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MGP 2026

TEST CODE 9 1 1 2 0 6

Time Allowed : One Hour  
समय : एक घंटाForumIAS  
ACADEMYMaximum Marks : 85  
अधिकतम अंक : 85

## GENERAL STUDIES / सामान्य अध्ययन

Name Of Candidate परीक्षार्थी का नाम	TEJVEER		
Roll No./अनुक्रमांक	1910118705	Medium/माध्यम	English <input checked="" type="checkbox"/> हिंदी <input type="checkbox"/>
Center Code/परीक्षा केंद्र	KAROL BAGH	Date/दिनांक	01/02/2025

\*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			INSTRUCTION / अनुदेश	
Q. No. प्र.सं.	Max. Marks अधिकतम अंक	Marks Obtained प्राप्तांक	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।	
1			2. There are SEVEN questions printed in ENGLISH & HINDI, all questions are compulsory. उत्तर पुस्तिका में अंग्रेजी/हिंदी में सात प्रश्न दिए गए हैं, सभी प्रश्न अनिवार्य हैं।	
2			3. The number of marks carried by a question/part is indicated against it. प्रत्येक प्रश्न/भाग के लिए निर्धारित अंक उसके सामने अंकित किए गए हैं।	
3			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।	
4			5. Word limit in questions, if specified, should be adhered to. Any page or portion of the page left blank in the Question-Cum Answer Booklet must be clearly Struck off. प्रश्नों में शब्द सीमा, यदि निर्दिष्ट हो, का पालन किया जाए। प्रश्न-सह-उत्तर पुस्तिका में खाली छोड़े गये किसी भी पृष्ठ या पृष्ठ के भाग को स्पष्ट रूप से काट दें।	
5				
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Total/कुल अंक	85			
Examiner's Discretion/मूल्यांकन कर्ता का विवेक :			Start Time/प्रारंभ करने का समय :	End Time/समाप्त करने का समय :
			12:45	2:15
Total Marks/कुल अंक :			Mode Of Examination/ परीक्षा की विधि :	Online/ऑनलाइन <input type="checkbox"/> Offline/ऑफलाइन <input checked="" type="checkbox"/>
*Examiner's Discretion is the marks awarded at the discretion of the examiner based on your overall impression, on the basis of (but not limited to) your handwriting, presentation, use of diagrams, flowcharts, facts and figures or absolutely anything that he/she liked in your copy. मूल्यांकन कर्ता का विवेक अंक, आपकी लिखावट, प्रस्तुति, आरेखों के उपयोग, फ्लोचार्ट, तथ्यों और आंकड़ों या समय रूप कितनी अन्य विषय वस्तु, जो मूल्यांकन कर्ता को आपकी कॉपी में पसंद आयी के आधार पर (लेकिन इन्हीं तक सीमित नहीं) पर दिए गए अंक हैं।			For Office Use Only / केवल कार्यालय प्रयोग हेतु	
			ECN CODE/ ईसीएन कोड :	Evaluation Date/ मूल्यांकन तिथि :
			① ② ③ ④ ⑤	

**Note:** Students are expected to incorporate suggestions from the feedback provided in the answers. Discussion classes for the tests are also available online in your portal to aid in your preparation. Further, students are requested to see the good copies of the tests and learn from them. You can also discuss your copy with a Mentor and discover ways and means to improve your answers, or if you have any issues with this test / copy. Ask specific questions, to get specific answers.

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## EXAMINER'S REMARKS

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### CRITERIA FOR THE FEEDBACK SECTION AT THE END OF EACH QUESTION

1. **AWIS = Answered What is Asked.** This means whether you have addressed the core demand of the question or not. Addressing the core demand of the question gets you an objectively fair score. It is examiner's perception if you have understood the question and if you know the answer in the first place. Creative answer writing, sometimes missing the core demand, may fetch very high or very low scores, and exposes your answer to the subjectivity of the examiner.
2. **CD & VA = Content Density & Value Addition.** Examiner will evaluate the quality and quantity of your content in the answer. In the same word limit and space limit have you (a) written what is asked (b) gone beyond what is asked (c) enriched answers through combination of ( but not all!) suggestions, ideas, quotes, flowcharts, diagrams, facts and figures, data etc. This affects objective components of assessment.
3. **S & F = Structure & Flow =** Whether you have structured your answer properly or not. Whether the answer has been broken into parts and sub-parts and each part has been addressed appropriately or not. Whether the flow of the answer is maintained. Affects both subjective and objective components of assessment.
4. **P. & R =** How your answer performs on the criteria of presentation, ease of read, clarity and apparent effort in writing the answer. This affects the subjective components of assessment.

Q.1) Highlight the differences in the approach of Bhagat Singh and Mahatma Gandhi in the struggle for freedom. (10 marks, 150 words)

स्वतंत्रता संग्राम में भगत सिंह और महात्मा गांधी के दृष्टिकोण में अंतरों पर प्रकाश डालिए। (10 अंक, 150 शब्द)

Bhagat Singh was a Revolutionary which believed in violence in initial phase of his career while Mahatma Gandhi was a total supporter of Non-Violence for winning freedom.

Difference in approach of Bhagat Singh and Mahatma Gandhi for freedom

Bhagat Singh	Mahatma Gandhi
① Bhagat Singh founded Hindustan Social Republic Association which was a Revolutionary Idea.	① Mahatma Gandhi founded <u>Harjan Sevak Sangh</u> which led to improvement in life of dalits.
② Bhagat Singh killed <u>John Saunders</u> in Lahore after his involvement in Lathi charge of Lala Lajpat Rai.	② Mahatma Gandhi believed that " <u>an eye for eye will make the whole world blind</u> ".

Bhagat Singh

Mahatma Gandhi

③ Bhagat Singh threw a bomb in legislative assembly to raise his voice against deaf government

③ Mahatma Gandhi did dandi yatra and produced salt to gather the publicity and make britishers hear his demands.

④ Bhagat Singh wanted Nationalisation of railways and completed accepted Marxism

④ Mahatma Gandhi believed in Rural economy and Ram Rastogi type governance

Although Bhagat Singh and Mahatma Gandhi differed in their methods, but both had same goal of Freedom and betterment of people of the country by Marxism and Ram Rastogi respectively

### Feedback

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#	G	A	P
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Please put tick marks in the above table.

Here G is Good, A is Average and P is Poor.

TOTAL MARKS	
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Q.2) Throw light on the strategies employed by the British East India Company to expand and strengthen its territorial control in India during the 18th century. (10 marks, 150 words)

18वीं शताब्दी के दौरान भारत में अपने क्षेत्रीय नियंत्रण को बढ़ाने और सशक्त करने के लिए ब्रिटिश ईस्ट इंडिया कंपनी द्वारा अपनाई गई रणनीतियों पर प्रकाश डालें। (10 अंक, 150 शब्द)

British East India Company changed the course of India Subcontinent post battle of Plassey [1757] and battle of Buxar [1764] by defeating Nawab Sirajudaula and Mughals.

Strategies employed by British East India Company

- ① Involvement in Regional Conflicts and supporting Local rulers against others  
[eg Chanda Sahib; Mysore; Marathas]
- ② principle of subsidiary alliance to keep French away from the Local rulers [eg Hyderabad; Awadh, Maratha]
- ③ Defeating kingdoms one at a time  
[Bengal → Mysore → Maratha → Sikh]

- ④ strong Naval forces development to gain control over trade routes
- ⑤ Doctrine of Ring fence to keep the buffer states [eg Awadh]
- ⑥ waiting for the right time to attack and Wise use of various treaties to gain advantage over other rulers.
- ⑦ Hiring from local Kingdoms but Capable First line and second line leaders [eg Robert Clive]

British East India Company started with trade and Revenue (Diwani ~~and~~ rights) but soon captured the territories to achieve the advantage of divided Kingdoms in Indian Subcontinent.

### Feedback

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TOTAL MARKS

Q.3) The history of independence would be incomplete without acknowledging the significant contributions of Indian women. Substantiate. (10 marks, 150 words)

भारतीय महिलाओं के महत्वपूर्ण योगदान को स्वीकार किए बिना स्वतंत्रता का इतिहास अधूरा रहेगा। पुष्टि कीजिए। (10 अंक, 150 शब्द)

Indian women like Sarojini Naidu and Annie Besant ~~led~~ presided the Indian National Congress sessions and played an important role in history of Independence.

## Role of Indian women in freedom struggle

- ① Important support during Non-Cooperation Movement  
[eg Sarojini Naidu, Annie Besant]
- ② Local Rain supporting civil disobedience movement  
[eg Rani Gairidibi in Naga Hills]
- ③ Secret Radio services during Quit India movement  
[eg Vsha Mehta]
- ④ Played Important Role in Constituent Assembly for right of women & minors.

⑤ Played Important Role in Revolutionary Activities

[eg Bina das killing viceroy during Convocation]

[eg support to JATIN DAS during Zimmerman plan]

⑥ Hoisted flag at Gwalior Tank on 8th Aug, 1942 when major leaders were arrested

⑦ Various newspapers and books by women [eg New India and Commonweal by Annie Besant]

⑧ Home Rule League by Annie Besant.

Indian women during freedom struggle made the struggle stand on two legs because "Freedom Struggle without women would be freedom struggle on one leg - Mahatma Gandhi"

### Feedback

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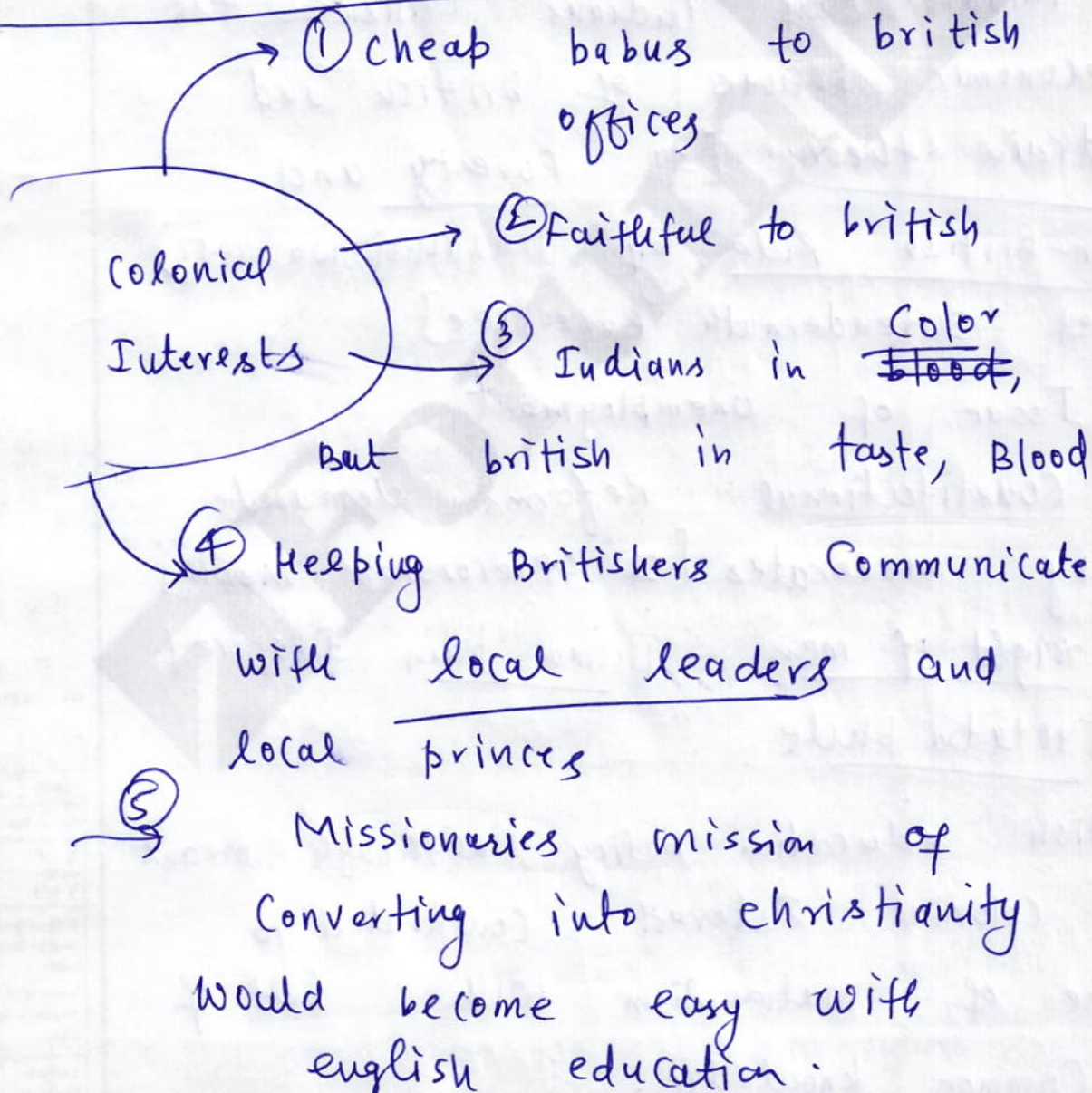
Here G is Good, A is Average and P is Poor.

TOTAL MARKS

Q.4) How did the British education policy, designed to serve colonial interests, contribute to the rise of Indian nationalism? (10 marks, 150 words)

औपनिवेशिक हितों की पूर्ति के लिए बनाई गई ब्रिटिश शिक्षा नीति ने भारतीय राष्ट्रवाद के उत्थान में किस प्रकार योगदान दिया? (10 अंक, 150 शब्द)

Britishers during Macaulay plan and woods dispatch tried to educate Indians for their own Interest.



## British education policy leading to rise of Indian nationalism

- ① Middle class (educated) demanded for rights as there were available in London where they studied [~~eg~~ ~~madan~~ ~~moh~~ Dadabhai Nauroji]
- ② Middle class Indians criticized the economic policies of British and drain theory [~~eg~~ Poverty and Un-British Rule by Dadabhai Nauroji] [~~eg~~ Surendranath Banerjee]
- ③ Issue of unemployment
- ④ Constitutional Reforms demands by moderates [~~eg~~ Pherozshah Mehta]
- ⑤ Right of men - Thomas Paine inspired Jyotiba Phule

British education policy, although meant for Colonial Interest contributed to rise of Nationalism with help of Common Knowledge.

### Feedback

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Q.5) In what ways did the Civil Disobedience Movement (CDM) differ from the Non-Cooperation Movement (NCM)? (10 marks, 150 words)

सविनय अवज्ञा आंदोलन (CDM), असहयोग आंदोलन (NCM) से किन मायनों में भिन्न था? (10 अंक, 150 शब्द)

civil disobedience movement started during 1930 by mahatma gandhi with help of dandi march whereas Non-Cooperation movement was started during 1920s on issue of khilafat

Civil disobedience movement	Non-Cooperation movement
① Hindu-Muslim Unity was not significant	① Hindu-Muslim Unity was at peak due to khilafat issue
② Urged people to leave government jobs	② No issue of leaving government jobs
③ Not significant Renouncing of titles.	③ Renouncing the titles [eg Mahatma Gandhi, Rabindranath Tagore]

Civil disobedience movement	Non-Corporation Movement
④ Urged people to leave Army	④ No urge to leave Army but do not shoot on Armless Crowd
⑤ started after failure of Round Table Conference	⑤ started after Khilafat Issue in Turkey and violence
⑥ Ended on Talks between Gandhi-Irwin pact	⑥ Ended due to Chaura-Chauri Incident

While Both movement had different methods and Issues, But Both had Common Goal of attaining Complete Independence from British

### Feedback

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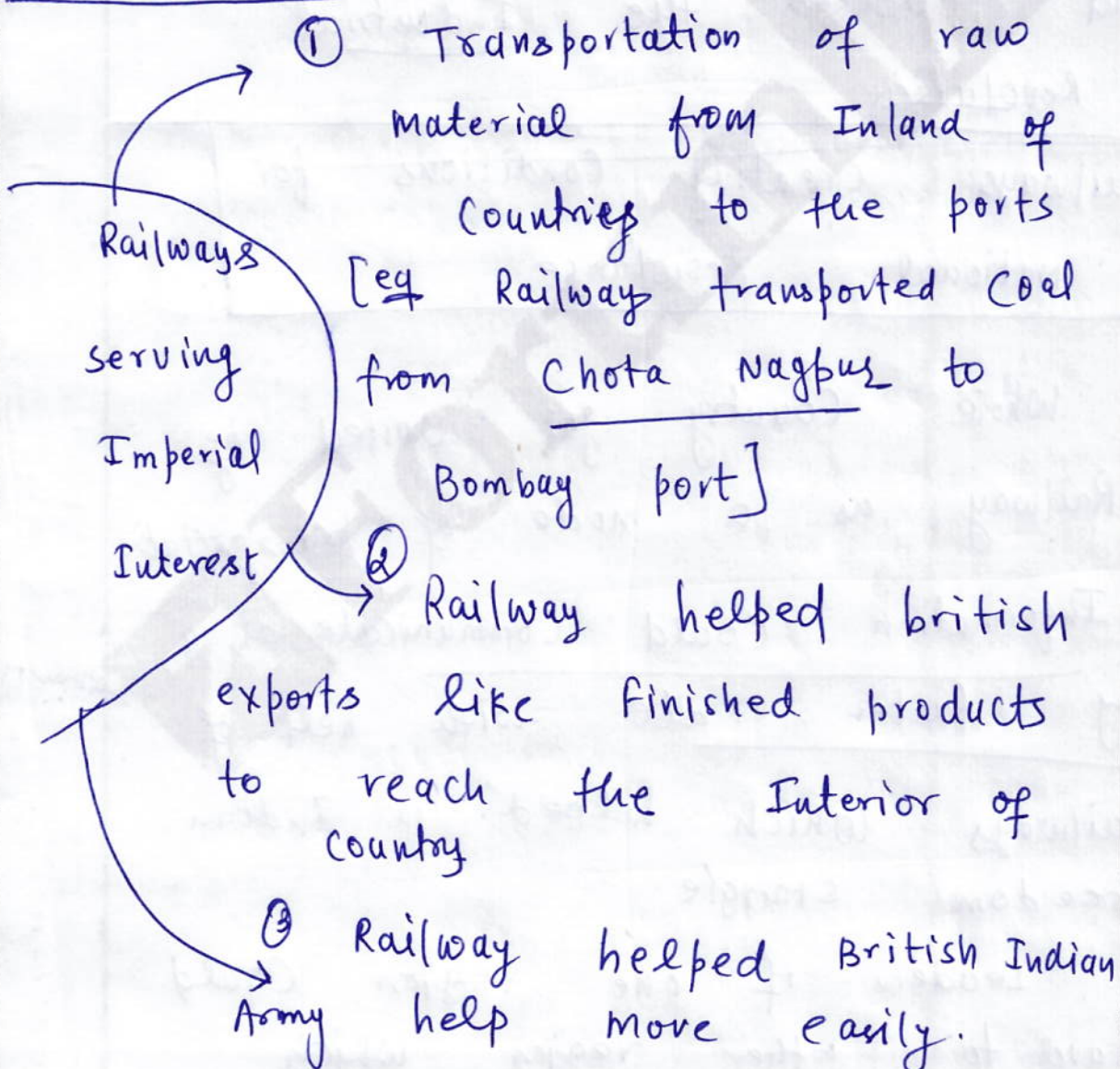
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TOTAL MARKS	
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Q.6) "The introduction of railways in colonial India served imperial interests while simultaneously creating conditions for nationalist resistance." Elaborate. (15 marks, 250 words)

"औपनिवेशिक भारत में रेलवे की शुरूआत ने साम्राज्यवादी हितों की पूर्ति की, साथ ही साथ राष्ट्रवादी प्रतिरोध के लिए परिस्थितियाँ भी उत्पन्न कीं।" सविस्तार वर्णन कीजिए। (15 अंक, 250 शब्द)

Railways in colonial India was introduced in 1853 with first rail travelling from bombay to thane.



4) Railways helped British officers travel easily to communicate along with development of post.

5) Railways helped transportation of crops like cotton to Indian ports which ultimately reached UK and fuelled the Industrial Revolution

Railways creating conditions for national resistance

① Whole country got united by railway as a mode of transportation

② Information could communicate at a very faster rate with help of railways which helped in Indian freedom struggle.

③ Leaders of one region could travel to other region which

helped Indians unite against one common enemy which are Britishers.

④ Whole country became a common market place with help of railways.

[eg transportation of food crops]

⑤ Differential behaviour between Britishers and Indians in Railways led to fueling of freedom struggle.

⑥ The Regional mutinies of 18<sup>th</sup> ~~and~~ century turned into common freedom struggle against Britishers

The introduction of railways was partly a commercial move of Britishers but helped Indian freedom struggle was byproduct of railway.

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Q.7) While revolutionaries significantly contributed to the nation's freedom struggle, their efforts were hindered by multiple constraints. Discuss with examples. (15 marks, 250 words)

यद्यपि क्रांतिकारियों ने देश के स्वतंत्रता संग्राम में महत्वपूर्ण योगदान दिया, फिर भी उनके प्रयासों में अनेक बाधाएं आईं। उदाहरणों सहित चर्चा करें। (15 अंक, 250 शब्द)

Revolutionary phases [1905-1920] and [1925-1932] contributed in a manner opposite to Constitutional demands and moderate leaders which shook the Confidence of Britishers to rule the country.

Contributions to Nation's freedom struggle by revolutionaries

① struggle against various draconian laws [eg public safety bill, 1928 and bomb blast in Court by Phagat Singh and others in Lahore Conspiracy Case]

② Looting the precious money from Britishers for fueling the revolutionary activities [eg Kakori Conspiracy]

- ③ Collecting funds from foreigners for Indian freedom struggle  
[eg Ghadar Newspaper]
- ④ Getting Arms from foreign  
[eg Anushilan Samiti]
- ⑤ Socialist party and their Influence  
[eg Meerut Conspiracy]
- ⑥ Creating New Revolutionaries  
[eg HSRA; JATIN DAS; Rarguru]

## Constraints against Revolutionaries

- ① Not enough support from National leaders [eg Bhagat Singh, Rarguru, Sukhdev's punishment not refused by Mahatma Gandhi]
- ② Internal Informers among Revolutionaries of Britishers  
[eg Anushilan Samiti not able to collect arms at port due to already informed police about the plan]

- ③ Not long lasting challenge by Revolutionaries due to stricter punishments.
- ④ Revolutionaries turning into Moderate leaders after british strict punishments and warnings  
[eg JATINDA]
- ⑤ Not a Unitary planning against the britishers due to lack of Communications  
[eg separate fighters in Punjab area; and Bengal area]
- ⑥ Lack of capable leaders of Revolutionaries.
- ⑦ Lack of finances to Revolutionaries.

Revolutionaries made sure that our National leaders were on the same table as that of britishers and freedom did not just come at, It costed Blood of millions of Revolutionaries

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Q.8) Explain the factors that deepened communal divisions in Indian politics during the 1930s and 1940s. What were its consequences for the freedom movement? (15 marks, 250 words)

1930 और 1940 के दशक में भारतीय राजनीति में सांप्रदायिक विभाजन को गहरा करने वाले कारकों का वर्णन करें। स्वतंत्रता आंदोलन पर इसके क्या परिणाम हुए? (15 अंक, 250 शब्द)

Delhi Manifesto by Muslim League  
and Rejection of Nehru Report  
by Muslim League during 1930s  
highlighted the deepened  
Communal divisions in Indian  
politics

Factors deepening the Communal  
divisions in Indian politics

- ① Indirect support to Muslim League by Britishers to create "divide and Rule" policy and to counter the ~~not~~ growing nationalism under the leadership of Indian National Congress
- ② Muslim League demanding for 33% Reservation in Central Legislative Assembly under "C. Rajgopalachari" formula

③ Muslims even demanding Reservation in Muslim ~~domin~~ majority provinces which was resented by Hindu Mahasabha [eg Nehru Report - 1928]

④ Shimla Conference or Waveel Plan supporting Muslims to deepen the Communal divisions.

⑤ Desai-Liaquat Pact not able to stop the Communal division and Constitutional deadlock.

Consequences for the freedom Movement due to deepening Communal divisions

① Britishers crushing the various freedom movements with ease due to lack of unity among various groups like Hindu and Muslim

② Hindu-Muslim unity was nowhere close to Non-Corporation Khilafat movement at the time of

civil disobedience movement.

③ The transfer of power process got complicated due to deepening Communal divisions  
 [eg August offer → Cripps mission → C. Rajgopalchari formula → Desai-Lingut pact → Wavell plan → Cabinet Mission → Mountbatten plan]

④ Finally the deepened Communal divisions got so serious that country got divided into two parts i.e. India and Pakistan based on Communal lines.

⑤ Even the father of nation Mahatma Gandhi got killed due to Communal lines.

The deepened Communal divisions costed us millions of lives during partition in 1947.

which still haunts both countries

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TOTAL MARKS

Q.9) Analyze how the decline of traditional artisanal industry in colonial India crippled the rural economy. (15 marks, 250 words)

विश्लेषण कीजिए कि औपनिवेशिक भारत में पारंपरिक दस्तकारी उद्योग के पतन ने ग्रामीण अर्थव्यवस्था को किस प्रकार अशक्त बना दिया। (15 अंक, 250 शब्द)

British fueled its Great Industrial Revolution through raw material from india and exporting finished products into india leading to decline in traditional artisanal industry.

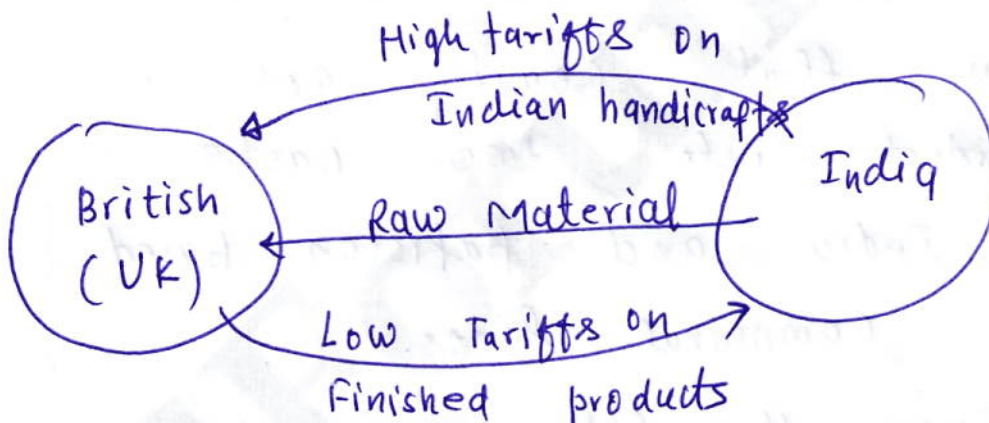


Fig: systemic Raining of indian Handicrafts by British-

Crippling of Rural Economy

① Handicrafts which got ruined due to britishers in 18th century got shifted to rural

areas for agriculture.

- ② High pressure on agriculture and rural areas due to Ruralization of Economy.
- ③ High Land Revenue and Land taxes from peasants.
- ④ Handicrafts lost patrinage from kings who were surviving on pensions from british.
- ⑤ Absentee Landlordism phenomenon leading to multi-step intermediaries and hence high pressure on peasants.
- ⑥ peasants were turned into landless Labourers on their own land after permanent settlement in late 18th century.

⑦ Peasants were forced to produce Commercial Crops like Indigo, Cotton for profits in global markets leading to famines

[eg. 2 cr people lost life due to famines between 1757 and 1947]

⑧ Shortage of food crops due to high dependency on Agriculture and Commercial Crops.

Systemic ruining of Indian handicrafts by Britishers turned most rich country [23% Global GDP] in 1757 to one of the most poverty fall country [2-3% Global GDP] in 1947. and major reason was crippling of rural economy

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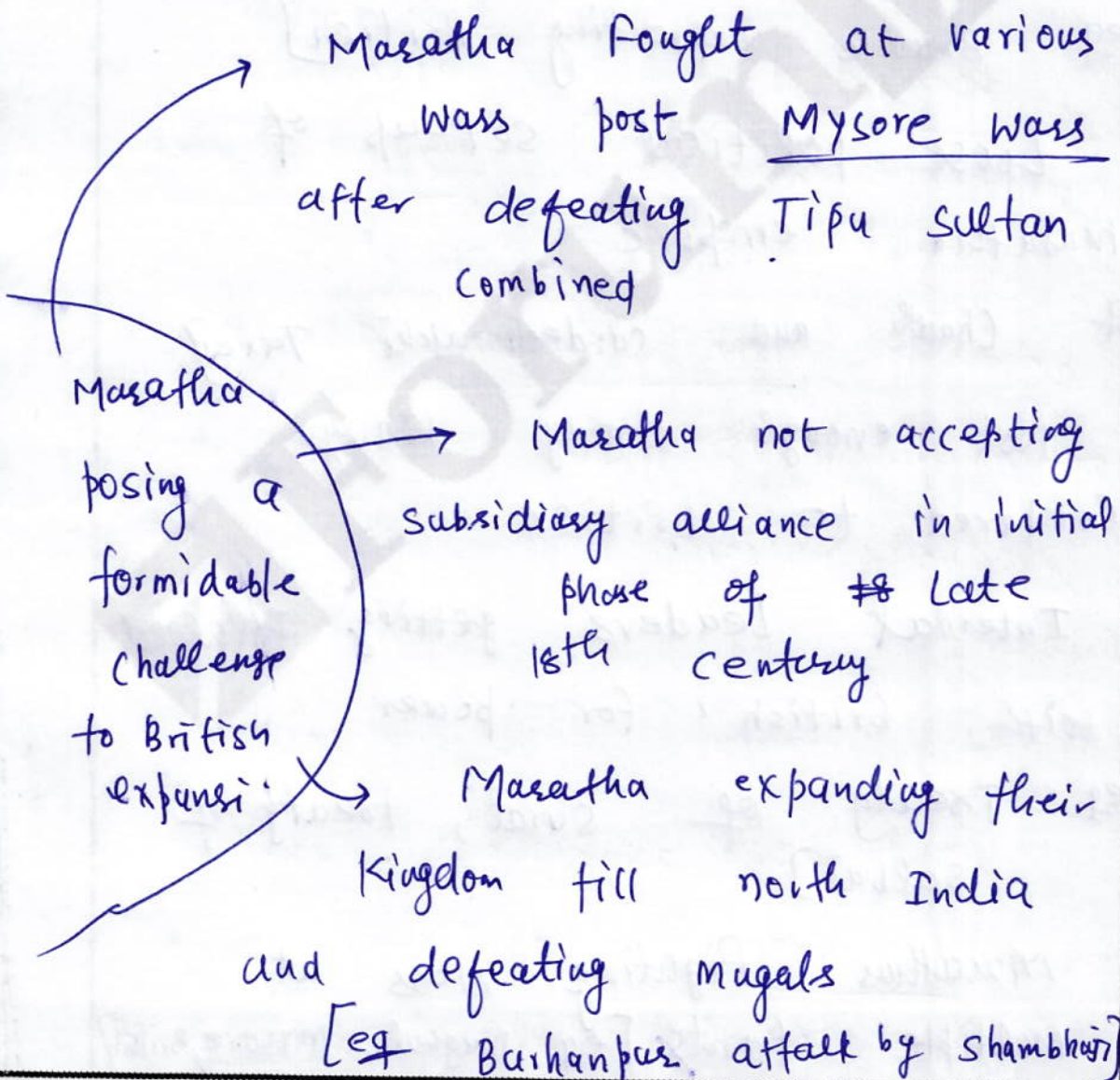
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TOTAL MARKS

Q.10) While the Marathas posed a formidable challenge to British expansion, several factors hindered them from establishing a strong centralized authority in the country. Elaborate. (15 marks, 250 words)

जबकि मराठों ने ब्रिटिश विस्तार के लिए एक कठिन चुनौती प्रस्तुत की, कई कारकों ने उन्हें देश में एक सशक्त केंद्रीकृत प्राधिकरण स्थापित करने से रोक दिया। सविस्तार वर्णन कीजिए। (15 अंक, 250 शब्द)

Maratha empire was established by Maharaja Chhatrapati Shivaji in late 17th century starting from present day Maharashtra.



Factors affecting ~~the~~ establishment of strong centralized authority in country

- ① Maratha kingdom depending upon a single leader [despotic nature]  
[eg Later peshwas were incapable]
- ② Internal division among marathas  
[eg Bhaule supporting British]
- ③ Loose political set-up of Maratha empire  
[eg Chauth and Sardeshmuchi Taxes]
- ④ Not enough strong Navy compared to British.
- ⑤ Internal Leaders getting involved with British for power  
[eg Treaty of Surat, Treaty of Salbati]
- ⑥ Marathas fighting wars at multiple fronts [eg Mughals, Mysore, British]

⑦ Lack of strong military and technological backwardness ~~due~~ compared to British.

⑧ Marathas not getting united against British

[eg Holkars fighting separately]

[eg Peshwa fighting separately]

Finally Marathas lost 3rd battle of Panipat in 1757 against Ahmad Shah Abdali and post that Marathas were not able to recover from that.

Marathas were last kingdom

which posed a significant challenge to Britishers, but couldn't survive for long and dream of swaraj went missing.

### Feedback

(For OFFICE use only)

#	G	A	P
AWIS			
CD & VA			
S & F			
P & R			

Please put tick marks in the above table.

Here G is Good, A is Average and P is Poor.

TOTAL MARKS

## Mentor Feedback Questions

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....



### Test Goal

- 1 .....
- 2 .....
- 3 .....

### Outcomes

- .....
- .....
- .....
- .....

## Marking Scheme

Mark	Good	Average	Below average
10 Marker	3.75 - 5.0	3.0 - 3.5	< 3.0
15 Marker	5.75 - 7.0	4.0 - 5.5	< 4.0
20 Marker	7.75 - 10	6 - 7.5	< 6
	Key / Relevant Point		
	Vague / Irrelevant		

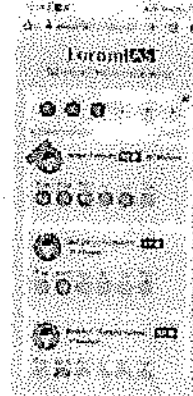
\* Subject to change without prior notice.

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