

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<br>परीक्षार्थी का नाम | S. YASHWANTH |               |  |
| Roll No./अनुक्रमांक                     | 1910128331   | Medium/माध्यम | English <input checked="" type="checkbox"/> हिंदी <input type="checkbox"/> |
| Center Code/परीक्षा केंद्र              | 1900         | Date/दिनांक   | 14-07-25   |

\*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                              |                          |                              | INSTRUCTION / अनुदेश   |                                      |
|--|--------------------------|------------------------------|--|--------------------------------------|
| Q. No.<br>प्र.सं.                                      | Max. Marks<br>अधिकतम अंक | Marks Obtained<br>प्राप्तांक | 1. Please do furnish Name, Email, Roll No and Mobile in the answer sheet.<br>कृपया उत्तर-पुस्तिका में नाम, ईमेल, रोल नंबर और मोबाइल नंबर भरें।   |                                      |
| Q.1  |                          |                              | 2. Write two essays, choosing one topic from each of the following Section A and B in about 1000 - 1200 words each.<br>खण्ड A व B प्रत्येक में से एक विषय चुनकर दो निबंध लिखिए, जो प्रत्येक लगभग 1000 - 1200 शब्दों का हो।   |                                      |
| Q.2  |                          |                              | 3. The number of marks carried by a question/part is indicated against it.<br>एक प्रश्न/भाग द्वारा किए गए अंकों की संख्या इसके सामने इंगित की गई है।   |                                      |
| Total Marks/कुल अंक                                    |                          |                              | 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.<br>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। |                                      |
| Remarks/टिप्पणी :                                      |                          |                              | 5. Word limit in questions, if specified, should be adhered to.<br>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.<br>प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़ा गया कोई भी पृष्ठ या पृष्ठ का भाग स्पष्ट रूप से काट दिया जाना चाहिए।  |                                      |
| <b>For Student Only / केवल परीक्षार्थी प्रयोग हेतु</b> |                          |                              |  |                                      |
| Start Time/प्रारंभ करने का समय :                       |                          |                              | End Time/समाप्त करने का समय :  |                                      |
| 2:15 PM  |                          |                              | 5:15 PM  |                                      |
| Mode Of Examination/<br>परीक्षा की विधि :              |                          |                              | Online/ऑनलाइन <input checked="" type="checkbox"/>  |                                      |
|  |                          |                              | Offline/ऑफलाइन <input type="checkbox"/>  |                                      |
| <b>For Office Use Only / केवल कार्यालय प्रयोग हेतु</b> |                          |                              |  |                                      |
| ECN CODE/<br>ईसीएन कोड :                               |                          | EG/ईजी :                     |  | Evaluation Date/<br>मूल्यांकन तिथि : |
|  |                          | ① ② ③ ④ ⑤                    |  |                                      |

**MARKING SCHEME**

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

| <b>Parameters</b>  | <b>Very Good</b> | <b>Good</b> | <b>Average</b> | <b>Poor</b> |
|--------------------|------------------|-------------|----------------|-------------|
| <b>Coherence</b>   |                  |             |                |             |
| <b>Language</b>    |                  |             |                |             |
| <b>Handwriting</b> |                  |             |                |             |
| <b>Pre-writing</b> |                  |             |                |             |

**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।

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

The state of Telangana was formed  
on 2nd of June, 2014 after the bifurcation  
of erstwhile state of Andhra Pradesh. The  
major causes for this demand were the  
unmet regional aspirations of the people  
of Telangana regarding to water, appointments

and devolution of funds. This led to a greater demand of autonomy resulting in the formation of Telangana, challenging the aspects of Indian federalism. It also had a domino effect as demands for greater autonomy and growing regional aspirations were observed in the later parts. This signifies how growing regional aspirations and greater demand for autonomy manifest into a challenge for Indian federalism.

In this essay, we explore why there are instances of growing regional aspirations, demands for greater autonomy, how they challenge the Indian federalism, and other aspects related.

Finally, to understand why regional aspirations grow, the understanding of region and its needs is a must. Often, then, not, regional aspirations grow when there is a gap between the devolutions from the centre and the aspirations of people. Be it in terms of funds, autonomy, cultural autonomy, equitable development when they are unmet they manifest into challenging Indian federalism.

The demand for greater autonomy and growing regional aspirations are interdependent on each other and one fuels the other.

Recently, Ladakh's demand for a statehood is a result of the growing regional aspirations.

The demand of Ladakh has brought the threat to Indian federalism forefront.

Talking about the regional aspirations,  
different regions have diverse aspirations  
depending on historical, political, ethnic, cultural  
factors. one such instance is linguistic factors.

The recent tussle between the state of  
Tamil Nadu and centre regarding the imposition  
of three language policy is a case of study.

It fuelled the linguistic aspirations of the  
state opposing the imposition of three language  
demanding for greater autonomy as education  
is a concurrent list subject, resulting in  
divergence between state and centre challenging  
Indian federalism.

### MID - ESSAY REVIEW

Further similar instances are observed with demands of Bodoland, where demands for greater autonomy were fuelled due to the cultural imposition of Assamese on Bodoland. This led to greater challenges to the federal structure which was addressed with autonomous regional councils facilitating these aspirations.

Similarly, the demand of a separate state by Nagaland region is observed due to the current needs of economic development. This led to the demands of greater autonomy undermining the federal principles of the nation. Current demands, leads to alienation of people of that region resulting in erosion of trust in the identity of indian fueling discontent and erosion of peace in the society.

Moving further, whenever the rising aspirations of people were unmet, they resulted in demands of separation, autonomy challenging the status quo. This is exemplified in the formation of the state of Jharkhand where the tribals aspirations were undermined resulting in votery for statehood. The division of a state leads to multitude of problems for India's identity as it is difficult to balance the aspirations of all the regions.

Not always the growing aspirations are resulted due to the internal dissensions. In some instances the demands were fuelled by the external factors as well. This is observed in the North East region where foreign support is observed fueling the demands

for Greater Nagalim undermining the  
federalism.

In addition to this, there are instances  
where perceived deprivation might also fuel the  
aspirations and demands synchronously challenging  
the federal structure of the country. Here  
the instance of Assam Accords sheds light on  
how deprivation increases the demands for autonomy  
and threatens Indian unity. In 1970s, Digboi  
oil field was discovered with oil reserves that  
led to growing aspirations of people of Assam  
regarding development. However, the construction  
of Barauee oil refinery and transportation  
of resources of Assam to Barauee led to  
deprivation of development in Assam resulting  
in protest by ASU finally resulting in Assam Accord

Additionally, international events also has its say for the rising demands such as the Myanmar civil war. This led to the illegal immigration of Rohingyas in the North east states altering the demographic profiles rising the demands of cultural preservation threatening the Indian federalism.

Further, the question that arises is Is growing regional aspiration always a challenge to Indian federalism? Not necessarily, as strong states build strong nation and strong regions build strong states. The rising regional aspirations also signify the growth of the region in terms of economy as well as social.

This fosters a culture of healthy  
competition between the states regarding  
the development transforming into competitive  
federalism. This leads to mutual growth of  
the regions and addresses the aspirations of  
people fostering harmony in the nation.

This brings us the question of why  
the demands are on rise in the contemporary  
society. The pace of development has led to  
high aspirations among the people, on the  
other hand over centralisation has led to  
erosion of autonomy. The farm laws bills  
provides an insight into how over centralisation  
leads to protests and unrest with demand of  
greater autonomy in state lists.

In this mean, ~~addressing~~ the practical steps by the centre to address the regional aspirations provides us an insight into the government initiatives. Cooperative federalism as suggested by Rajesh Commission is followed in practice by GST Commission, tonal councils meets, Inter state water dispute tribunals. Fostering balance between the regions through inclusive development is another approach of reducing the imbalances.

The initiatives of Aspirational Block Programme, Backward Region Grant Fund are directed ~~results of the~~ to meet the regional aspirations. So, what can be done more to balance the aspirations and strengthen

the Federal identity ?

There is need to move beyond the  
parochial identity to a identity of India  
fostering the brotherhood and fraternity.  
There must be balanced regional development,  
cultural preservation, and ensure that the  
deprivations are eliminated.

As youth of the nation it is on us,  
to build the nation through synergy between  
the regions fostering a culture of unity and  
let us work together to realize the vision  
of VISIT BHARAT through inclusive development  
by 2047.

**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।

THE GREAT AIM OF EDUCATION IS

NOT KNOWLEDGE BUT ACTION

The American revolution occurred in 1770's resulted in independence of the America, placing primary over Bill of rights for every citizen. Education in the later times developed knowledge leading to inventions and research. However despite the knowledge about equality, the oppressive practice of

Slavery continued until the American Civil War.  
The action of Abraham Lincoln led to the  
abolition of slavery, this signifies that  
the great aim of the education is not  
building knowledge but action that leads to  
the betterment of society.

In this essay, we explore the idea  
of education, its aim, relevance of knowledge  
and action, precedence among them and  
other ideas.

"Education is the systematic attempt towards  
learning."

Education encompasses the various  
streams both formal as well as informal.  
It includes gender education, arts, sciences,  
history, ethics and many more. The

ultimate objective of education is the betterment of the society. Here the society is viewed at all the levels from a family to the space beyond our imagination.

The first question that arises here is what separates knowledge and action? Knowledge is the theoretical understanding and Action implies the practical application in the real world. For instance knowledge about the challenges faced by women during menstruation in the rural India was common. The action of one man, Amunachalam Muniganathan through low cost sawtooth napkins revolutionised the society addressing the challenges. This is the

ultimate objective of the education where betterments of individuals in a constant through application of learnings.

Similarly, we observe the importance of action than knowledge in international arena as well. For instance, the French revolution saw huge participation of women demanding equal rights. Despite the knowledge about the equality, their inaction of many resulted in deprivation of equality for women. Knowledge without action however great it is often seen aimless.

### MID - ESSAY REVIEW

The instance of Pakistan regarding the polio vaccination is a context worth mentioning. Despite the knowledge of the abilities of polio vaccines, the majority of the country did not use it owing to their religious beliefs. Their reaction of applying their knowledge in practical lives resulted in stagnation of health indicators.

Similarly, in our close world, in a family, patriarchy when seen despite the knowledge of the gender equality's significance the limited access of education. Only when it is paired with action, the issues of harassment, violence are being addressed in the society through legislations.

The importance of action is also reiterated in the philosophies such as Buddhism and Jainism. Bagavadgita also propounds for selfless action as the ultimate aim of the education.

Action results in the practical application of the learnings making the individual an active contributor than a passive recipient. One such instance is the fight of Martin Luther King against the church regarding the sale of indulgences. His action has led to the stopping of sales, transforming the church from reactive to proactive. Here action has made the individual a proactive contributor led to the betterment of society.

Education expects critical thinking  
and not impravity, understanding not  
rote learning, application not mere information  
gathering. It feeds every individual  
with the capacity to develop and excel.  
Ultimately the potential results in justifying the  
education and reaching its ultimate objective.

Moving to the next part on how  
the action oriented mind differs from the  
knowledge oriented mind.

"Yesterday I had knowledge, I tried to  
change the world,

Today I am wise, so I am changing  
myself" - Osho.

The above quote highlights the difference between action oriented wisdom and knowledge.  
 wisdom results in change beginning from myself and would not wait for the outer results. Action begins with me myself leading to the changes being transformed into the outer world.

Action fosters greater deal of participation of an individual in worldly activities and results in the utilisation of their potential for global good. The discovery of vaccine for COVID was driven by action that resulted in the saving of millions of lives. This leads us to one more question of Is knowledge unnecessary?

Knowledge of a subject gives us more understanding, guides us in decision making. Knowledge builds attitudes of people for instance knowledge about gender equality builds attitude of gender equity, breaks gender stereotypes, knowledge helps in building skills, awareness regarding the shortages and problems troubling the society.

The kind of knowledge we learn is important as it determines the action.

"Try not to become a man of knowledge

Try to become a man of values"

- Albert Einstein

As Einstein rightly mentions the education focus needs to be on values than

on knowledge as values are the ones that,  
determine the action. For instance the  
Holocaust in Germany was due to lack of values  
in Hitler despite knowledge.

However action without knowledge,  
is equally harmful to the society and  
defeats the aims of the education. It  
results in fiscal indiscipline, wastage of resources,  
and oppression of public. For instance Sanjay  
Gandhi's forced sterilization camps for population  
control action was criticised due to his  
lack of knowledge as the people's needs and  
responses. Thus, there must be a synergy  
between the knowledge and action to  
reach the ultimate objective of welfare of  
people.

Let us build a nation where action based knowledge is produced than mere learning of facts and utilise the action for national growth fulfilling the education. The policy of National Educational policy introduced in India is a step towards achieving the same.

**FEEDBACK**



