

TEST CODE 8 1 1 5 2 7



MGP 2025

Time Allowed : Three Hours
समय : तीन घंटे

ForumIAS

Maximum Marks : 250
अधिकतम अंक : 250

GENERAL STUDIES / सामान्य अध्ययन

Name Of Candidate परीक्षार्थी का नाम	Yarasi Tusharika		
Roll No./अनुक्रमांक	1910176349	Medium/माध्यम	English <input checked="" type="checkbox"/> हिंदी <input type="checkbox"/>
Center Code/परीक्षा केंद्र	1901	Date/दिनांक	26/6/25

*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. प्र.सं.	Max. Marks अधिकतम अंक	Marks Obtained प्राप्तांक	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Total/कुल अंक	250		

- 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।
- There are **TWENTY** questions printed in ENGLISH & HINDI, all questions are compulsory.
उत्तर पुस्तिका में अंग्रेजी/हिंदी में बीस प्रश्न दिए गए हैं, सभी प्रश्न अनिवार्य हैं।
- 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।
- 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।
- 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।

For Student Only / केवल परीक्षार्थी प्रयोग हेतु

Examiner's Discretion/मूल्यांकन कर्ता का विवेक :	Start Time/प्रारंभ करने का समय : 3:00PM	End Time/समाप्त करने का समय : 6:30 PM
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.

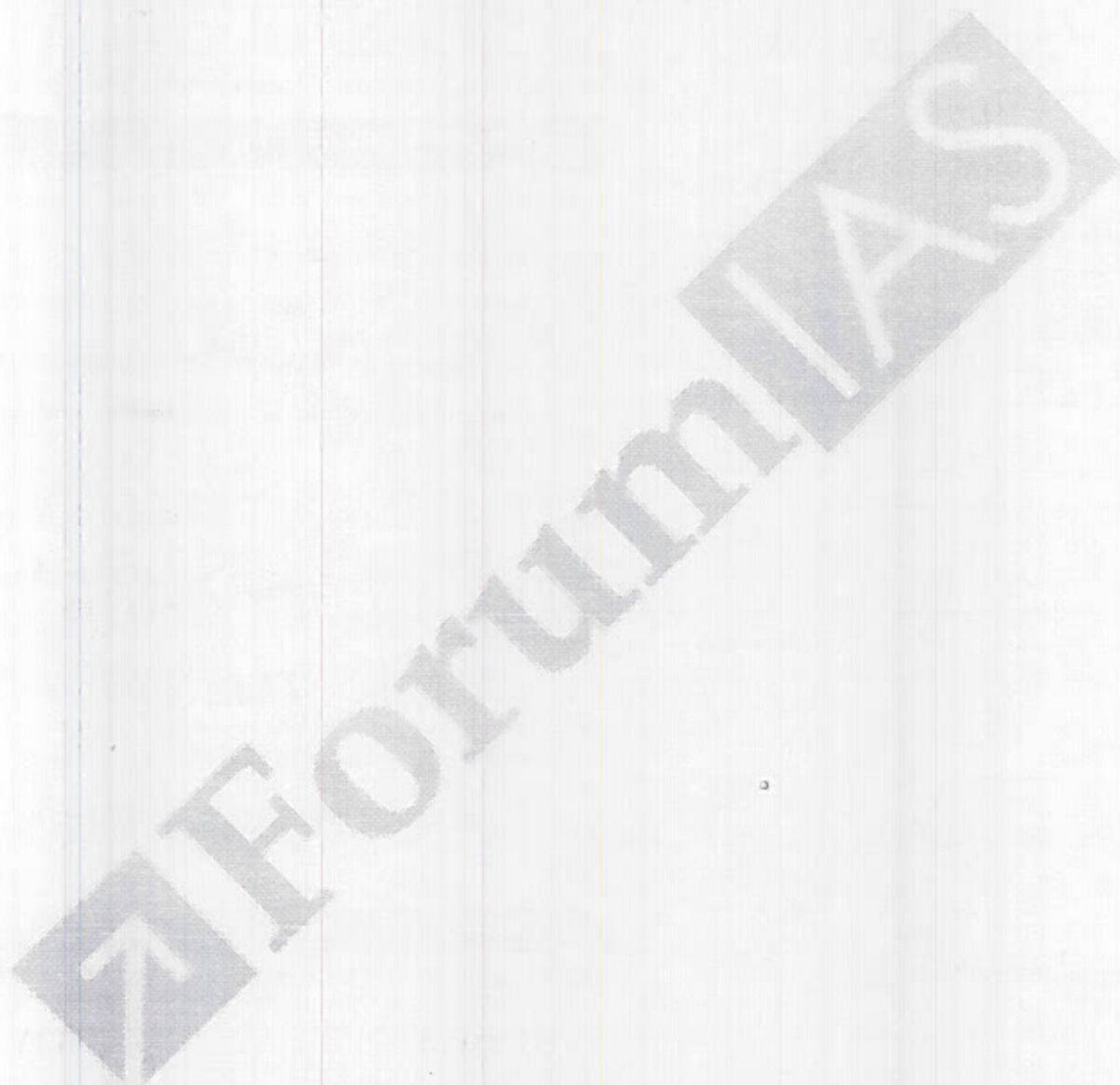
मूल्यांकन कर्ता का विवेक अंक, आपकी लिखावट, प्रस्तुति, आरेखों के उपयोग, फ्लोचार्ट, तथ्यों और आंकड़ों या समग्र रूप किसी अन्य विषय वस्तु, जो मूल्यांकन कर्ता को आपकी कॉपी में पसंद आयी के आधार पर (लेकिन इन्हीं तक सीमित नहीं) पर दिए गए अंक हैं।

For Office Use Only / केवल कार्यालय प्रयोग हेतु

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

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.

EXAMINER'S REMARKS



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) What are the main features of Vedic society and religion? Do you think some of the features are still prevailing in Indian society? (10 Marks, 150 Words)

वैदिक समाज एवं धर्म की मुख्य विशेषताएँ क्या हैं? क्या आपको लगता है कि भारतीय समाज में कुछ विशेषताएँ अभी भी विद्यमान हैं? (10 अंक, 150 शब्द)

Vedic society can be divided into Early Vedic period (from 1600 B.C) and later Vedic period. The features of Vedic period are still visible to some extent in Indian society.

Main features of Vedic society and religion

Early Vedic Period	Later Vedic Period
<p>① <u>Society</u> :-</p> <p>1.1 - Varna system existed but <u>no rigid caste system</u>.</p> <p>1.2 - Patriarchy existed but position of women and women's participation was better. (Ex) Women poets like <u>Apala</u>.</p> <p>1.3 - Women were allowed to participate in <u>sabha</u>, <u>samiti</u></p> <p>1.4 - largely agrarian society</p> <p>② <u>Religion</u> :- Gods like <u>Indra</u>, <u>Varuna</u>, <u>Vayu</u> were worshipped.</p>	<p>① <u>Society</u> :-</p> <p>1.1 - Rigid caste system and hierarchy.</p> <p>1.2 - Rigid patriarchal system. women <u>were not allowed</u> to participate in sabha, samiti.</p> <p>1.3 - Agrarian economy with domestication of animals. ↳ Ritualism increased.</p> <p>② <u>Religion</u> :- Prajapati, Vishnu gained importance</p>

Features of vedic period still prevalent in Indian society

1. Rigid caste hierarchies are still prevalent in Indian society.
 - ▶:- Discrimination based on caste
2. Natural forces worship still forms the core of religious practices.
 - ▶:- Yagnas for good rain, Tribal beliefs and worship of nature.
3. Ritual practices, chantings still hold lot of importance.
4. Burial practices are still followed on the lines of vedic society.
 - ▶:- North-south orientation of dead body.
5. Patriarchal mindset still persists.

Vedic society has laid the foundations for ritualism, patriarchy, nature worship which are still prevalent in Indian society.

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

Q.2) The synthesis of Islamic architectural styles with elements from local Indian traditions contributed to the development of Indo-Islamic architecture in India. Discuss. (10 Marks, 150 Words)

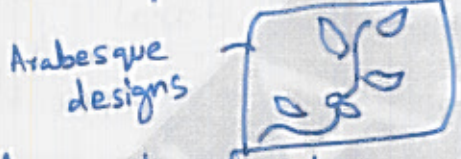
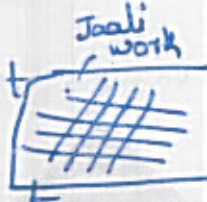
भारतीय परंपरा के स्थानीय तत्वों के साथ इस्लामी वास्तुकला शैलियों के संश्लेषण ने भारत में इंडो-इस्लामिक वास्तुकला के विकास में योगदान दिया। चर्चा कीजिये। (10 अंक, 150 शब्द)

Various Islamic invasions during the 11th-12th century A.D in India started influencing the architectural styles. Delhi Sultanate period saw the intermixing of Indo-Islamic architecture which continued till the Mughal empire.

Development of Indo-Islamic architecture

1. Arched style of architecture was introduced during sultanate period.
2. Minars, tombs construction gained prominence.
(Ex) Qutub Minar by Qutubuddin Aibak.
3. Mortar was introduced which was integrated with local materials like red sand stone, marble etc., (Ex) :- Khiljis introduced mortar.
4. Elaborate style of arches, domes and gardens started developing.
(Ex) - Lodhi garden, Alai Darwaja etc,

5. Jaali works in many monuments shows fusion of Indian elements with Islamic architecture. (G) - Taj Mahal, Agra Fort
6. Arabesque calligraphy was a prominent element.
7. Fusion has led to development of styles like Gujarathi style of architecture, locknow's Bada Imambara shows the synthesis between local and Islamic styles.
8. Pietraduta was also a prominent feature in Indo-Islamic architecture.



The synthesis of Indian and Islamic styles has led to some unique features and shows cases the ^{cultural} syncretism in the domain of art and architecture.

Feedback

(For OFFICE use on

#	(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	
-------------	--

Q.3) What were the reasons behind the relative peace and lack of major international conflicts during the 1920s? (10 Marks, 150 Words)

1920 के दशक के दौरान सापेक्षिक शांति और प्रमुख अंतर्राष्ट्रीय संघर्षों की कमी के पीछे क्या कारण थे? (10 अंक, 150 शब्द)

The period of 1920s is sandwiched between two major world wars (Worldwar-I, II) and saw a relative peace due to many factors.

Reasons behind relative peace and lack of conflicts in 1920s

1. loss of lives and aversion of war :- Due to major loss to life and property ~~an~~ a feeling of aversion and hatred developed towards war.
2. Wars leading to debts :- The excessive war spending lead to international debts and countries were not ready for another war.
3. Focus on industrialisation by major countries like USA, Japan etc.,
4. Formation of league of nations in 1919 to establish global peace.

5. Policy of isolation followed by USA during 1920s, 1930s.

6. Multilateral treaties for cooperation and peace acted as deterrence.

Events which led to another world war :-

- ① Failure of league of nations as major powers like USA, USSR didn't agree to be its part.
- ② Emergence of powers like Japan, Germany.
- ③ Great depression in 1930s.

Though 1920s was a relatively peaceful period it eventually led to world war-2 and more destruction.

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			

Q.4) Discuss the significance of the 1998 Pokhran nuclear tests as a transformative moment in India's post-independence history. (10 Marks, 150 Words)

भारत के स्वतंत्रता-पश्चात इतिहास में एक परिवर्तनकारी क्षण के रूप में 1998 के पोखरण परमाणु परीक्षण के महत्व पर चर्चा करें। (10 अंक, 150 शब्द)

1st Nuclear test was conducted by India in May, 1998 to showcase its nuclear capability and establish itself as a nuclear state.

Significance of 1998 Pokhran test

1. Technological advancement and military capability was showcased to the world.
2. It countered the nuclear regional hegemony of China, Pakistan and acted as a cushion from threats of own nuclear neighbours.
3. Established nuclear deterrence doctrine of India as an addition to foreign policy.
4. Challenged Western, P-5 countries dominance in nuclear arena.

Transformative movement for India

1. The nuclear test caused some tensions between India and major powers like the USA, Japan leading to some sanctions.
2. It helped India in establishing ^{nuclear} partnerships with other countries like USSR-civil nuclear deal.
3. It placed India on the nuclear map.

Though India saw some backlash from the nuclear test, India chose to safeguard its sovereignty and charted "no first use" policy in nuclear doctrine.

Feedback

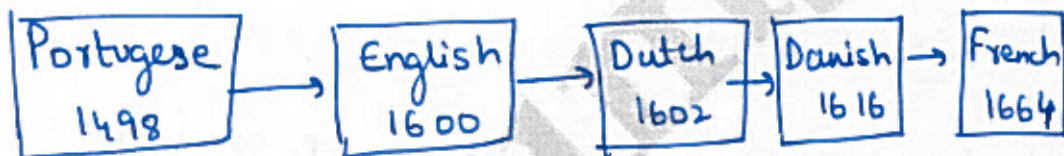
(For OFFICE use only)

#	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			

Q.5) What were the reasons that the British emerged as the preeminent power after succeeding against other European powers in the Indian subcontinent? (10 Marks, 150 Words)

क्या कारण थे कि भारतीय उपमहाद्वीप में अन्य यूरोपीय शक्तियों के विरुद्ध सफलता प्राप्त करने के बाद अंग्रेज एक प्रमुख शक्ति के रूप में उभरे? (10 अंक, 150 शब्द)

After the fall of Constantinople in 1453, Europeans began searching for a sea route to India and Portuguese succeeded in its attempt in 1498 when Vasco da Gama came to India via sea route. This paved way for other European powers to enter India.



Reasons for emergence of British as the preeminent power against other European powers

1. Better military and naval organisation and Supremacy. \Rightarrow strong military power and commanders.
2. Backup from British government in case of finances or administration.
3. Lack of unity among native rulers and

nature of Indian state which showed a fragmented polity.
 Ex- After decline of Mughals.

4. Strategy used by British which included not just trade but also political and administrative consolidation.

Ex- Battle of Plassey, 1757; Battle of Buxar (1764).

5. Connections with local rulers and fortification of their factories.

6. No harsh religious doctrine as opposed to Portuguese who followed aggressive policy.

7. Parallel discoveries of countries like Brazil, Malaya has shifted focus of Portuguese, Dutch.

8. Winning over other powers.
 Ex- Carnatic wars

Thus, British though not were the first to enter subcontinent displayed strong hold over it due to their strategy and approach.

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			

Q.6) "The very policy that was meant to further subjugate Indians catalyzed free thought and questioned the notion of British superiority." Discuss in the context of British education policy in colonial India. (10 Marks, 150 Words)

"जिस नीति का उद्देश्य भारतीयों को और अधिक अधीन करना था, उसने स्वतंत्र चिंतन को उत्प्रेरित किया और ब्रिटिश श्रेष्ठता की धारणा पर सवाल उठाया।" औपनिवेशिक भारत में ब्रिटिश शिक्षा नीति के संदर्भ में चर्चा करें। (10 अंक, 150 शब्द)

British education policy heavily focussed on English education, rational thinking, scientific approach thus catalyzing free thought and eventually led to formation of national spirit and consciousness.

British education policy in colonial India

1. Motive behind educating Indians :-

- ① For administration purposes - Cost-effective governance.
- ② "Civilizing" Indians as motive.
- ③ Loyalty towards British rule by creating a false illusion in students.

2. Major policies :-

- ① Macaulay's minutes (1835) - promoted English education from child hood, 'downward filtration' theory was proposed.

② Wood's despatch (1854) - Girls Education, English education, increasing accessibility.

③ Indian Universities act, 1904 - Establishing at least 1 university for a province, focus on higher education.

3. Orientalist - Anglicist debate :- This was a debate on approach towards education i.e., orientalist like William Jones advocated for traditional learning where as Anglicists argued for English, western learning.

British ~~English~~ education policy catalyzed free thought and national consciousness

1. Rise of educated middle class who analysed the economic, political exploitation of British (Ex) - Dada Bai Naorqi: - "Drain theory"

2. Rise of vernacular press, media.

(Ex) - Hindu, Amritabazar Patika.
3. Rationalistic thoughts and awareness of global phenomena - French revolution, German unification.

Educated middle class played a major role in Indian freedom struggle and independence.

Feedback

(For OFFICE use only)

#	ⓐ	ⓑ	ⓒ
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	
-------------	--

Q.7) How far do you agree with the view that Stalinism was just a continuation of Leninism?

(10 Marks, 150 Words)

आप इस विचार से कहीं तक सहमत हैं कि स्टालिनवाद लेनिनवाद का ही विस्तार था?

(10 अंक, 150 शब्द)

Lenin was the leader of Bolshevik revolution who was succeeded by Stalin who further spread ideas of communism, nationalism.

Stalinism as a continuation of Leninism

1. Continuation of policy of centralisation, terror.
2. Nationalisation of industries, agriculture etc.,
3. Agricultural policy of Lenin and exploitation of farmers, agricultural workers continued during Stalin era.
4. Stalin continued use of terror and inflicting fear but on a much higher scale.

Different approach of Stalin

- ① Cult creation by use of terror and force.
- ② Policy of ~~stop~~ agriculture by imposing more taxes.

Though Stalin continued core of Lenin's ideology there were certain differences in approach.

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			

Q.8) The revolt of 1857 was far more than a mutiny, yet much less than the first war of independence. Do you agree? Substantiate your views. (10 marks, 150 words)

1857 का विद्रोह एक सैन्य विद्रोह से कहीं व्यापक था, फिर भी प्रथम स्वतंत्रता संग्राम से बहुत कम था। क्या आप सहमत हैं? अपने विचार प्रमाणित करें। (10 अंक, 150 शब्द)

Revolt of 1857 marks the turning point in Indian history which paved the way for Independence struggle and had a far more ideological impact.

Revolt of 1857 - far more than a mutiny

1. Though the revolt started by a mutiny in 34th infantry at Meerut it later gained massive support from various rulers and regions.

Ex - Delhi - General Bhatt Khan.
Lucknow, Rani Lakshmi Bai, Tantia Toppe (Nagpore) etc.,
(Jhansi)

2. Aspiration to achieve independence from British rule and free India from the clutches of foreign rulers.

↳ which is in contrast to mutiny which has local demands, particular demands.

3. Joined by various classes like zamindars in some places, common people.
4. Bahadur shah was declared as the leader of this revolt.

1857 revolt - less than a war of independence

1. Mostly restricted regional spread only spread in North India.
2. lack of mass participation from various classes like peasants, educated class etc, as was seen in later movements
3. lack of unity of forces and a common cause, lack of strong leaders.
4. Heavy repression by British forces.

Though 1857 revolt proved to be a significant event it failed to achieve the status of war due to heavy British repression, lack of continuity, unity and spread.

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	
-------------	--

Q.9) Unemployment is not just an economic challenge, but a social one with far-reaching consequences. In this context, discuss the social impact of unemployment in the country. (10 Marks, 150 Words)

बेरोज़गारी सिर्फ एक आर्थिक चुनौती नहीं है, बल्कि एक सामाजिक चुनौती है जिसके दूरगामी परिणाम हैं। इस संदर्भ में, देश में बेरोज़गारी के सामाजिक प्रभाव पर चर्चा करें। (10 अंक, 150 शब्द)

The recent monthly employment data has shown an increase in unemployment rate from 5.1% in April to 5.6% in May, 2025.

Unemployment though majorly seen as economic challenge has far more ^{social} impact on people.

Social impact of unemployment in the country

1. Rise of poverty and inequality in the country. \Rightarrow Wealth distribution will not be rational.
2. Rise of mental health issues due to fatigue, frustration. \Rightarrow During COVID-19 due to lockdown and loss of employment.
3. Crime rates and unemployment have a direct connection according to NCRB reports.

4. Youth become vulnerable to revolutionary ideologies like extremism, terrorism etc.,

⊕ Religious indoctrination using social media.

5. loss of trust in government and its institutions.

↳ loss of Social capital.

6. Increased outmigration in search of opportunities.

↳ Might lead to exploitation ⊕ Arab countries

↳ Choosing illegal routes ⊕ Dunki route

↳ Skill India Mission - to upskill youth and make them employable.

Government Policies

↳ NEP, 2020 - Industry-academia linkages, vocational education.

↳ MNREGA, scholarship schemes.

Unemployment not only hinders economic growth but also has an effect on social progress.

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			

Q.10) "The socio-cultural consequences of the contact between tribal and non-tribal populations are complex and multifaceted." Examine. (10 Marks, 150 Words)

"जनजातीय और गैर-जनजातीय आबादी के बीच संपर्क के सामाजिक-सांस्कृतिक परिणाम जटिल और बहुआयामी हैं।" परीक्षण करें। (10 अंक, 150 शब्द)

Tribals and non-tribals have been living in harmony from decades but excessive assimilationistic tendencies lead to complex and multifaceted consequences.

Socio-cultural consequences of the contact between tribals and non-tribals

Social consequences :-

- ① Emergence of caste hierarchies, rigidities in tribal societies.
 (Ex) Santhals
- ② Hinduisation of tribes due to contact.
 (Ex) Bhils
- ③ Traditional kinship patterns, marriage styles, endogamy disrupted.
- ④ Dowry system penetration.
 (Ex) shift from Bride price to dowry in Santhals.

Cultural consequences :-

- ① Cultural homogenisation and giving up of tribal traditional practices in order to get assimilated.
- ② Religious practices altered.
 - ⊕ Christianisation of North East tribes.
- ③ Disruption of their homelands leading to damage to their ancestral lands, goods.
 - ⊕ Niyangiri - Khonds.

Thus, an integrationalist approach as emphasised by Jawaharlal Nehru in Tribal Panchsheel should be followed while devising policies to maintain their culture.

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			

Q.11) Differentiate between the Nagara and Dravida styles of temple architecture. Explain how the Vesara architectural style creatively amalgamated architectural elements of both, while introducing innovative elements of its own. (15 Marks, 250 Words)

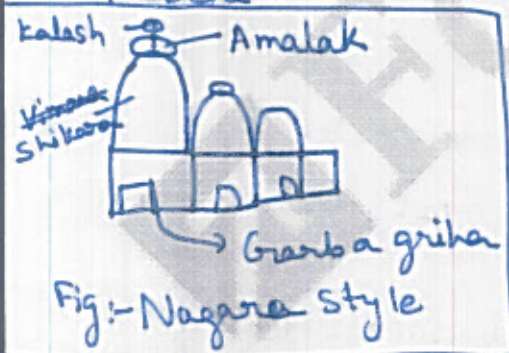
मंदिर वास्तुकला की नागर और द्रविड़ शैलियों के बीच अंतर बताएं। बताएं कि कैसे वेसर वास्तुशिल्प शैली ने अपने स्वयं के अभिनव तत्वों का परिचय देते हुए, दोनों के वास्तुशिल्प तत्वों को रचनात्मक रूप से मिश्रित किया। (15 अंक, 250 शब्द)

The temple architecture in India began during the Gupta Era and lead to various architectural styles like Nagara, Dravida, Vesara based on the regions and local styles.

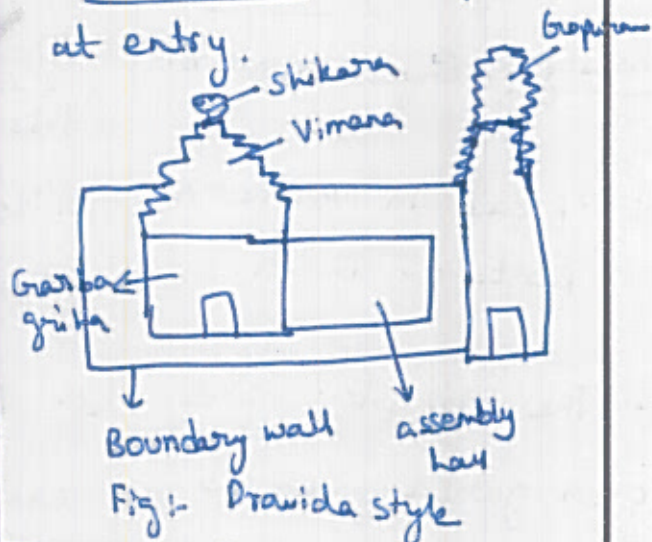
Difference between Nagara and Dravida styles

Nagara style	Dravida style
1. Patronaged by <u>Guptas</u> , <u>Kalingas</u> , <u>Gujarath</u> rulers.	1. <u>Pallavas</u> , <u>Cholas</u> , <u>Vijayanagaras</u> patronised this style.
2. Spread in Northern parts of India.	2. Mostly concentrated in Southern most, Eastern India
3. The tall structure over garba-graha is called as <u>shikara</u> , the crowning element is called <u>Amalak</u> , <u>Kalash</u> .	3. The tall structure is called <u>Vimana</u> , the crowning element is called <u>shikara</u> .

4. Shikara is mostly curvilinear in shape.
5. There are no elaborate boundary walls or entry gates.
6. Mostly Panchayatana style of architecture.
7. Water tank features not seen.
8. Ganga, Yamuna are present.



4. Vimana is pyramidal stepped structure.
5. There are elaborate boundary walls and entry gates called 'Gopurams'.
6. Also has Panchayatana style but subsidiary shrines don't have elaborate vimanas.
7. Presence of water tank.
8. Dwarapalas are placed at entry.



① :- Konark Sun temple, Odisha

② :- Brihadeeswara temple, Tanjavur

Vesara style of architecture

1. Vesara style of architecture was started by Early Chalukyas → Rastrakutas → later Chalukyas → ^{Yadavas} _{Hoyasals.}

2. Features :-

- ① star-shaped or stellate plan of temple base.
- ② 'Antoala' - a connecting passage or hall between garbhagriha and mandapas.
- ③ Presence of ardha-mandapas.
- ④ Curvilinear vimanas with stepped structures.
- ⑤ Boundary walls are present.
- ⑥ Ex - Belur temple, Halebidu; Aihole, Badami; Pattadakal temples.

Vesara style of architecture is an amalgamation of nagara, dravida and local elements.

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	
-------------	--

Q.12) Identify the key reasons behind British colonial intervention in Malaya in the 19th century. How did Malaya react to British colonial rule? (15 Marks, 250 Words)

19वीं सदी में मलय प्रायद्वीप में ब्रिटिश औपनिवेशिक हस्तक्षेप के पीछे मुख्य कारणों की पहचान करें। मलय ने ब्रिटिश औपनिवेशिक शासन पर कैसी प्रतिक्रिया व्यक्त की? (15 अंक, 250 शब्द)

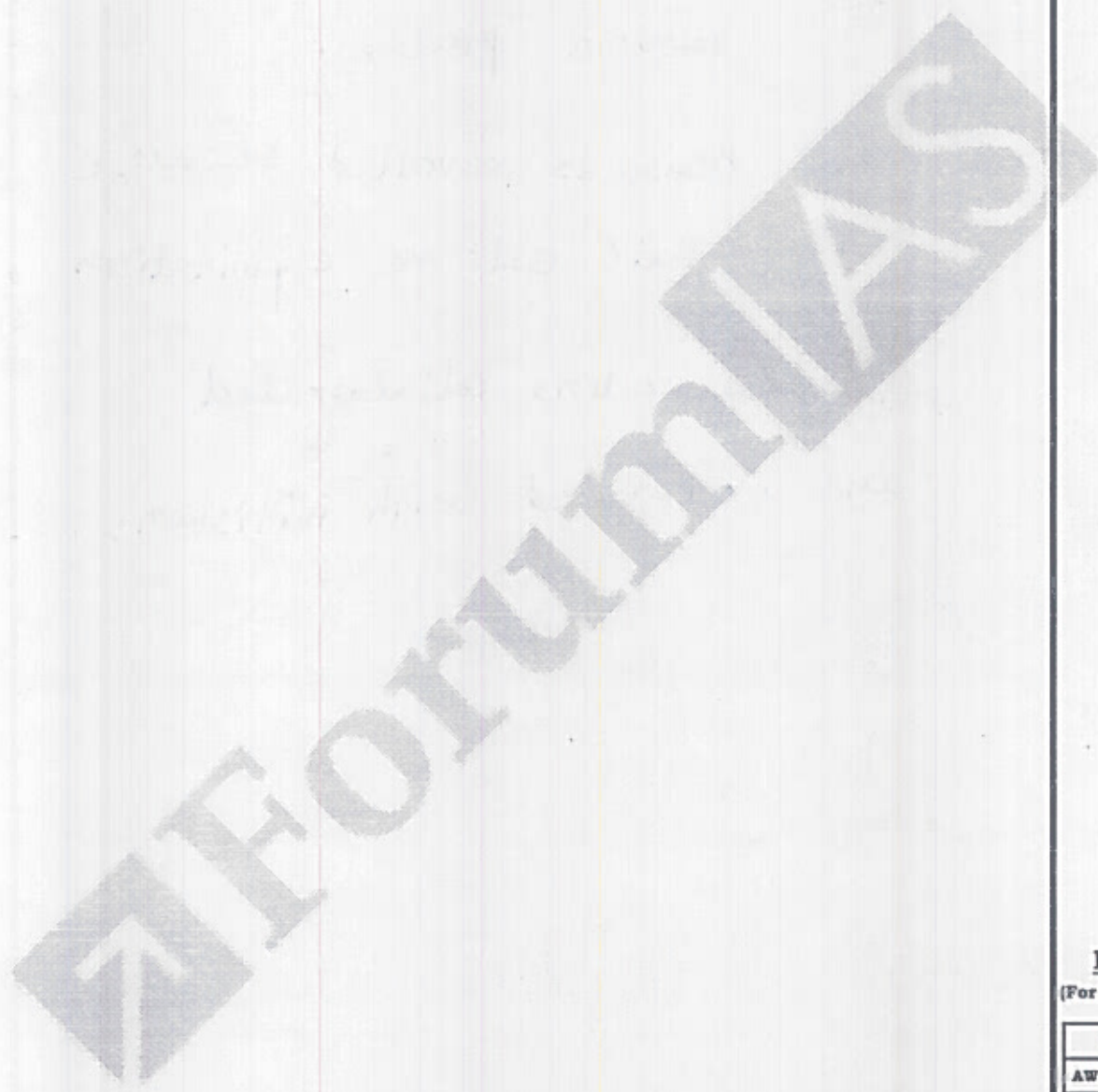
British intervention in Malaya marked a major turn of events in Malayan history.

Key reasons for British intervention

- Reasons
- ① Malacca strait - a choke point and a prosperous sea route.
 - ② Resources - Spices, rubber etc, attracted Britishers.
 - ③ lack of authority, rulers in Malaya and lack of unity led to conquest.
 - ④ Desire for more plantation crops and profits.
 - ⑤ New colony which can be used to fund european wars
 - ⑥ British hegemony.

Malayan reaction

- ① Resistance movements were organised
- ② Revolts were seen at various places.
- ③ Peasants revolted because of their extreme exploitation
- ④ Some rulers collaborated and cooperated with Britishers.



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	
----------------	--



Q.13) The integration of the Princely States into the Indian Union after partition involved overcoming significant administrative and socio-cultural hurdles. Discuss the statement with special emphasis on the integration of Hyderabad. Also, throw light on the role of Sardar Patel in the integration process. (15 Marks, 250 Words)

विभाजन के बाद रियासतों को भारतीय संघ में शामिल करने के लिए कई प्रशासनिक और सामाजिक-सांस्कृतिक बाधाओं को पार करना पड़ा। हैदराबाद के एकीकरण पर विशेष बल देते हुए इस कथन पर चर्चा करें। साथ ही, एकीकरण प्रक्रिया में सरदार पटेल की भूमिका पर भी प्रकाश डालें। (15 अंक, 250 शब्द)

At the time of independence there were 365 princely states who were give autonomy to join either of unions or to remain independent. This led to Balkanisation of India and arised a need for integration.

Administrative and socio-cultural struggles during integration of Hyderabad

Administrative struggles :-

1. Different administrative setup of monarchy rule to centralised administrative setup after integration.
2. loss of autonomy of state leading to change in political, social, economic policies.

3. Changes in administrative institutions and their nature.

Socio-cultural factors :-

1. Religious orientation of rulers towards Pakistan and Islam.
2. Nizam rulers were culturally oriented towards joining Pakistan or remaining independent.
3. long rule of Nizams and relative gains from their rule.
4. Demand for autonomy by people of Hyderabad.

Other princely states and issues :-

1. Geographical proximity to Pakistan - (i) Punjab
2. Relative isolation and autonomy demand (ii) Manipur, Sikkim.
3. Religious orientation (iii) ~~India~~ Jammu and Kashmir, Hyderabad.

Role of Sardar Patel in Integration process

1. He was appointed as head of states committee which was responsible for integration.
2. He used dialogue, diplomacy and negotiations to succeed in integration. (Ex) Mysore state
3. Use of police action in case of protests. (Ex) Hyderabad.
4. Use of 'instrument of accession' by offering certain privileges. (Ex) Jammu and Kashmir.
5. Some places used voting to decide their move.
6. His ability to communicate, collaborate, compromise has led to successful integration.

Sardar Vallabhai Patel is called the 'Iron man of India' due to his immense contribution to national unity.

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			

Q.14) Non-Cooperation-Khilafat Movement was a watershed event in the Indian freedom struggle, but it suffered from inherent limitations. Elaborate. (15 Marks, 250 Words)

असहयोग-खिलाफत आंदोलन भारतीय स्वतंत्रता संग्राम में एक ऐतिहासिक घटना थी, लेकिन इसे अंतर्निहित सीमाओं का सामना करना पड़ा। विस्तृत वर्णन कीजिए। (15 अंक, 250 शब्द)

Non-cooperation-Khilafat movement was the first mass struggle led by Gandhiji in 1920. It marked the mass participation from all stratas and laid foundation for further movements in freedom struggle of India.

Non-cooperation-Khilafat movement

- The main demands of this movement were - Support to Turkey, Justice in Punjab wrongs (Jalia wala bagh), Swaraj.
- This movement saw Hindu-Muslim unity on all fronts -
- This movement strengthened national spirit and led to revival of traditional handicrafts, textile industries.

4. Chidanbaram Pillai established a steam navigation company during this movement.
5. Promotion of education by national education policy and establishment of various universities. (Ex) Jamia Millia, Banaras University etc.,
6. This movement saw a mass participation of women who played an active role in picketing, protests.
7. Mass participation of students, peasants was also seen.
(Ex) Cunningham circular was issued against students involved in protests.
8. Spread to various parts of the country.
9. Took violent turn by Chauri-Chaura incident.
10. Laid foundations for mass struggle.

Limitations

1. Non-adherence to peaceful means leading to culmination of movement.
2. Hindu-Muslim unity seen in this movement was not visible further.
3. Ended too soon because of an isolated incident.
↳ led to formation of Congress Swarajist Party by Nehru, Bose etc.
4. Resentment by revolutionary nationalists.
5. Didn't see participation from Industrial workers, Industrial class and big zamindars.
6. Peasant participation was also lesser.

Non cooperation movement though had some limitations had set the stage for further mass struggles like civil disobedience movement, Quit India movement.

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			



Q.15) The Bhakti movement, emphasizing 'personal connection' to the divine, had a profound impact on various aspects of Indian society. Highlighting the main features of the Bhakti movement, discuss its contribution towards the development of vernacular languages across the country.

(15 Marks, 250 Words)

भक्ति आंदोलन, जिसने परमात्मा के साथ 'व्यक्तिगत संबंध' पर जोर दिया, का भारतीय समाज के विभिन्न पहलुओं पर गहरा प्रभाव पड़ा। भक्ति आंदोलन की मुख्य विशेषताओं पर प्रकाश डालते हुए, देश भर में स्थानीय भाषाओं के विकास में इसके योगदान पर चर्चा कीजिये।

(15 अंक, 250 शब्द)

Bhakti movement started in 6th-7th centuries as a response, reaction to brahmanical orthodoxy, caste system, discrimination and inequality in South India and later spread to North India.

Main features of Bhakti movement

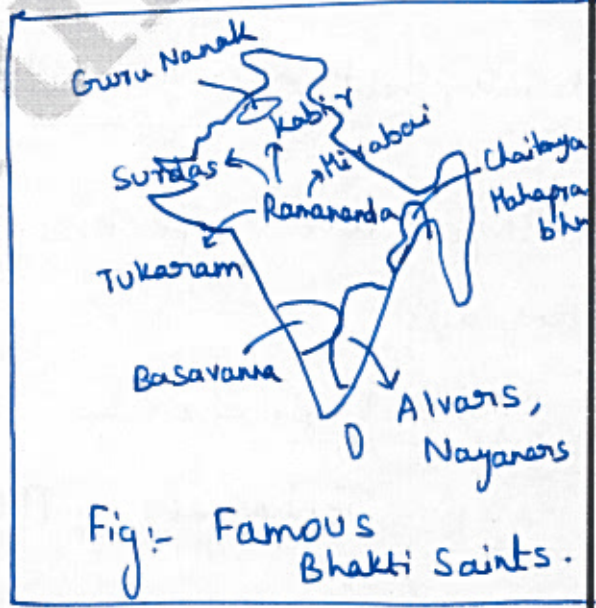
1. Emphasis on devotion and personal connection with divine.

⊕ Mirabai's Krishna Bhakti.

2. Equality and open to all castes and classes, religions.

⊕ Kabir stressed upon unity of all religions

3. Rejected brahmanical supremacy, orthodoxy and caste system.



4. Universalism and oneness was promoted

5. Rejection of elaborate rituals and use of poetry, songs, dances to connect with god.

(Ex) - Dohas, Bijaks, Bhajans were used.

6. Use of vernacular languages to spread their ideas.

Contribution of Bhakti movement towards development of vernacular languages

1. Composition of poems, songs in vernacular languages.

(Ex) - Kabir - Dohas, Bijak - Hindi, Urdu

Tejnarām - Marathi

Basavanna - Kannada

Chaitanya Mahaprabhu - Bengali

Mirabai - Krishna Bhajans

2. In south India, languages like Tamil, Telugu kannada were used to produce literature.

(E)- Alvars - 'Nalayiradivya prabandham'

3. Tulasidas's 'Ramacharitamana's' also spread ideas of Bhakti in vernacular language.

4. On global arena also literature of bhakti gained prominence

5. It influenced sufi literature as well.

Bhakti movement is not just an religion, ideological movement but also a linguistic, social movement.

Feedback

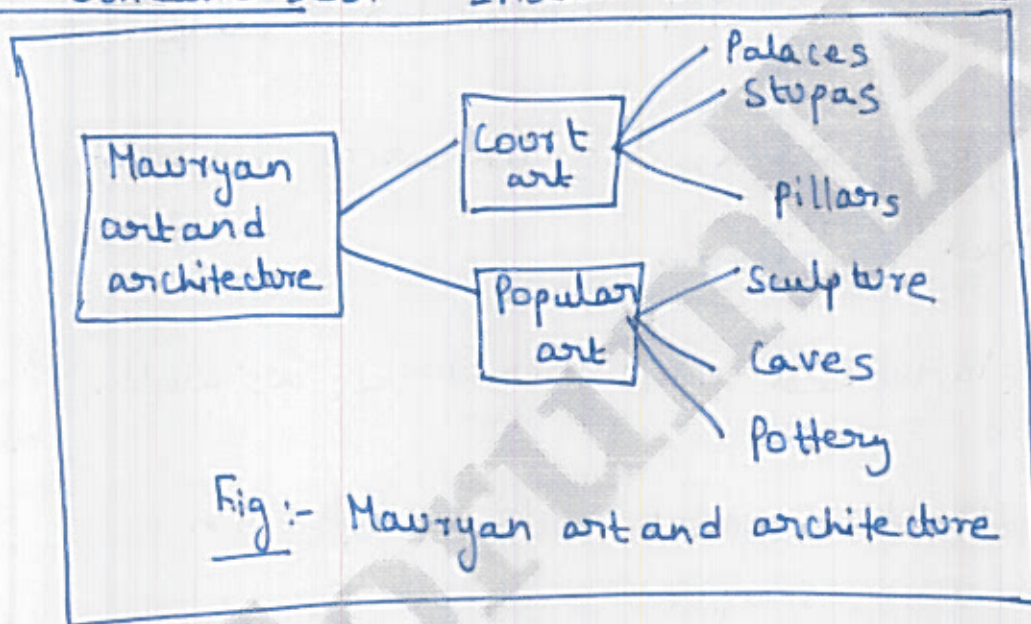
(For OFFICE use only)

#	(C)	(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			

Q.16) Discuss the developments in the field of art and architecture during the Mauryan period. (15 Marks, 250 Words)

मौर्य काल के दौरान कला और वास्तुकला के क्षेत्र में विकास पर चर्चा कीजिये। (15 अंक, 250 शब्द)

Mauryan period (4th century BC - 2nd c BC) saw proliferation of art and architecture which laid the foundations of Indian art and architecture.



Mauryan art and architecture

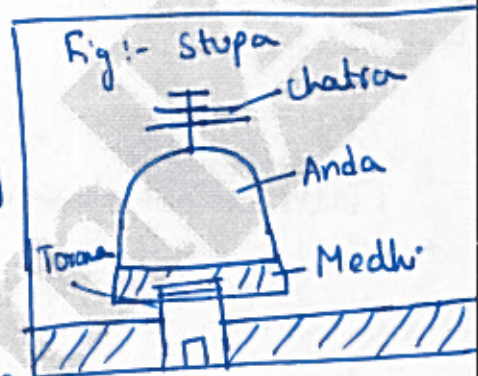
1. Palaces :- Mauryan palaces had its influence from achamedian palaces but displayed indigenous elements also.

(Ex) Korahan pillared palace,
Bukandi bagh palace

2. **Stupas** :- Stupas are the burial mounds used to store relics. In Mauryan period they were constructed to store Buddha and his follower's relics.

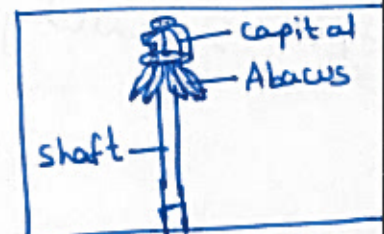
(Ex) Sanchi stupa, Amaravati stupa.

3. **Pillars** :- Mauryan pillars were known for their polished surface, capital figures and were erected at various places.



(Ex) Sarnath pillar, Lauriya Nandangarh, Meerut etc.,

4. **Caves** :- Many rock-cut caves were



built during Mauryan era as rest places and given as donation to monks.

(Ex) Barabar nagarjuni caves.

5. **Sculpture** - Yaksha, Yakshini figures dominated the sculptures

in this era.

(Ex) - Besnagar Yaksha, Yakshi

6. **Pottery** - Northern black pottery was prevalent and was used for various purposes.

Mauryan art and architecture laid the foundations of Indian art and architecture which was later continued by later-Mauryas, Guptas, Chalukyas etc.

Feedback

(For OFFICE use only)

#	C	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			

Q.17) The German unification was achieved more by 'coal and iron' than by 'blood and iron'. Examine. (15 Marks, 250 Words)

जर्मन एकीकरण 'रक्त और लौह' से ज़्यादा 'कोयला और लौह' से हासिल किया गया था। परीक्षण करें। (15 अंक, 250 शब्द)

German Unification was a movement to integrate german speaking areas of Europe. The movement started in Prussia and spread to other parts.

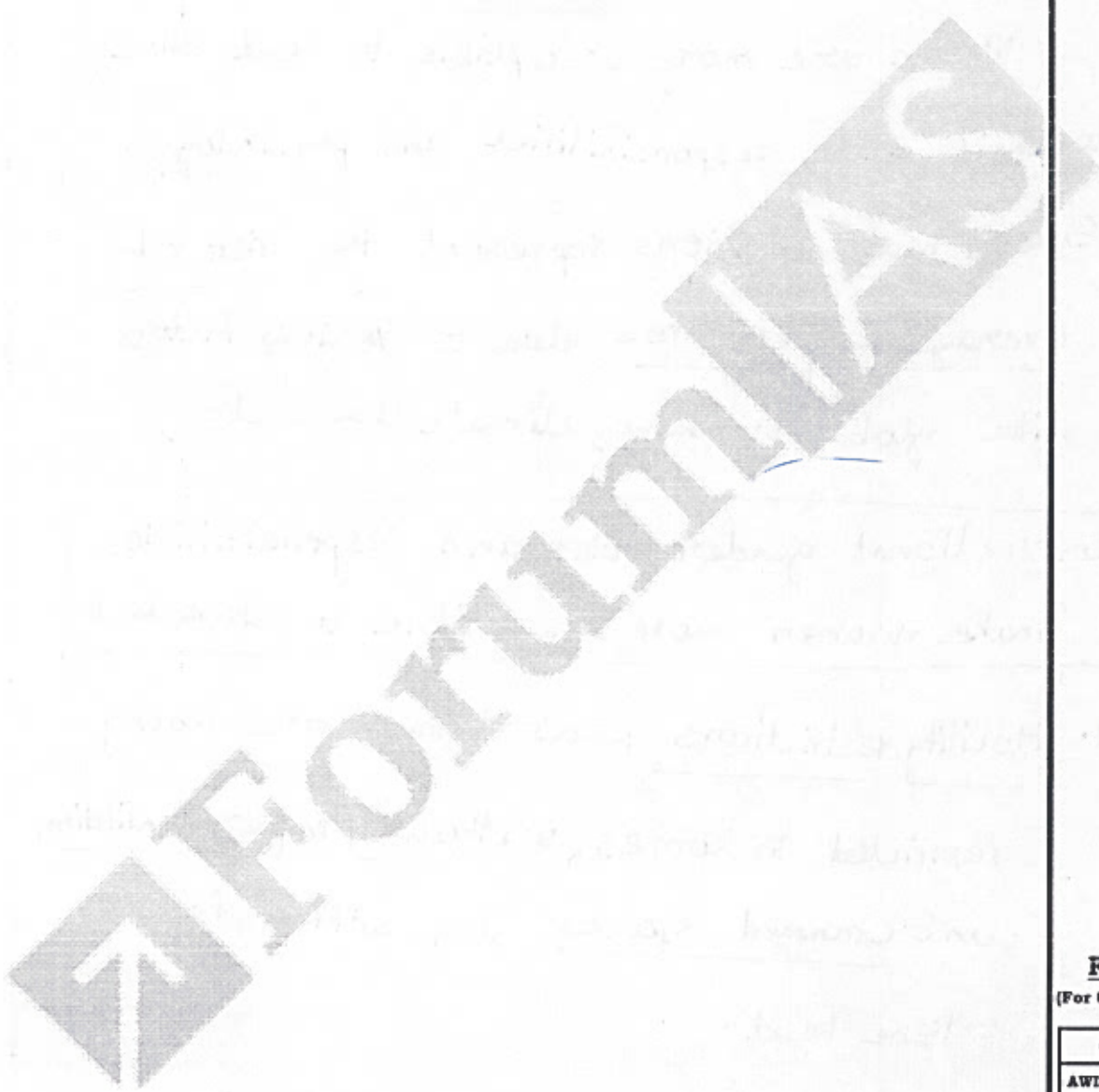
Coal and iron

- ↳ Establishment of unified capital and banking base.
- Integration of industries and places with natural resources.
- Nationalism due to economic resources and language.
- ↳ Industrial unions were centres and played major role

Blood and iron

↳ Bismarck used this policy in trying to unify Germany.

↳ Policy uses wars and strict direct actions to unify.



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			

Q.18) How do conventional gender roles and responsibilities make women more susceptible to the impacts of extreme heat conditions? What measures would you suggest reducing these vulnerabilities? (15 Marks, 250 Words)

पारंपरिक लैंगिक भूमिकाएं और उत्तरदायित्व महिलाओं को अत्यधिक उष्णता/गर्मी की स्थितियों के प्रभावों के प्रति अधिक संवेदनशील कैसे बनाती हैं? इन सुभेद्यताओं को कम करने के लिए आप क्या उपाय सुझाएंगे? (15 अंक, 250 शब्द)

Women are more susceptible to heat due to their roles, responsibilities and physiology.

Extreme heat conditions represent the rise of average temperatures due to various factors like global warming, climate change etc.,

Conventional gender roles and responsibilities make women more susceptible to extreme heat

1. Mobility restrictions :- as women are mostly restricted to homes without proper ventilation and cramped spaces they suffer from extreme heat.

2. Gendered responsibility of fetching water from faraway in extreme heat makes them susceptible.

3. Traditional norms and restrictions on clothing also plays a role.
4. lack of proper nutrition and diet - Compromise of their health might lead to heat strokes and other conditions.
5. Physiology of women - storage of fat, Menopause etc → also makes them more susceptible to heat.
6. Working outside in fields, roof tops, during summer.
(~~or~~) Feminisation of agriculture,
7. Using traditional cooking methods like firing dung, sticks to cook rather than use of LPG also makes them more susceptible to heat and extreme conditions.
8. Household restrictions where women are confined to kitchen.

Measures to reduce vulnerability

1. Designing spaces with proper ventilation and outlets for smoke and heat.

2. Proper diet and nutrition support.

⊕ PM Gasik kalyan Yojana, POSHAN Abhiyan, Janani Suraksha yojana.

3. Transition to LPG.

⊕ PM Ujjwala Yojana.

4. Provision of adequate water facilities.

⊕ Jal Jeevan Mission.

Thus, vulnerability to heat causes women to suffer from fatigue, poor health and hence it needs to be tackled with various support schemes, policies.

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			

Q.19) "The changing nature of revolutionary extremism in the Indian national movement reflects a broader shift in political consciousness." Substantiate. (15 Marks, 250 Words)

"भारतीय राष्ट्रीय आंदोलन में क्रांतिकारी अतिवाद की परिवर्तनशील प्रकृति राजनीतिक चेतना में व्यापक बदलाव को दर्शाती है।" प्रमाणित करें। (15 अंक, 250 शब्द)

Revolutionary extremism is a school of thought which gained momentum after Swadeshi movement, World war-I in Indian national movement. They advocate for use of violence, heroic actions to achieve independence.

Changing nature of revolutionary extremism

Phase - I

- ① Marked by secret societies like Abhinava Bharat, Mitra mela.
- ② They resorted to dacoities, looting of trains, thefts etc.,
 - ↳ Kakori train robbery
- ③ Regional events which didn't cause much damage. Targetted small officers.
 - ↳ Derailing train in which Lord Hardinge was travelling

④ lack of major support from outsiders.

leaders :- Pulin Das, Jnanendranath Basu, Rash Behari Ghosh etc.,

Phase-II :- (1920s)

1. Shift in political consciousness because of movements like swadeshi, Non-cooperation movements.

2. Desire for bigger actions, heroic sacrifices, extreme violence.

⑤ Bomb on Central legislative assembly by Bhagat Singh, Sukhdev.

3. Formation of organisations like HRA (Hindustan republican association), HSRA etc.,

4. Unified phase - where regional

Organisations were unified and had a single demand of independence.

5. External factors in the World

↳ German unification, etc.,

6. Support from abroad where some revolutionary extremists formed some organisations.

(Eg) - India House - Savarkar Brothers
Swadeshi Bandhab Samiti.

Revolutionary extremism is a crucial phase in India's freedom struggle marked by various heroic events but couldn't achieve a bigger scale.

Feedback

(For OFFICE use only)

#	G	A	P
AWIS			
CD & VA			
S & F			
F & R			
Please put tick marks in the above table. Here G is Good, A is Average and P is Poor.			
TOTAL MARKS			

Q.20) While there are extensive policies focused on equity and social justice, yet the underprivileged sections are deprived of full benefits of affirmative action guaranteed by the Constitution. Comment. (15 Marks, 250 Words)

जबकि समानता और सामाजिक न्याय पर केन्द्रित व्यापक नीतियाँ हैं, फिर भी वंचित वर्ग संविधान द्वारा गारंटीकृत सकारात्मक कार्रवाई के पूर्ण लाभ से वंचित हैं। टिप्पणी करें। (15 अंक, 250 शब्द)

Affirmative action guaranteed by constitution is a result of justice due to historical injustices faced by certain classes of citizens. Though there are provisions still there is relative deprivation in the citizens.

Policies of affirmative action

1. Special provisions to certain classes like socially educationally backward classes, women, children, scheduled castes, scheduled tribes are enshrined in the constitution.
2. Article 15(4), 16(4) provides for reservation in education, employment etc,

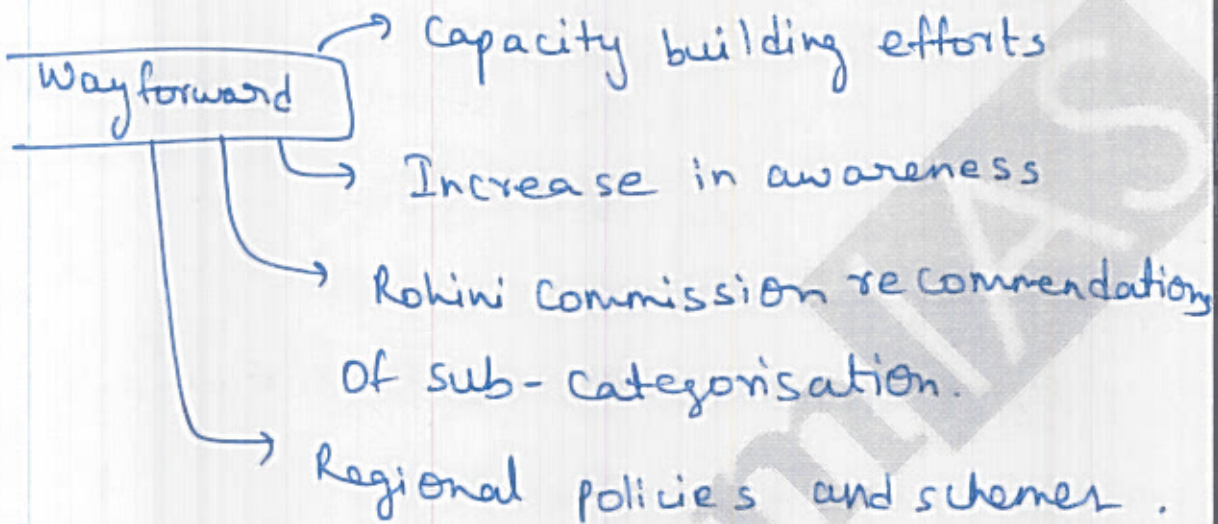
3. Various schemes like scholarship schemes, skilling schemes, price support schemes for vulnerable sections.
4. National commissions are established to enquire into any wrongdoings against a specific class.
 (Ex) - NCST, NCSC, NCBC, NCW etc,

Limitations

1. Implementation gaps - lack of proper scrutiny of policies, red tapism etc.,
2. lack of awareness of policies.
3. Mindset rigidity - not educating girl child.
4. Traditional beliefs especially in tribals.

5. Dominance of affluent subsections.

↳ Proposal of sub-categorization.



For Inclusive development of India, the equity and social justice to underprivileged sections becomes crucial.

Feedback

(For OFFICE use only)

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

Availing Mentorship - Now made easy & seamless via mentorship.forumias.com

Dear Students,

You can now avail Mentorship in both online & offline mode seamlessly. All you need to do is login to below URL and pick up a date and time and your Mentorship is scheduled at the designated time.

Visit the URL <https://mentorship.forumias.com> or Scan the QR code



When must you seek mentorship? When you are unable to fully comprehend the directions given by the evaluator in the MGP copy. A Mentor will help you understand the nuances of your evaluated MGP copy. He / She will also be able to make suggestions, if needed, on improvements that you could make.

If we are already doing well, a reinforcement from the Mentor will further assist us in following the right path. A Mentor may also be able to give valuable inputs with respect to time management, presentation, structure etc. He may recommend you clearly to work on content or may suggest you to take courses / read books in case he feels you lack content that may be quickly improved with a course at ForumIAS or elsewhere, or some study material.

To download topper's copies, visit the link <https://blog.forumias.com/testimonials>

Topper's Testimonials and Test Copies

CSE 2021 Topper's Testimonials and Test Copies

- CSE Rank 1, Shruti Sharma, Download MGP Copies + Testimonial [Click Here](#)
- CSE Rank 5, Utkarsh Dwivedi, Download MGP Copies + Testimonial [Click Here](#)
- CSE Rank 8, Ishita Rathi, Download MGP Copies [Click Here](#)
- CSE Rank 9, Preetam Kumar, Download MGP Copies [Click Here](#)
- CSE Rank 12, Yasharth Shekhar, Download MGP Copies [Click Here](#)
- CSE Rank 14, Abhinav J Jain, Download MGP Copies [Click Here](#)
- CSE Rank 17, Mehak Jain, Download MGP Copies [Click Here](#)
- CSE Rank 19, Diksha Joshi, Download MGP Copies [Click Here](#)
- CSE Rank 20, Arpit Chauhan, Download MGP Copies + Testimonial [Click Here](#)
- CSE Rank 23, Ashish, Download MGP Copies [Click Here](#)
- CSE Rank 24, Pusapati Sahitya, Download MGP Copies [Click Here](#)
- CSE Rank 25, Shruti Rajlakshmi, Download MGP Copies + Testimonial [Click Here](#)
- CSE Rank 26, Utsav Anand, Download MGP Copies. [Click Here](#)
- CSE Rank 28, Mourya Bharadwaj Mantri, Download MGP Copies + Testimonial [Click Here](#)
- CSE Rank 30, Naman Goyal, Download MGP Copies + Testimonial [Click Here](#)
- CSE Rank 33, Jaspinder Singh, Download MGP Copies. [Click Here](#)
- CSE Rank 37, V Sanjana Simha, Download MGP Copies. [Click Here](#)
- CSE Rank 39, Vishal Dhakad, Download MGP Copies. [Click Here](#)
- CSE Rank 40, Kushal Jain, Download MGP Copies. [Click Here](#)