

සියලු ම හිමිකම් ඇවිරිණි / All Right Reserved / முழுப் பதிப்புரிமையுடையது		
 <div style="text-align: center;"> <p><b>ශ්‍රී ලංකා සංවර්ධන පරිපාලන ආයතනය</b></p> <p><b>இலங்கை அபிவிருத்தி நிர்வாக நிறுவகம்</b></p> <p><b>SRI LANKA INSTITUTE OF DEVELOPMENT ADMINISTRATION</b></p> </div>		
<p><b>Second Efficiency Bar Examination for Officers of Sri Lanka</b></p> <p><b>Administrative Service 2019(II)</b></p>		
<p><b>Time – 3 hrs</b></p>	<p><b>Proficiency in the link language (English) - 17</b></p>	<p><b>විභාග අංකය</b></p> <p><b>Index No / சுட்டெண்</b></p> <p>.....</p>

- Answer all questions.

### Question 01

**Read the passage below and answer the questions.**

A public administrator is **potentially** liable if he or she violates someone's constitutional rights. But constitutional rights, as they now exist, are not simply **engraved** in the Constitution. As former Supreme Court Justice Lewis Powell pointed out, constitutional law is "what the courts say it is." At any given time, individual constitutional rights are a **reflection** of the judiciary's values and interpretation of constitutional history. Standards of individual civil rights and liberties, equal protection, and due process are forever undergoing change. Prior to 1954, legally mandated racial **segregation** in public schools was permissible, pupils could be expelled without any established or fair procedure, public employees could be fired for "wrong thoughts," mental patients and prisoners could be "warehoused" under **incredibly** harsh and brutal conditions, and citizens had little or no legal protection against public administrative action denying them various benefits or occupational licenses. Today, the picture is radically different as a result of **newer** judicial views of what the Constitution requires. The courts created the present standard of public administrators' liability to force public administrators to be responsive not only to declared constitutional law but also to constitutional values.

The absence of a specific **precedent** in the constitutional case law does not afford protection from liability today. The facts surrounding a public administrator's actions may not have previously arisen or been **litigated**. Or they may have been litigated at a time when the content of the constitutional law was clearly different. This does not mean that public administrators operate in an atmosphere of complete chaos, or that there are no standards of conduct. Public employees can be held liable if they clearly violate an **articulated** constitutional principle, or if the thrust of the evolving law provides "fair warning" that their conduct is unconstitutional. The smart public administrator will not look only to the most recent case, but rather will consider how the next one—the one he or she may be involved in—is likely to be decided. To do this effectively, public administrators must have a broad understanding of constitutional values and **contemporary** judicial philosophies. Public administrators must now be responsive to the judiciary's values, and therefore, the judiciary gains greater ability to exercise influence over the activities of the administrative state.

The judicial response to the rise of the contemporary administrative state considerably strengthens the role of the courts in public administration. Public administrators find themselves working as partners

with judges. They are under greater pressure to explain their decisions and actions to the courts. Knowledge of constitutional values, as expressed by the judiciary, becomes a positive job requirement for many public administrators. One cannot really manage public employees today without paying considerable attention to constitutional law. The same is true with regard to managing prisons and public housing and engaging in a variety of inspections, policing, and other regulatory functions.

***(PUBLIC ADMINISTRATION: Understanding Management, Politics, and Law in the Public Sector by David H. Rosenbloom)***

Underline the word or phrase that is closest in meaning to the words in bold type in the passage.

- i. potentially –  
(a) powerfully (b) possibly (c) promptly (d) proactively
- ii. engraved –  
(a) carved (b) cut in (c) sculpted (d) written
- iii. reflection –  
(a) indication (b) thought (c) consideration (d) combination
- iv. segregation –  
(a) secretion (b) aggregation (c) separation (d) reparation
- v. incredibly –  
(a) extremely (b) imperatively (c) immorally (d) insidiously
- vi. newer –  
(a) important (b) recent (c) salient (d) ongoing
- vii. precedent –  
(a) head of state (b) example (c) previous case (d) guideline
- viii. litigated –  
(a) sued (b) acquitted (c) bailed out (d) sentenced
- ix. articulated –  
(a) written as an article (b) published in a journal (c) action taken (d) expressed clearly
- x. contemporary –  
Occurring or living:  
(a) at the same time (b) in the past (c) for a short time (d) at the right time

**(1x10 = 10 Marks)**

**Write in the brackets whether the following sentences are true or false.**

- i. Judges consider only the laws mentioned in the Constitution when deciding on constitutional rights of individuals. (.....)
- ii. Public administrators have to be mindful of both the existing rights mentioned in the constitution and the judicial values related to constitutional rights when they make decisions. (.....)
- iii. In the past, public administrators had treated the public in a cruel manner, not respecting their rights. (.....)
- iv. Public administrators and judges have two separate roles to play at present regarding constitutional rights of the citizens. (.....)
- v. Policing and managing prisons are judicial functions at present. (.....)

**(1x5 = 5 Marks)**

**Write answers to the following questions based on the facts given in the passage, in the space provided.**

- i. What do constitutional rights consist of today?  
.....  
.....
- ii. Why are constitutional rights not limited to what is mentioned in the Constitution?  
.....  
.....
- iii. What does the smart public administrator have to be keen on?  
.....  
.....
- iv. What happens when the public administrators have to remain responsive to the judiciary's values?  
.....  
.....
- v. How can the modern public administrator perform his/her duties and function effectively?  
.....  
.....

**(2x5 = 10 Marks)**

## **Question 02**

**Fill in the blanks with the correct form of the words given in the brackets. Verbs must be put in the correct tense and voice (active or passive).**

**Example:**

Poor and vulnerable groups will be .....(**proportionate**)  
affected, resulting in growing inequality.

**Answer:** disproportionately

### **Improved governance and increased investment needed to tackle world water crisis**

Water is a basic human right – but it is also a finite resource. Water (i)..... (**scarce**) is a growing problem, with one in four people living in water-scarce areas.

The global water crisis undermines our ability to produce food, protect livelihoods, and build strong economies. This crisis is accelerating, with water demand expected to outstrip supply by 40% by 2030. Poor and vulnerable groups will be *disproportionately* affected, resulting in growing (ii)..... (**equal**). The need for effective and (iii)..... (**collaborate**) water management will only grow as the effects of climate change put increasing pressure on global resources.

Achieving a water-secure world for all requires bold policy actions and (iv)..... (**invest**) at all levels. This starts with understanding how we value and manage this scarce resource – the theme of this year's World Water Week, the leading conference on global water issues, which will take place from August 23 to September 1, in Stockholm, Sweden.

As a public good, water (v)..... (**undervalue**), underpriced, and often poorly managed and in need of better investments. How we value water is reflected in governments' water management policies. Given that water is at the heart of development, it is crucial that a wide range of perspectives be represented in policies. Well-designed governance and fiscal reforms, along with autonomous and (vi)..... (**account**) institutions, are key to improving the management of water resources.

Good governance – institutions and systems that use and manage water efficiently, cost-effectively, and (vii)..... (**transparent**) – ensures water is effectively managed and fairly allocated, avoiding disputes. This is particularly important for managing transboundary waters, given increasing pressure on common sources of water supply. Good governance is also vital for achieving the Sustainable Development Goals beyond clean water and sanitation for all, such as reducing poverty and increasing food security. With 2 billion people still lacking safe drinking water and 3.6 billion people lacking safe sanitation, urgent and renewed action (viii)..... (**need**) to tackle the global water challenge.

Ensuring that water is (ix).....(**equity**) and sustainably shared requires an inclusive approach. Women, youth, indigenous groups, people with (x).....(**disable**), and others are still underrepresented among those who provide or receive services, make decisions, and control water resources. These groups need to have a voice, access, and job opportunities in the water sector.

Their (xi)..... (**include**) has wide-ranging benefits. For example, women's involvement in the water sector has been shown to improve the transparency and (xii)..... (**sustain**) of water management. And greater citizen engagement and accountability at all levels can help communities avoid being located in the flood plain, improve the (xiii)..... (**effective**) of disaster early-warning systems, create more efficient services, and contribute to more (xiv)..... (**profit**) farming, fishing, or tourism opportunities.

Good governance needs (xv)..... (**support**) by adequate investment. Water security is far from being realized in many countries, with an estimated \$150 billion needed each year to deliver universal safe water and sanitation globally. Droughts, floods, and other water-related hazards are becoming more intense, groundwater is overexploited and polluted, and cities and farms face acute water shortages. These events will undermine development gains and require further investment in water solutions.

*(Source: World Bank Blogs/The Water Blog by Saroj Kumar Jha)*

**(1x15 = 15 Marks)**

### **Question 3**

**The head of your department has received a letter from a recently passed out graduate seeking to be employed as a development officer in your department. You have been instructed to prepare a letter of reply. Draft the letter mentioning the inability to accommodate the request at this moment.**

**(10 Marks)**

#### Question 4

Following is an extract from an interview between an officer of a donor agency who is answering a question by a media person.

Summarize the text into one third of its length (75 words) in formal language covering only the main points made by the speaker.

Your summary should contain complete sentences.

“I’ll mention two other, you know, big areas. One is on climate. I went from Rome to Glasgow. So there are big issues on that of trying to focus and prioritize the world on things that will have an impact. So we can go into that more.

And then the final point I wanted to mention is on the debt of the developing countries. You know, it’s gone up a lot, which is odd, because I’ve been calling for a moratorium on the payments for the poorest countries. But the reality is this big flow from the poorest countries to the creditors. They have a lot of power in these situations. And we don’t have a workable mechanism now to give debt relief to the poorest countries, even in the middle of a pandemic. So the effect on human beings is huge.

Education – you know, we track – World Bank tracks data around the world trying to reduce poverty and trying also to increase literacy. One of the key indicators for the future of the world is can 10-year-olds read a basic story. Well, the bad news is that’s gone from – what we call learning poverty – it’s gone from 55 percent to 70 percent, meaning 70 percent of the kids in the low-income countries can’t read a basic story because they’ve been kept out of school for 18 months.” (225 words)

(15 Marks)

#### Question 5

Fill in the blanks in the following dialogue using words/phrases which you think are suitable. Your answers can have more than one word in each blank.

Two examples are underlined.

**Sunil:** Things really are getting expensive in this country, and there’s no doubt we can do things more cheaply if we offshored some of our activities.

**Kumara:** What do you mean by that? Moving parts of the business abroad, or outsourcing parts of the business to overseas companies?

**Sunil:** I’m not sure, really. Perhaps outsourcing to companies abroad (i)..... easier and more logical. What (ii)..... that?

**Kumara:** You (iii)..... right. But which parts of the business (iv)..... outsource?

**Sunil:** Well, we (v)..... the IT department. Lots of (vi)..... that.

**Kumara:** Yes, but the problem with that is confidentiality.

**Sunil:** But there are ways of dealing with that, just like we (vii)..... confidentiality inside our company.

**Kumara:** I suppose so. (viii). ..... we outsource?

**Sunil:** (ix)..... , some of the back-office administrative work – for example, the salaries and other parts of the accounting.

**Kumara:** Maybe. Nowadays, it's easy to (x)..... contact – with intranet and email- although it may be a bit more time-consuming giving instructions when there are mistakes.

**(1x10 = 10 Marks)**

### **Question 06**

**You have been invited to address a conference organized to discuss one of the following issues. Write the speech to be delivered on the selected topic using 250-300 words. Follow the guideline below.**

**You should give a general idea of the topic and mention at least three points you will discuss. Write three paragraphs describing each point.**

**Conclude summarizing the three points you described in the paragraphs.**

1. Downsizing the public service in Sri Lanka: the way forward
2. Short and long term measures for economic recovery and stability
3. Saving children from malnutrition in Sri Lanka: what can we do?
4. Generation gap: has it been properly understood?

**(25 Marks)**

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