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GENERAL STUDIES (TEST CODE : 2074)

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Medium Eng./Hindi	English	Registration Number	1017909
Center	Online	Date	30.12.22

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Q. No.	Maximum Marks	Marks Obtained
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Total Marks Obtained:

Remarks:

INSTRUCTIONS

- Do furnish the appropriate details in the answer sheet (viz. Name, Registration Number and Test Code).
उत्तर पुस्तिका में सूचनाएं भरना आवश्यक है (नाम, प्रश्न-पत्र कोड, विद्यार्थी क्रमांक आदि)।
- There are TWENTY questions printed in HINDI & ENGLISH.
इसमें बीस प्रश्न हैं हिन्दी और अंग्रेजी में छपे हैं।
- All questions are compulsory.
सभी प्रश्न अनिवार्य हैं।
- The number of marks carried by a question/part is indicated against it.
प्रत्येक प्रश्न/भाग के अंक उसके सामने दिए 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. No marks will be given for answers written in medium other than the authorized one.
प्रश्नों के उत्तर उसी माध्यम में लिखे जाने चाहिए जिसका उल्लेख आपके प्रवेश पत्र में किया गया है और उस माध्यम का स्पष्ट उल्लेख प्रश्न-सह-उत्तर (क्यूसीए) पुस्तिका के मुख्य पृष्ठ पर अंकित निर्दिष्ट स्थान पर किया जाना चाहिए। उल्लिखित माध्यम के अतिरिक्त अन्य किसी माध्यम में लिए गए उत्तर पर कोई अंक नहीं मिलेंगे।
- Word limit in questions, if specified, should be adhered to.
प्रश्नों में शब्द सीमा, जहाँ विनिर्दिष्ट है, का अनुसरण किया जाना चाहिए।
- Any page or portion of the page left blank in the Question-Cum-Answer Booklet must be clearly struck off.
उत्तर पुस्तिका में खाली छोड़ा हुआ पृष्ठ या उसके अंश को स्पष्ट रूप से काटा जाना चाहिए।

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EVALUATION INDICATORS

1. Contextual Competence
2. Content Competence
3. Language Competence
4. Introduction Competence
5. Structure - Presentation Competence
6. Conclusion Competence

Overall Macro Comments / feedback / suggestions on Answer Booklet:

1.

2.

3.

4.

5.

6.

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All the Best

1. 1946 में रॉयल इंडियन नेवी (RIN) के विद्रोह का महत्व हम तथ्य में निहित था कि हमने ब्रिटिश सरकार को आश्वस्त कर दिया कि वह अब अधिक समय तक भारत पर नियंत्रण नहीं रख सकती है। चर्चा कीजिए। (उत्तर 150 शब्दों में दें)
- The significance of the Royal Indian Navy (RIN) mutiny in 1946 laid in the fact that it convinced the British government that it could no longer hold on to India.
Discuss. (Answer in 150 words) 10

In February 1946, the naval ratings of HMIS Talwar went on a strike protesting against racial discrimination, unpalatable food, abuse and the INA trials.

⇒ Impact of RIN Mutiny on the British rule :-

- i). Demonstrated the revolutionary potential of the armed forces
- ii). Showcased the armed forces' support for anti-British struggle such as Quit India and against INA trials
- iii). Dented the British supremacy in the minds of the employees of British-Indian government
- iv). RIN mutiny spurred strikes by Royal Indian Air Force in Bombay, Poona.
- v). The militancy in popular mind and

the protests against colonial authority by armed forces generated a wave of anti-British sentiment.

vi). It forced the British government to grant concessions.

(a). 1946 - INA trials to be limited to those accused of war crimes

(b). 1946 - Decision to send Cabinet Mission

(c). 1947 - Indian soldiers withdrawn from Indochina

vii). The communal unity showed by naval ratings challenged the Divide and Rule policy of British

viii). The Armed Forces upsurge was a direct attack on British supremacy, from its internal organisation

Despite its potential, the RIN mutiny was suppressed by violent means by the British. Yet, it showcased that British government's days were now numbered.

- ii). Filled political vacuum in national movement
- iii). Exposed the deficiencies in Montford scheme
- iv). Vithalbhai Patel got elected as Speaker of Central Legislative Assembly in 1925
- v). Challenged and defeated the Public Safety Bill in 1928 for being anti-civil liberties.

⇒ Shortcomings! -

- i). Lacked a coordinated policy to continue the struggle
- ii). Had conflicts with coalition partners.
- iii). Failed to support peasants' cause in Bengal
- iv). Failed to garner Muslim support.
- v). Got swayed by pinks of a political office.

Swrajists' stint in the Council between 1923-1930 provided an impetus to nationalist struggle when it had hit a rough patch.

3. भारत में जनसामान्य, विशेषकर कमजोर वर्गों के सामाजिक उत्थान में ज्योतिबा फुले के योगदान को उजागर कीजिए। (उत्तर 150 शब्दों में दें)

Bring out the contributions of Jyotiba Phule in social upliftment of the masses, especially the vulnerable sections in India. (Answer in 150 words) 10

Born in Maharashtra in 1827 in a mali (gardener) community, Phule's life is a testament to the anti-caste struggle and the vision of an egalitarian social order.

⇒ Phule's contributions: -

- i). Founded the Satyashodhak Samaj in 1873 with the leadership of backward classes.
- ii). Focused on: -
 - ↓ social service
 - education among women and lower castes.
- iii). Introduced the Satyashodhak marriage ceremony - cutting off Brahminical supremacy and ushering a social revolution.
- iv). Critiqued the Aryan race theory to argue that non-Aryans are India's original inhabitants.
- v). Critiqued Sanskritised Hinduism and its rituals - urged people

to resist blind faith

vi). Along with Savitribai Phule, he opened schools for girls' education.

vii). Linked struggle ^{against} of American slavery with India's anti-caste struggle through the book, Gulamgiri.

viii). Propped Raja Bali as a symbol to instill pride and identity among the lower castes.

ix). Highlighted that Brahmins' quest for personal wealth drove illiterate masses to debt.

x). Phule advocated social transformation through education based mass-awakening.

Jyotiba Phule's ideals continue to be relevant in an India grappling with social inequalities. The message of social transformation continues to stay relevant.

4. अपने समय के प्रख्यात अर्थशास्त्रियों में से एक के रूप में, दादाभाई नौरोजी ने व्यवस्थित रूप से आर्थिक त्रुटियों पर विचार किया और भारतीयों की आर्थिक दुर्दशा के लिए जिम्मेदार कारकों का विश्लेषण किया। सविस्तार वर्णन कीजिए। (उत्तर 150 शब्दों में दें)

As one of the eminent economists of his time, Dadabhai Naoroji systematically diagnosed the malady and analysed the factors responsible for the economic misery of the Indian people. Elaborate. (Answer in 150 words) 10

The Nationalist Critique of colonial economy was spearheaded by Dadabhai Naoroji who put forward the Drain of wealth theory in the Poverty and Un-British Rule in India in 1901.

⇒ The Drain of wealth: —

- i). Poverty is not God's wrath but is man-made
- ii). Indian poverty is a direct result of exploitative British economic policies.
- iii). India's national product drained away to Britain through:
 - salaries and pensions of British officials
 - unilateral trade policy
 - military expenses
 - Dumping of cheap British goods in India

- iv). Drain of wealth → retarded Indian capital formation
→ boosted British economy
- v). British economy grew at the expense of India
- vi). Exorbitant (approximately 49%) taxes on agriculture in India. India's indigenous industries were destroyed
- vii). Indian resources subordinated to serve British interests
eg - growing indigo, plantation agriculture, railways for transporting raw material
- viii). Along with RC Dutt and Sachidanand Sinha, Naoroji's drain of wealth thesis provided a nationalist critique of colonialism.

Naoroji's explanation of economic misery fuelled the anti-colonial intellectual trend in the 19th century, spurring the ~~begin~~ beginnings of anti-colonial resistance.

5. महिला क्रांतिकारियों ने भारतीय स्वतंत्रता संघर्ष में साहसिक और अविस्मरणीय योगदान दिया है। चर्चा कीजिए। (उत्तर 150 शब्दों में दें)

Women revolutionaries made brave and unforgettable contributions to the freedom struggle in India. Discuss. (Answer in 150 words) 10

From Rani Laxmi Bai's valour in the Revolt of 1857 to Rajkumari Amrit Kaur's astuteness in the Constitution-making, women have been an integral part of Indian freedom struggle at every stage.

⇒ Women revolutionaries and their contribution :-

i). Sheltering fugitive revolutionaries
eg. Durgawati Devi aided Bhagat Singh to escape British in 1928.

▪ Jagat Tara Devi, Kailashbasini Devi assisted revolutionaries in Bengal

ii). Active participation in revolutionary activities
eg. Kalpana Datta in Chittagong Army Raids 1930,
Bina Das's assassination attempt of Bengal's Governor in 1932

- iii). Forming women's organisations
- Leelavati Nag founded Beepali Sangh in Dacca (1923)
 - Kalyani Das set up Chatri Sangh in 1928
- iv). Active association with revolutionary groups such as Anushilan Samiti and Vigantam.
eg. Prithvata Waddedae
- v). During Quit-India:- (1942)
Aruna Asaf Ali gave leadership to underground revolutionary activities.
- vi). Gandhian phase (1919-1934)
- Women participated in picketing and courted arrest.
 - Basanti Devi courted arrest when campaigning against Prince of Wales' visit in 1921.
- vii). JNA and Rani Jhansi Regiment:-
Women such as Capt. Lakshmi Sehgal in active combat role.
Indian freedom struggle is indeed a saga of glorious women revolutionaries and their indomitable grit.

6. सांप्रदायिक पंचाट (कम्युनल अवार्ड) की प्रकृति और उस समय की परिस्थितियों तथा इसके प्रति विभिन्न समूहों और दलों की प्रतिक्रियाओं पर चर्चा कीजिए। (उत्तर 150 शब्दों में दें)

Discuss the nature and circumstances of the Communal Award and the reactions of various groups and parties towards it. (Answer in 150 words) 10

Announced by the British PM Ramsay MacDonald in 1932, the Communal Award established separate electorates for Muslims, Depressed Classes and other religious minorities.

⇒ Nature of the Communal Award

- i). Nationalists' saw it as an extension of British policy of divide and rule.
- ii). Distributed seats in provincial legislatures on communal basis.
- iii). Identified depressed classes as minority.
- iv). System of separate electorates for 20 years.

⇒ Circumstances of the Award:-

- i). Dr. Ambedkar's testimony to the Simon Commission (1928) for treating depressed classes as separate from Caste Hindus.

- ii). 2nd Round Table Conference (1931) - Tussle between Gandhi and Ambedkar on separate electorates.
- iii). MacDonalld's mediation - Communal Award.

⇒ Reactions :-

- i). Congress - Disagreed with the Award but neither accepted nor rejected it
- ii). Muslim League - remained ambivalent
- iii). Gandhi - strongly opposed it
- iv). Akali Dal - unhappy with less reservation to Sikhs
- v). BR Ambedkar - considered it a necessary step
- vi). Depressed Classes and Dalits - welcomed the Award.

The violent nature of Communal Award led to a compromise between Gandhi and Ambedkar through the Poona Pact (1932). Nonetheless, the Award brought the minority issues to fore in the nationalist struggle.

7. चर्चा कीजिए कि अंग्रेजों द्वारा भारत में अंग्रेजी शिक्षा की शुरुआत ने किन प्रकार देश में उपनिवेशवाद विरोधी प्रवृत्ति को मजबूत करने में सहायता प्रदान की है। (उत्तर 150 शब्दों में दें)

Discuss how the introduction of English education in India by the British helped strengthen anti-colonialism in the country. (Answer in 150 words) 10

The English Education in India gained ground post the Government of India Act of 1835 as Macaulay sought to exalt European knowledge over and above Oriental learning.

⇒ English education in colonial era :- the aims :

- i). Objective was to ensure a cheap supply of educated Indians for subordinate posts in Government
- ii). expectation was that it would align Indians to British rule and its greatness.
- iii). It was to create a class of Indians that were British in their thought, speech and attire

⇒ English education : the reality :-

- i). Mass education and women's education was neglected
- ii). Subscribed to downward filtration theory - few elite would

educate the masses

iii). Education did not percolate, but modern ideas did.

iv). The upper-class, upper-caste intelligentsia utilised their English education to frame an anti-colonial critique.

v). Ideals of democracy, nationalism, anti-imperialism and socio-economic justice gained ground.

vi). Nationalists used it to propagate anti-British agenda :-

eg. Naoroji's Drain of Wealth and economic critique of British (1901),

- Revolutionaries took inspiration from French ideals of liberty, equality and fraternity,
- Early Nationalists argued for constitutional reforms citing British treaty with Magna Carta (1215).

Overall, the glaring lacunas in English education spurred a public intellectual decision on rational and democratic ideals, inspiring the formation of anti-colonial trend.

8. भारतीय गणराज्य के संस्थापकों का प्राथमिक कार्य इसका आर्थिक विकास करना नहीं था, बल्कि भारत के लोगों का सामाजिक-सांस्कृतिक एकीकरण करना था। चर्चा कीजिए। (उत्तर 150 शब्दों में दें)

The primary task for the founders of the Republic of India was not its economic development, but the socio-cultural integration of the people of India. Discuss. (Answer in 150 words) 10

The Republic of India emerged in 1947 from the throes of a violent and bloodied partition. The newly-independent nation thus had a unique set of challenges ahead.

⇒ India and the urgency of socio-cultural integration :-

- i). Religion - Religion-based partition brought forth issues of repatriation, resettlement and rehabilitation. Communal tensions were on an all-time high in 1947.
- ii). Language - The different linguistic identities of Indian citizens came to head with Soimulu's call for separate Andhra Pradesh (1952)
- iii). Culture - The cultural heterogeneity of India, along with

language culminated in the States Reorganisation Commission (1953)

iv). Gender - Women of the newly-independent India faced an ~~all-time hi~~ abysmally low literacy rate, high maternal mortality and the suffering of Partition violence

v). Caste - and associated discrimination was a part of society. Constitutional means were not enough to tackle it.

vi). Secessionist tendencies - were evident in Nagaland, Hyderabad and Manipur

As India faced challenges on these axes of social conflict, it became apparent that a true socio-cultural integration of Indian citizens was integral to the newly won independence.

The constitutional ideals, political will of first-generation leaders and strong public institutions solidified the Indian social unity in the era of turbulence.

9. स्वतंत्रता के बाद अपनाई गई जनजातीय नीति की प्रमुख विशेषताओं को सूचीबद्ध कीजिए। साथ ही, विभिन्न प्रयासों के बावजूद जनजातीय समाज की धीमी प्रगति के कारणों पर चर्चा कीजिए। (उत्तर 150 शब्दों में दें)

Enumerate the salient features of the tribal policy adopted after independence. Also, discuss the reasons for slow progress of tribals despite various efforts. (Answer in 150 words)

10

Various constitutional safeguards under Articles 15(4), 46, 330, 332 and 339(1) have been provided for tribal welfare and development. This reflects on the need and significance of tribals.

⇒ Tribal policy after independence evolved in 3 phases:

- i). Isolation :- led by Hutton and Verrier Elwin. Argued that tribals be left undisturbed.
- ii). Assimilation :- led by Ghurye. Argued that tribals were backward Hindus and should be assimilated in mainstream Hindu culture.
- iii). Integration - explained by Nehru (1957). Adopted the middle path between isolation and assimilation.

• Tribal Panchsheel :-

- Ⓐ. Respect tribals' rights in lands and forests

- (b). No imposition. Respecting their traditional culture.
- (c). No over-administration
- (d). Focus on the human character involved
- (e). Train tribals in self-administration.

⇒ Reasons for slow progress:

- i). Relative geographical exclusion leads to difficulties in penetration of Government welfare.
 - ii). Development induced displacement
eg. Tribals worst affected by mining in Odisha.
 - iii). Exploitation :-

↓	↓	↓	↓
<u>Economic</u>	<u>Health</u>	<u>Education</u>	<u>Social</u>
poverty		↓ illiteracy	untouchability, Stigma
 - iv). Naxal violence in tribal areas. Pervasive in Chhattisgarh, ~~West~~ Odisha.
- Implementation of Xaxa
Committee recommendations of tribal
led and tribal owned empowerment is
the way ahead.

10. स्वतंत्रोत्तर भारत में सहकारी समितियों के उद्भव और कृषि के विकास में उनके योगदान पर चर्चा कीजिए। (उत्तर 150 शब्दों में दें)

Discuss the evolution of cooperatives and their contribution to agricultural development in post-independent India. (Answer in 150 words) 10

The International Cooperative Alliance describes cooperative as an autonomous association of people united by common socio-economic needs and working through a jointly-owned and democratic enterprise.

⇒ Evolution of cooperatives :-

- i). 1st 5 Year Plan :- Nehru considered cooperatives an integral part of democracy and mixed economy model. [1951-1956]
- ii). Vaikunth Mehta Committee - emphasised service and consumer co-operatives
- iii). 1958 - National Development Council recommended a national policy on cooperatives.
- iv). 1962 - National Cooperative Development Corporation set up.
- v). Cooperatives in Banking sector and Agricultural sectors emerge as integral to rural upliftment.

⇒ Cooperatives and agricultural development :-

- i). Cooperatives functioned as supportive institutions to Panchayati Raj institutions.
- ii). Provided essential agricultural input and credit to farmers.
- iii). Promoted harmonious participation among agrarian communities.
- iv). Facilitated supply of essential commodities to villagers at reasonable rates.
- v). Ushered in a participatory model of farming and allied activities eg. White Revolution and AMUL.
- vi). Notable examples :- NAFED, IFFCO + Have consolidated farmer's bargaining power in the market.

Cooperatives have been integral to progress of rural India and the establishment of a separate Ministry of Cooperation is a testament to their continuing relevance.

11. ब्रिटिश साम्राज्यवाद के विरुद्ध भारतीय स्वतंत्रता संघर्ष में शामिल होने वाले विभिन्न विदेशियों का संक्षिप्त विवरण दीजिए। (उत्तर 250 शब्दों में दें)

Give a brief account of the various foreigners who joined the Indian freedom struggle against British imperialism. (Answer in 250 words) 15

Many foreigners who worked in India with the aim of social service, got deeply involved with the Indian cause for independence against British imperialism. They ended up making India their 'Kamabhoomi'.

⇒ The foreigners worked in various domains in the course of the Indian freedom struggle :-

i). Religion - Sister Nivedita

joined the Ramakrishna Mission and actively helped during Bengal epidemic and famine. Criticised colonial social policies

• Misa Alphonse :- Associated with Sri Anandindo, spreading the message of India's quest for liberation

ii). Education and Politics -

- Ms. Annie Besant - part of Theosophical Society
 - >> Demanded self-rule for India
 - >> Set up Home Rule League in 1915 providing leadership as national movement had stagnated.
 - >> Published New India and Commonwealth.

iii) Social work :-

- Madeline Slade (Miraben)
 - >> Influenced by Gandhian philosophy
 - >> promoted Khadi, Satyagraha, non-violence
 - >> worked for upliftment of women and depressed classes
- Sarla Ben
 - >> Gandhi's disciple
 - >> helped families of political prisoners

iv) Labour rights :-

- Charles Freer Andrews
 - >> Gandhi called him Dinabandhu

for his compassion for poor.

→ campaigned for rights of Indian settlers in European colonies.

• Satyajand Stokes

→ fought against labour exploitation in Shimla Mills.

⇒ Tribal Rights : -

• Verrica Elwin - Influenced by Gandhian philosophy

→ devoted life for tribal empowerment and upliftment

→ set up the Grand Seva Mandal.

In all these different trends, the foreigners invigorated the Indian National Movement. Their legacy continues to exist through Misa Alphonse's work at Auroville, Elwin's debates on tribal rights and Misabehn's Wardha Ashram.

12. इस बात पर तर्क दिए गए हैं कि भारत के अतीत और इसकी गौरवशाली परंपरा की पुनर्खोज और पुनरुद्धार का स्वतंत्रता संघर्ष पर मिश्रित प्रभाव पड़ा है। क्या आप सहमत हैं? चर्चा कीजिए। (उत्तर 250 शब्दों में दें)

There have been arguments that the rediscovery and revival of India's past and its glorious tradition had a mixed impact on the freedom struggle. Do you agree? Discuss. (Answer in 250 words) 15

The Indological tradition ushered in by western intellectuals such as Max Muller, William Jones and Indian scholars such as Ra Bhandarkar led to the rediscovery of India's glorious past.

India's past of flourishing trade, well-developed polity and a rich culture had a mixed impact on the freedom struggle:-

⇒ The positive impacts:-

- i). Infused a character of self-worth and pride among the Indians
- ii). Showcased that India had a flourishing tradition of democratic polity.
eg. Prinsep's translations of Ashoka's Dhamma and Mauryan inscriptions
- iii). Countered the British claim

that Indians were savages, unfit for self-rule.

iv). Inculcated a pride and knowledge of India's rich heritage and cultural legacy.
eg. William Jones' works showed how European languages were ~~described~~ ~~fr~~ derived from Sanskrit

v). Evoked a national consciousness
eg. People could relate themselves with their local histories

vi). Instilled a sense of enquiry and engagement with the past
eg. Nationalist leaders such as Tilak, Gandhi and Nehru dealt extensively with the ~~Indian~~ history of the Indian subcontinent.

Books such as Archaic Home of the Vedas and Discovery of India were a result of this.

⇒ The negative aspects: —

i). Uncritical glorification of past.
Ignored present social inequalities such as caste

- ii). Indian past equated with Hindu past. Alienated other communities.
eg. Arya Samaj's focus on Vedas and reconversion often painted Muslims as invaders.
- iii). False sense of pride. Made the society static.
People unwilling to change and address social evils.
- iv). Promoted isolationism - refusal to engage with intellectual trends from other parts of the globe
- v). Hindered the growth of a common composite culture - led to growth of many factions in freedom struggle on communal lines.
eg. Hindu Mahasabha, Muslim League.

• Oriental studies undoubtedly opened up a plethora of knowledge avenues. They unshackled the mental roadblocks imposed by a colonial regime. Yet, their uncritical acceptance also posed certain challenges to organic unity.

13. भारतीय राष्ट्रीय कांग्रेस के सूरत विभाजन के कारणों को उजागर करते हुए, राष्ट्रीय आंदोलन पर इसके परिणामों की विवेचना कीजिए। (उत्तर 250 शब्दों में दें)

Bringing out the factors that culminated into the Surat Split of the Indian National Congress, discuss its consequences for the national movement. (Answer in 250 words)

15

At the 1907 Session of the Indian National Congress in Surat, the two factions of the party, Moderates and Extremists, split to pursue their different political ideologies.

The Moderates - Extremists tussle on several important issues culminated into the Surat split:-

i). Modus operandi post the Partition of Bengal (1905)

- Extremists - wanted to extend the Boycott and Swadeshi movement outside Bengal and enlarge its scope

- Moderates - wanted to limit the boycott program and mass movement.

ii). The tussle over methods :-

- Extremists - wanted to shift to passive resistance and lead a mass movement.

- Moderates - depended on constitu-

tional means. Wary of agitation.

iii). Calcutta session 1906 :-

- Moderates - interpreted the Swaraj resolution ~~radically~~ with caution.
- Extremists - called for boycott of educational and political institutions.

iv). Conflict regarding 1907 Presidency -

- Moderates - wanted Kashbhai Ghosh as President
- Extremists - wanted Tilak or Lajpat Rai as President

At the 1907 Surat session, all the differences in strategy, ideology and objectives came to fore resulting in a split.

Extremists driven out

Moderates retained hold of Congress

⇒ Consequences of 1907 split :-

- i). Weakened the Congress - due to internal factions

- ii). Massive British repression - with laws such as the Seditious Meeting Act 1907 and the Indian Press Act 1910.
- iii). A lull in extremist leadership - Anubindo and BC Pal retired, Balu Lajpat Rai moved abroad.
- iv). Moderates lost popular support - as people rallied behind the extremists.
- v). Decline in national movement between 1908-1914.
- vi). British policy of Divide and Rule gained dividends.
- vii). Culminated in Morley-Minto Reforms of 1909 and opened a Pandora's box with provision of Separate electorates.

The Surat split (1907) marked a monumental shift in the Indian national movement. Despite the lull post the split, it created a sense of urgency that transformed into a mass movement with Gandhi's arrival in 1915.

14. भारत छोड़ो आंदोलन महात्मा गांधी के पूर्ववर्ती जन आंदोलनों जैसे असहयोग और सविनय अवज्ञा से मौलिक रूप से भिन्न था। चर्चा कीजिए। (उत्तर 250 शब्दों में दें)

The Quit India Movement differed radically from the earlier Gandhi-led mass movements such as Non-Cooperation and Civil Disobedience. Discuss. (Answer in 250 words)

15

The Cripps Mission's (1942) failure to address India's demands for complete independence led to the framing of Quit India resolution in July 1942 that was ratified by CWC in August 1942.

⇒ Quit India Resolution :-

- i). Demanded an immediate end to British rule
- ii). Assert India's commitment against Fascism and Imperialism
- iii). Clarion call of Do or Die - there was no going back.

Despite being led by Gandhi the Quit India marked a radical departure from his earlier mass movements :-

- i). Sumit Sankar - The mantra of Do or Die represented the militant mood of Gandhi.
- ii). Leaderless mass movement - as

major leaders were arrested in the early hours of August 9, 1942.

iii). Varied Interpretations by people:-

Despite Gandhi's guidelines for various societal sections, the ultimate interpretation was left to masses.

There was no hand-holding as in Non Cooperation (1920) and Civil Disobedience (1930)

iv). Spontaneous outburst -

- Public attacked symbols of authority; hoisted national flags
- Workers went on strike
- Writings and news sheets distributed illegally

v). Parallel governments -

- in Ballia under Chittu Pandey
- in Satara - named Prati Sarkar.

vi). Unparalleled militancy :-

This would have been impossible in previous movements when

Gandhi called off Non-cooperation due to Champi Chaura (1922).

vii) Spread of underground networks:

- Supply of arms and ammunition
- Usha Mehta ran underground radio spreading revolutionary ideals.

viii) Anti-British sentiments at a peak

- There was no scope for constitutional negotiation as in previous movements
- The call was for complete and immediate independence.

The Quit India movement was harshly repressed. Yet, infusing such vigour in the national movement, it proved to be last nail in the coffin of the British Empire.

15. चोरी चौरा की घटना द्वारा भारतीय स्वतंत्रता संघर्ष की गति को कुछ समय के लिए धीमा कर देने के बावजूद, असहयोग आंदोलन भारतीय स्वतंत्रता संघर्ष के इतिहास में एक निर्णायक मोड़ के रूप में बना रहा है। चर्चा कीजिए। (उत्तर 250 शब्दों में दें)

Despite the Chauri Chaura incident slowing down the momentum of Indian freedom struggle for a while, the Non-Cooperation Movement remains a watershed in the history of the Indian freedom struggle. Discuss. (Answer in 250 words) 15

On February 5, 1922, a peaceful protestation in Chauri Chaura turned violent with clashes between the police and campaigners. The violent trend led Gandhi to withdraw the Non-Cooperation movement.

⇒ The slowing momentum post Chauri-Chaura :-

- i). Gandhi was arrested and his mass movement was left leaderless.
- ii). The Bandoli resolution received mixed reactions within Congress ranks.
- iii). The young nationalists, particularly SC Base ~~left~~ expressed resentment and dissatisfaction.
- iv). The Non-Cooperation movement had started showing signs of fatigue by 1922.

v). Government repression was hard, with no room to negotiate.

Despite the slowing momentum, the Non-cooperation proved to be a watershed in the national struggle:-

- i). Communal unity :- Incorporating Khilafat question with the anti-British struggle provided a platform for Hindus and Muslims to come together.
- ii). It took the nationalist movement to masses and to remotest corners.
- iii). Marked the entry of women's active participation in national struggle through picketing and constructive programs.
- iv). Politicisation and activation of people who had been left out so far - such as peasants, artisans, urban poor and disadvantaged sections.

- v) It broke the myth of British invincibility - through mass-led satyagraha
- vi). It showcased that British rule was not benevolent ~~or~~ for Indians' interest, eg. the violence unleashed at Jallianwala (1919).
- vii). It prepared and trained common people for sustained national struggle through Gandhi's methods of satyagraha and ahimsa (truth).

Even post the Chauri-Chaura incident, Gandhian focus on constructive programs such as national schools, temperance, removal of untouchability and Hindu-Muslim unity prepared the masses for a long and hard struggle.

16. 1857 के पूर्व की अवधि में हुए अनेक विद्रोह भारत में ब्रिटिश शासन और उसकी नीतियों के विरुद्ध बढ़ती नाराजगी का संकेत थे। चर्चा कीजिए। (उत्तर 250 शब्दों में दें)

The numerous uprisings in the pre-1857 period were an indication of the rising resentment against the British rule and their policies in India. Discuss. (Answer in 250 words)

15

The Revolt of 1857 that VD Savarkar termed as the First War of Independence was not an isolated, stand-alone event but a culmination of the simmering discontent against exploitative colonial policies.

Pre-1857, people's uprisings took certain forms :-

(I). Civil uprisings :-

- i). Triggered by rapid changes in administration, taxation and land revenue system under Company Rule.
- ii). Ruin of indigenous industries led to impoverishment of masses
- iii). Foreign character of Company rule treated natives with contempt
- iv). Examples :-
 - Sanyasi Revolt (1770s-1800s) in Bengal,

- Moamaria (1769-99) revolt in Assam,
- Poligar Revolt (1795-1805) in Tamil Nadu.

II. Peasant movements

- Driven by protests against evictions, increase in land rent
- British trampling of peasants' occupancy rights also fuelled discontent
- Examples: -
 - Moplah rebellion (1836-54) in Malabar hills
 - Farazi uprisings (mid-1830s-57) ~~century to early 19th century~~ in Bengal

III. Tribal Revolts: -

- Colonial laws that restricted Tribals' rights over their forests and land stoked discontent
- Imposition of missionary ways on tribal method of life was opposed

iii). Examples :-

- Paharyas' rebellion (1778) in Raj Mahal hills
- Chuar uprisings (mid-18th to early 19th centuries) in Bengal

iv). Sepoy Mutinies :-

- i). Discontent due to discrimination in payment and promotions
- ii). mistreatment of sepoyes by British officials.

iii). Examples :-

- Vellore Mutiny (1806)
- Sholapur Mutiny (1833)

While these different uprisings were short-lived and localised, they set the momentum for an impactful retribution in 1857 that shook the foundations of company rule.

17. अंग्रेजों के भारत में न केवल वाणिज्यिक और क्षेत्रीय हित विद्यमान थे, बल्कि वे एक सांस्कृतिक मिशन पर भी थे। चर्चा कीजिए। (उत्तर 250 शब्दों में है)

The British had not only commercial and territorial interests in India, but they were also on a cultural mission. Discuss. (Answer in 250 words)

15

As the Industrial Revolution changed many aspects of the British society, it also had a spillover effect on the colonial attempt to actively transform cultural life of India, especially post-1813.

⇒ The cultural mission of the British :-

i). British approach to Indian society :-

conservative

radical

↓
Indian civilisation
static and
contemptuous

↓
white man's
burden to
shape India's
progress

ii). British rule in India needed modernisation.

Yet, this modernisation was mostly piecemeal, dependent on exploitation of Indian resources.

Partial modernisation - to generate a popular support for British rule without endangering British supremacy.

iii). Religion - Christian missionaries and religious-minded people such as Charles Grant saw Hindu and Muslim myth as barbaric

- proselytisation and spread of Christianity - supposed to civilise the barbaric native.

iv). The women's question

- It was the white man's burden to liberate the native women
- legislations such as abolition of sati in 1829 viewed in this framework
- Popular literature such as Jules Verne's *Around the World in Eighty Days* also popularised this view.

v). Progressive legislations.

- Native Indian society was seen by colonial rulers as steeped in vices, ignorance and decadence.

- Civilising mission through regulations banning female infanticide (1795) and widow remarriage Act (1856).

vii. Education -

- Macaulay famously remarked that "Oriental learning was inferior to western learning"
- Aim of English education - to get cheap supply of qualified Indians to work at lower administrative levels.

Overall, British rule's cultural mission was a tactical approach to entrench the British as a legitimate social, political and economic authority in India.

18. भारत में 1970 के दशक में प्रारंभ हुए नवीन किसान आंदोलनों का विवरण दीजिए। (उत्तर 250 शब्दों में दें)

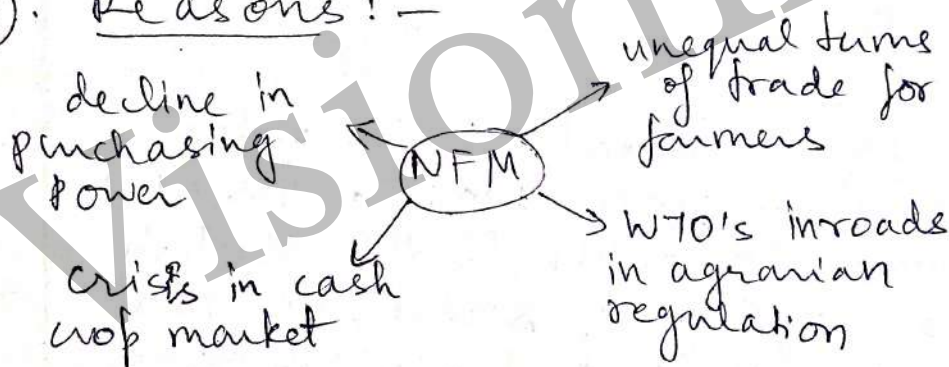
Provide an account of the New Farmers' Movements that began in the 1970s in India. (Answer in 250 words)

15

India has a long history of peasant and farmers' movements. Beginning from peasant struggles in pre-independence India, the farmers' issues gained traction in the post-independence era as the Green Revolution in 1970s became a political rallying point.

⇒ New Farmers' Movements (NFM)

i). Reasons :-



ii). Beginnings :-

- Bharatiya Kisan Union in western UP and Haryana protested against increase in electricity rates
- Shetkari Sanghathana of Maharashtra rallied for remun-

erative prices for agricultural commodities.

iii). Spread of the Farmers Movement to other states on issues such as :-

- demand for remunerative prices
- writing-off loans
- higher government floor prices for specific commodities.
- guaranteed supply of reasonable electricity at reasonable rates

iv). Social scope :- The New Farmers' Movements also delved into social issues.

- Shekhari Sanghathan's Lakshmi Mukthi program - give property rights to women
- Karnataka movement organised inter-caste marriages.
- Prohibition, forestry also emerged as important issues.

v). Local to global :-

- The farmers articulated concerns

regarding liberalisation and WTO's agrarian trade regulations.

- BKU and farmers of Karnataka opposed globalisation as they saw it as a threat to farmers' identity.

vi). Certain shortcomings: -

- Characterised by internal conflicts
- Focused on rich farmers, ignoring poor cultivators
- Narrow operational base.

Despite a few shortcomings, the NFM launched a novel era in articulating farmers' demands and rights. Focus on constitutional agitation and social reform infused a new vigour in Farmers movements.

19. स्वतंत्रोत्तर भारत में जिन विभिन्न चुनौतियों का सामना करना पड़ा, उनमें भारत के विभाजन के दौरान सीमा समझौता और संसाधनों का विभाजन अधिक महत्वपूर्ण थे। चर्चा कीजिए। (उत्तर 250 शब्दों में दें)

Among the various challenges that confronted post-independent India, boundary settlement and division of resources during India's partition were significant.
Discuss. (Answer in 250 words) 15

As India became independent on 15 August 1947, the newly won independence had to deal with major challenges on various levels.

⇒ Challenges confronting post-independence India :-

- i). Immediate - territorial and administrative integration, refugee rehabilitation, transfer of power
- ii). Medium-term :- setting up a democratic political order
- iii). Long term : poverty alleviation, economic development.

⇒ Of these, the immediate challenges became significant :-

(I) Boundary settlement :-

- i). Boundary commission was appointed in a hurry under Sir Cyril Radcliffe

- ii). Division of boundaries was based on the faulty 1941 Census
- iii). The twin concerns of religious demography and physical landscape were intricate and complicated.
- iv). The result was a botched up Boundary Award
- v). It ended in communal riots and administrative-legal confusion regarding the extent of boundary.
- vi). The conundrum is aptly captured in Manto's literary work Toba Tek Singh.
- vii). The Boundary Award continues to be a bone of contention between India and Pakistan in regions such as POK.

II. Division of resources :-

- i). Division of civil government :-
 - Resolved by a Partition Council
 - Indian civil servants given a choice to choose their country

ii). Division of finances :-

- Gandhi persuaded Indian leadership to transfer the cash resources to Pakistan
- Tussle between Pakistan and India over their claims on share of resources

iii). Division of Defence Personnel and Equipment :-

- Joint Defence Council set up
- Muslim-majority units sent to Pakistan
- Due to differences, position of Supreme Commander abolished.

Partition brought forth difficult challenges (humanitarian, administrative and legal) before the post-independence India. Despite the careful resolution of the immediate challenges, the legacy of Partition lives on.

20. शिक्षा और विदेशी मामलों के क्षेत्र में डॉ. सर्वपल्ली राधाकृष्णन के योगदान को वर्णित कीजिए।
(उत्तर 250 शब्दों में दें)

Bring out the contributions of Dr. Sarvepalli Radhakrishnan in the fields of education and foreign affairs. (Answer in 250 words) 15

An academic, philosopher and a statesman, Dr. Sarvepalli Radhakrishnan was an eminent intellectual thinker of the 20th century. He also served as India's second President from 1962-1967.

⇒ Contributions of Dr. Radhakrishnan

(I). In Education :-

- i). Delved into a scholarly study of ancient Indian philosophy in works such as -
 - Indian Philosophy,
 - East and West: Some Reflections
- ii). Was the first Indian to hold a Chair at Oxford University: the Spalding Professor of Eastern Religion and Ethics (in mid 20th century)
- iii). Taught Comparative Religion at University of Chicago

- iv). Was against State institutions imparting religious instruction.
- v). Formulated a holistic understanding of knowledge.
Criticised rote memorisation and encouraged assimilation of values and character development.
- vi). Focused on the role of teachers as facilitators of collaborative learning.
Thus, his birthday 5 September is dedicated as Teachers' Day.

III. In Foreign Affairs: -

- i). He served on the Executive Board of UNESCO and led the Indian delegation (1946 - 1951)
- ii). Formed the 'Bridge between the East and the West' with his detailed knowledge of different philosophical and intellectual traditions.
- iii). Served as Indian Ambassador to Moscow
- iv). During his Presidential tenure,

he addressed on world unity in the times of global crises such as Cold War.

v). Promoted creative internationalism

vi). Propagated and introduced the western world to the Indian philosophy through his works.

Dr. Radhakrishnan's life is a tribute to the ideals of national service with an emphasis on the global ideal of quality education and world unity.