TEST CODE	8	1	0	4	0	2

MGP 2025

Time Allowed : 3 Hours
समय : 3 घंटे

ForumIAS

Maximum Marks : 250
अधिकतम अंक : 250

ESSAY / निबंध

Name Of Candidate परीक्षार्थी का नाम	RAHUL PATIL		
Roll No./अनुक्रमांक	1910105611	Medium/माध्यम	English ☑ हिंदी ☐
Center Code/परीक्षा केंद्र	1901	Date/दिनांक	20/07/2025

*Center Code : For Online – 1900 / Delhi : Karol bagh – 1901, ORN - 1902, Mukharji Nagar - 1903 / Patna : Boring Rd. – 2001 / Hyderabad : Jawahar Nagar - 2101

INDEX TABLE / अनुक्रमणिका

Q. No. प्र.सं.	Max. Marks अधिकतम अंक	Marks Obtained प्राप्तांक
Q.1		
Q.2		
Total Marks/कुल अंक		

Remarks/टिप्पणी :

INSTRUCTION / अनुदेश

1. Please do furnish Name, Email, Roll No and Mobile in the answer sheet.
कृपया उत्तर–पुस्तिका में नाम, ईमेल, रोल नंबर और मोबाइल नंबर भरें।

2. Write **two** essays, choosing **one** topic from each of the following Section A and B in about 1000 - 1200 words each.
खण्ड A व B प्रत्येक में से **एक** विषय चुनकर **दो** निबंध लिखिए, जो प्रत्येक लगभग 1000 – 1200 शब्दों का हो।

3. The number of marks carried by a question/part is indicated against it.
एक प्रश्न / भाग द्वारा किए गए अंकों की संख्या इसके सामने इंगित की गई है।

4. Answers must be written in the medium authorized in the admission Certificate, which must be stated clearly on the cover of this Question-Cum-Answer (QCA) Booklet in the space provided.
उत्तर प्रवेश पत्र में अधिकृत माध्यम में लिखे जाने चाहिए, जो कि दिए गए स्थान में इस प्रश्न–सह–उत्तर (क्यूसीए) पुस्तिका के कवर पर स्पष्ट रूप से लिखा जाना चाहिए।

5. Word limit in questions, if specified, should be adhered to.
प्रश्नों में शब्द सीमा, यदि निर्दिष्ट हो, का पालन किया जाना चाहिए।

6. Any page or portion of the page left blank in the Question-Cum Answer Booklet must be clearly Struck off.
प्रश्न–सह–उत्तर पुस्तिका में खाली छोड़ा गया कोई भी पृष्ठ या पृष्ठ का भाग स्पष्ट रूप से काट दिया जाना चाहिए।

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Start Time/प्रारंभ करने का समय : 5:00 pm	End Time/समाप्त करने का समय : 7:45 pm
Mode Of Examination/ परीक्षा की विधि :	Online/ऑनलाइन ☐ Offline/ऑफलाइन ☑

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ECN CODE/ ईसीएन कोड :	EG/ईजी : ① ② ③ ④ ⑤	Evaluation Date/ मूल्यांकन तिथि :

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MARKING SCHEME

Parameter/ criteria	*Aspects Considered*	*Marks Allotted*	*Essay 1*	*Essay 2*
Basic Format	Introduction	10		
	Body	15		
	Conclusion	10		
Content	Topic interpretation	10		
	Quotations and ideas	10		
	Analytical skills	10		
Organization	Flow of ideas	10		
	Absence of deviation	10		
	Ease of reading	10		
Language skills	Language and sentence construction	10		
	Grammar and spelling	10		
Examiner's discretion	perception/ innovation/ engaging	10		

Parameters	*Very Good*	*Good*	*Average*	*Poor*
Coherence				
Language				
Handwriting				
Pre-writing				

SECTION – A

1. True leadership lies in serving not ruling.

   सच्चा नेतृत्व शासन करने में नहीं, बल्कि सेवा करने में निहित है।

2. Democracy is not just the right to vote, it is the right to live in dignity.

   लोकतंत्र सिर्फ मतदान का अधिकार नहीं है, यह सम्मानपूर्वक जीने का अधिकार है।

3. Growing regional aspirations and demand for greater autonomy: A challenge to Indian federalism.

   बढ़ती क्षेत्रीय आकांक्षाएं और अधिक स्वायत्तता की मांग: भारतीय संघवाद के लिए एक चुनौती।

4. The ballot is stronger than the bullet.

   मतपत्र गोली से अधिक शक्तिशाली है।

(03.) GROWING REGIONAL ASPIRATIONS AND DEMAND FOR GREATER AUTONOMY: A CHALLENGE TO INDIAN FEDERALISM

In an independent young India was grappling with the aftereffects of humanity's greatest mass exodus of partition, there were further demands of certain regions demanding their aspirations be fulfilled. When Sardar Patel was done with uniting the territories into a unified cohesion, there exists demands of autonomy from

multiple regions. The death of Potti Sriramalu on 58th day of protest creating havoc in the sociopolitical landscape of young nation. This desire for creation of separate state of Andhra Pradesh for Telugu speaking population out of Madras ~~st~~ province, This growing regional aspiration and demand for autonomy created, perhaps, the largest hurdle for Indian Federalism.

Although this hurdle was doused by the experiment of Linguistic units for a united nation, the fear of further such escalation was imminent. Throughout 75 years of republic, the fears have persisted creating headache to the state & its federal character.

But, what is regional aspiration? How does it grow? What are the causes of the growing regionalism & the challenges it

brings to the idea of united nation? what measures can help in this regard? what are the steps taken to overcome the challenge? and what are other such cases? we will see thsengh.

DEVOPING REGIONAL ASPIRATION

Regional aspiration is the attachment to one's place of birth, its culture & genre de vie and emotional synthesis with the idea of its history and significance. when this aspiration turns political, there is demand of autonomy and self governance. It is similar to nationalism but at a smaller scale.

Regional aspirations develop through various means. Carl Sauer, a cultural scholar, calls this concept "the cultural landscape" when a natural region is occupied by inhabitants over generations to convert it into cultural region. Yi Fu Tuan says that cultures develop

because of values one attaches to a place & an emotional connection which shapes the mental schema. While anthropologists believe that every being has its habitat it calls home, it grows under its wings of environmental control and thus, it is obvious to feel connect to a region. Flora & Fauna have their habitat niche, animals develop territories and mark them. Thus, humans too attach a deep marking on territory which turns into regional aspiration.

REASONING : ASPIRATION & AUTONOMY

The cause of this aspiration are aplenty. The following map shows different regional aspirations of India.

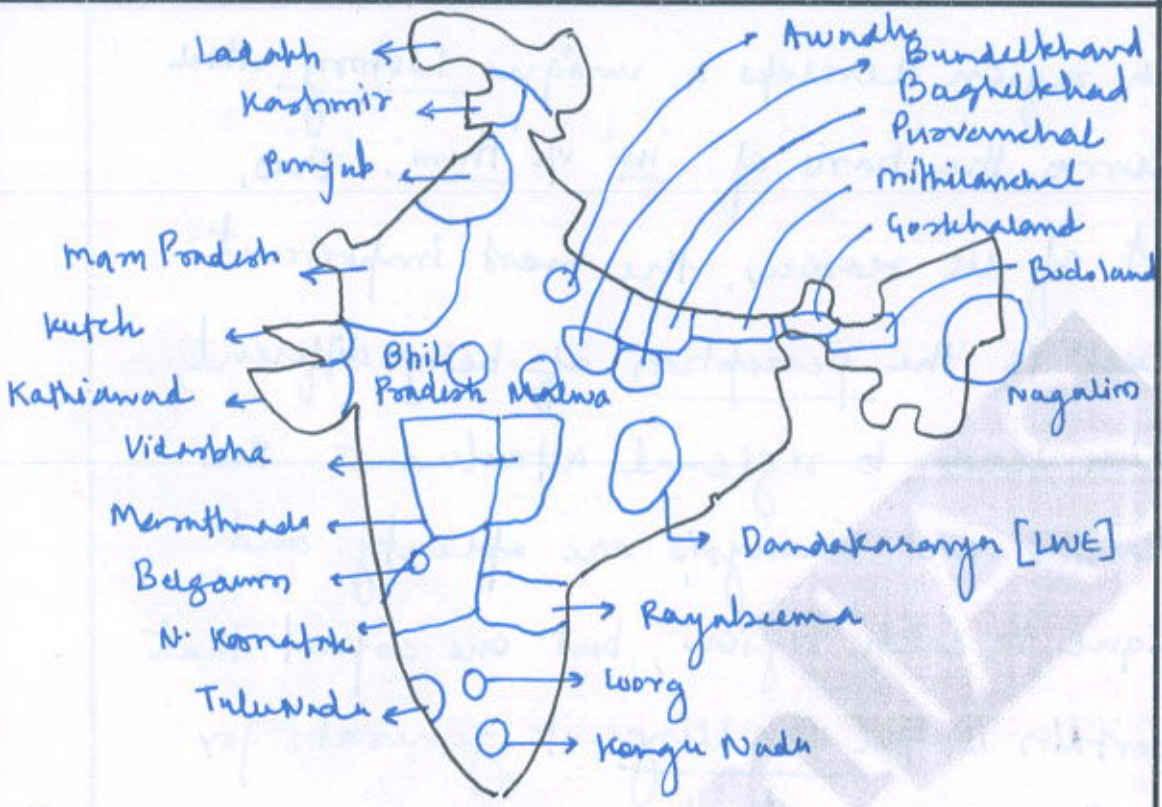

Fig: Regional Aspirations.

From topographical differences like Uttarakhand splitting from Uttar Pradesh in 2000 to cultural isolation & way of life of tribals like Nagas demanding Nagaliro., Perhaps, ethnicity of the people connects one to believe they belong to 'same clan or community' like the Gorkhas of Nepali origin demanding Gorkhaland. If language made/created the state of Andhra Pradesh in 1953, the same state split into 2 states due to lack of development & political neglect in 2013.

Each region develops a unique history which becomes the basis of 'us' v/s 'them'. Thus, out of all reasons, the most important aspect is the perception of being different, which leads to regional attachment. The reasons and analysis are aplenty and unique to each region, but one aspect that is certain is the challenge it generates for the federal architecture.

THE DILEMMA OF FEDERALISM

If the experiment of language specific states was granted, newer federal challenges emerged. The 1960s dealt with emergence of Dravida culture, turning to South v/s North India, which still perpetrates in different forms. The notion of imposition of Hindi on the southern states (which were and are not well articulated and acquainted with it)

united southern states of Dravid stock of racial group to demand sessasionism from the nation. The moment took violent turns during Nehru's and Shastri's term as PM. However, the arrival of Indira Gandhi placated the fears as she promised the continued use of English as link language.

Regional aspirations also brought the scarcity of water and the subsequent water politics to the fore. As the demand for the precious resource increased, states started demanding larger shares, resulting in federal challenge of dispute resolution. The Cauvery dispute between Karnataka & Tamil Nadu is the classic case

And if that wasn't enough, the sons of soils politics dominated. Constitution provided Fundamental right to movement and residence anywhere in India. But due to lack of livelihood

opportunities, states that saw high immigration saw anti-immigrant violence. The stand of Maharashtra calling for state resources after 'Marathi manoos' is an instance of it. The same issue has fueled to bring reservations for locals in jobs by the states.

In contemporary times, the prospect of delimitation commission giving lesser seats to southern India (because of lower population size) has further fuelled North v/s South rhetoric. Thus, the federalism is always on its toes in India.

ROLE OF STATE: THE ROAD TAKEN

Indian state has taken various measures to overcome these challenges - the insertion of 5th & 6th schedule (granting self rule) to tribal regions, bringing PESA to extend local bodies to tribal regions and 22 official languages to allay the fears. are

some of them. When these exceeded their expiry, granting separate statehoods was taken up as a solution. In 1956, the states were reorganized into 14 states & 6 UTs. Today, the number stands at 28 & 8 respectively

Further, development is seen as sunlight which brings the sunrise or 'Naya Savera' to the region, socio economic development was also envisaged by Rostov, Gunnar Myrdal etc to overcome the disparity. This has helped regions like Chotanagpur plateau but the issues still persists. The question begs - what more can be done to give in to the aspirational demands?

ROLE OF STATE : THE WAY AHEAD

Perhaps, one aspect that Nehru had envisaged for tribals through tribal panchsheel was to allow each region to grow at its own command while the sociopolitical essentials shall

be provided by state. In this regard, recognizing the diversity and cherishing it is right way ahead than to homogenize them.

Also, when ideals of patriotism and nationalism rise, the regionalism takes a backseat. This is seen during wars, Indian cricket matches etc. But, this unity is temporary and result of an external 'enemy'. This feeling needs to be more permanent. The 3 most talked about topics of India - sports, movies & politics - do unite people of India into discussion as 1 entity. Perhaps this has helped India federally stay united thus far.

Division of states is a solution but it is a pandora's box and more such demands will make India a whole of 'countless' units making it difficult to govern and administer

SUNSHINE IN THE ASPIRATION

It is to be noted that the maladies of regionalism are seen everywhere on earth, from Catalonian struggle for independence to from Spain to Scottish demands of autonomy. Thus, acknowledging the fact that this notion of being attached to a region is a natural rule just like 2 Indian people outside India feel connected to India as home, within India 2 people of same state call it home, within a state, our district becomes home, within the district our locality becomes home, and within locality our house, within the house, our room; and within room, our chair. Thus, the emotional attachment is law of the nature.

We must remember the ideals ~~than~~ taught by our ancient ancestors - Vasudaivam Kutumbakam. and the principles of Ek Bharat, Shreshth Bharat as our guiding lights

to know and ~~remember~~ remember the ideals of constitution ie the spirit part of constitution made by our constitutional fathers to stay united and integral to ensure there are no aftereffects of regionalism, like the partition, upon our next generation. As Gandhi said

"It is not the diversity that is the problem; for diversity brings the best of the civilization; It is the chauvanism and parochism the hurts the nation building"

FEEDBACK

SECTION – B

1. The great aim of education is not knowledge but action.

   शिक्षा का महान उद्देश्य ज्ञान नहीं बल्कि कर्म है।

2. The global south must redefine development through cooperation and justice.

   वैश्विक दक्षिण को सहयोग और न्याय के माध्यम से विकास को पुनः परिभाषित करना होगा।

3. There is no health without mental health.

   मानसिक स्वास्थ्य के बिना स्वास्थ्य संभव नहीं है।

4. If a free society cannot help the many who are poor, it cannot save the few who are rich.

   यदि एक स्वतंत्र समाज अधिकांश निर्धनों की मदद नहीं कर सकता, तो वह कुछ धनवानों को भी नहीं बचा सकता।

(1) THE GREAT AIM OF EDUCATION IS NOT KNOWLEDGE, BUT ACTION

It was the mid nineteeth century setting, when social injustice of gross violation of human dignity was at its fullest. It is then rose a champion of rights, utilizing or rather creating opportunities to abolish this injustice meted to the people of colour in the name of slavery. this champion was the

16th President of the United states, Abraham Lincoln. His address to the Gettysburg was defining moment in history of US, which led to victory of Northern states over Southern Confederacy. Lincoln, as the commander-in-chief, helped win the civil war and abolish slavery. He later credited his teacher of teaching him the importance of actions. Thus, its not the education of school he remembered, his knowledge of warfare was minimal. Heck!, his knowledge of astuteness in politics was also limited for he had never won an election before. Yet its his action that made him an American hero. And hence, it is said that the great aim of education is not knowledge but the action.

Going forward, this essay will talk about why the aim of education is not knowledge but the action. It will also ponder

over whether knowledge has relevance today and if there are any challenges to focussing on actions without the right knowledge. Finally, it will deal with the current situations that grapple the world and how can action bring much needed reforms and who shall bring it.

THE ROLE OF ~~LIGHTS, CAMERA~~, ACTION!

The aim of education has been changing throughout history. During the times of hunter-gatherers, the aim of education, read social learnings, was to learn the tactics of survival ie hunting the animals and gathering the plants. Over the years as civilizations developed, the education became more formalized with centres of knowledge like Takshashila developed. But,

why is there need to focus on action overseeing the knowledge.

~~knowledge~~ Action brings ideas to reality. while knowledge might help create a perception but it is the action which transforms it. when Bismarck used realpolitik to unite the German units into a unified entity, he used the action - ie the Blood and Iron Speech to the budgetary committee and the forgery of letter showing France disrespecting Prussian King. It was the Machiavellian realism which helped him, the knowledge had little role to play. It the education system that taught him the values of action over knowledge

Further, having just knowledge is not enough if one doesnt know the best use of it. The knowledge or rather the instincts of using Satyagraha was unknown until Gandhi used it against British in S. Africa. It is the action which brought him dividends.

Knowledge might help one to understand the issue but in order to resolve the issue requires the action of problem solving. Knowledge is just 1st step in the reformation process. When Malala wanted to preach education, she was shot at by Taliban, She survived and continued her fight for education. Mere knowledge wouldn't have helped. She credited her father for instilling the values of education. She used those values by action to bring the outcomes.

Also, from action we learn the lessons hard way, use the experience and loop it back into the feedback to losing better results. The idea of world peace today is a hard fought one. It took 2 bloody world wars to realize the importance of peace and an atomic detonation on 2 cities to realize the dangers of warfare.

It is through action and not knowledge that we innovate & make progress both personally and as civilization. The knowledge of outcome didn't stop Lord Krishna from stopping the Mahabharat War. He knew the consequences but understood the significance of war (the action) to bring Dharma in Aryavarth. His this emphasis on Arjuna is what we call Bhagavad Gita today.

Further, even our evolution is result of knowledge overshadowed by action. The survival of the fittest principle of Darwin, allows individuals to prove their fitness in the battlefield called nature to survive and pass on this trait to next generation. The knowledge played very little role here. and thus our aim of education should be action and not knowledge.

Another reason why action is key is that knowledge is ubiquitous today. With the advent of ICT, the knowledge is at the tip of our fingers. It is the action. that needs to be taught as the form of education - either formally through schools or informally through upbringing and socialization.

THE ACTION & KNOWLEDGE: SAIL IN THE SAME BOAT

Having seen how & why action is important, it is pertinent to see the other side of the coin. For we know, actions, at times, might not be the best or most desired trait if done without knowledge.

Mere action without the knowledge of what it brings, or whether it will succeed or fail results into Chaos. Ask Mohammad Bin Tughlaq, whose actions without study of their analysis, resulted into disastrous outcomes for the Delhi Sultanate be it token currency or shifting of capital from Delhi to Devgiri.

Also, when actions are driven by greed and Lack of true knowledge, they tend to hurt the world more. For instance, Pakistani nuclear scientist passed the nuclear tech to

North Korea for some amount of money. Today, a rogue nation like N. Korea with nuclear weapons can destroy humanity's existence in one go.

Also, if the outcomes are not known, its best to seek the advise of elders or knowledgable persons. Otherwise, these outcomes might result into the downfall never seen before. King Leonidus, son of Philosopher King Marcus Aurelius, restarted the practise of gladiators to appease the mob. It was the beginning of the end of Roman Empire.

Also, right knowledge helps make actions and their consequences better. The knowledge of nuclear technology can be boon in the form of energy or bane in the form of weapons. Thus, it is seen that action when supported by knowledge will

give desired results. and thus some believe that it should be the aim of education to impart both and not just one. But what does this bring to the challenges of the world?

AIM OF EDUCATION FOR THE GREAT GAME OF THE WORLD

The world is grappling with plethora of challenges from terrorism to climate change, from regional disparity to social issues like xenophobia and hatred. The knowledge is there but the actions are insufficient. The question arises as to who shall pick up the mantle and how shall the reforms be brought. The answer to that is through education of both children, who are the decision makers of tomorrow or even the adult decision makers today. With leaders like Trump dismissing climate change as hoax and pulling out of Paris deal, it hurts

the overall progress made. Thus, it is that some need to be taught the right knowledge while others be given the right to or power to bring 'actions'. Thus, the journey from knowledge to action could be a short one if the aim of education is ethically right. Thus, with this ethical and moral education, the prevalent problems of the world can be resolved just like how Abraham Lincoln resolved the issue of slavery through his action.

(Don't Write anything in this Area/ इस स्थान पर कुछ न लिखें)

(Don't Write anything in this Area/ इस स्थान पर कुछ न लिखें)

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