 1 show that **editing the report is not evaluating the thesis**?	
4	Does Part 2 cover **honesty, diligence and confidentiality**?	
5	Does Part 3 **test the excuse** of paucity of time and separate assistance from substitution?	
6	Does the conclusion give a **verdict both values support**, at about the length of the introduction?	
7	Is the answer within the prescribed **150-word limit**, headings included, and free from unsupported assumptions about the professor's conduct (section 4.2)?	

Sources

- University Grants Commission: UGC (Minimum Standards and Procedures for Award of Ph.D. Degree) Regulations, 2022, Regulation 11(5)-(6), notified 7 November 2022; UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018, notification dated 23 July 2018, published in the Gazette of India on 31 July 2018.
- European Union, Regulation (EU) 2024/1689 (AI Act), Article 6 and Annex III.
- National Institutes of Health, Notice NOT-OD-23-149 (23 June 2023); National Science Foundation, Notice to the research community on generative AI in merit review (14 December 2023).
- UNESCO, Recommendation on the Ethics of Artificial Intelligence (November 2021).
- Ministry of Electronics and Information Technology, India AI Governance Guidelines (5 November 2025).
- Committee on Standards in Public Life (UK), Seven Principles of Public Life (1995); Second Administrative Reforms Commission, Fourth Report, Ethics in Governance (2007).
- UPSC Civil Services (Main), General Studies Paper IV, official question papers and archives (upsc.gov.in): 2013 Q1; 2014 Q3(a), Q7; 2015 Q1(b)(iv); 2017 Q4(a); 2021 Q2(a), Q6(b); 2024 Q1(a); 2025 Q1(a); 2026 Q1(a), Q8, Q10(b).

Owing to paucity of time, a university professor generates a Ph.D. evaluation report using Artificial Intelligence and submits it with some modifications. Discuss this from the perspective of accountability and integrity.

YOUR NEXT STEP

Now write GS Paper IV 2026 again.

You now know what this question asked, what it expected without saying so, and how its answer is built. Write the whole paper under the clock, have it evaluated, and read the feedback against this document.



1 **Write the full paper in three hours**

2 **Self-check this answer with section 8**

3 **Have the paper evaluated**

4 **Read the feedback against this document**

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GS Mains PYQ Deep Decode

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PROGRAMME

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