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# UPSC PRE & MAINS SYLLABUS

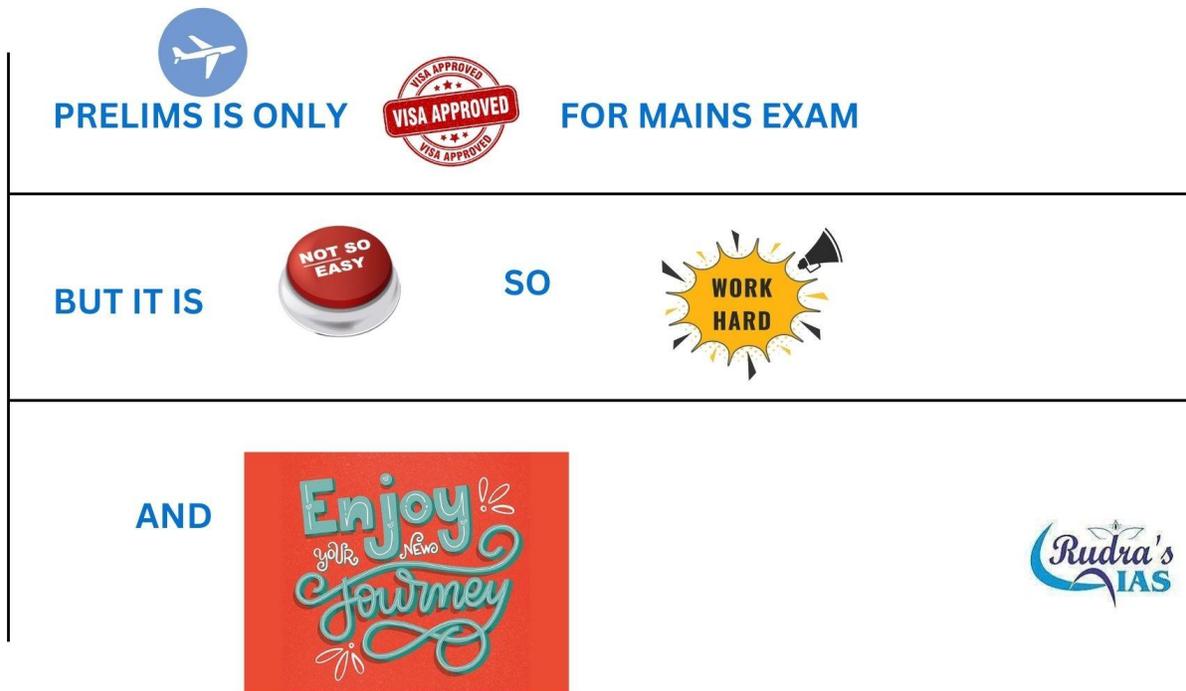## DECODED

**IN ENGLISH**

C M MISHRA

# UPSC

सत्यमेव जयते

# 137, ZONE 2 MP NAGAR, BHOPAL
# 90982-00428

# UPSC Syllabus 2025 DECODE

**The first stage of the exam, i.e., the Civil Services Preliminary Exam.**

**Preliminary Exam is only a screening test and is conducted to shortlist candidates for the Main Examinaion.**

| PRELIMS IS ONLY | VISA APPROVED | FOR MAINS EXAM |
|---|---|---|
| BUT IT IS | NOT SO EASY | SO WORK HARD |
| AND | Enjoy your New Journey | Rudra's IAS |

**PRELIMS EXAM HAS** **2** **COMPULSORY OBJECTIVE (MCQ) TYPE PAPERS**

**200 EACH PAPER**

**PRE GS 1 CUTOFF OF LAST 5 YRS OUT OF 200 MARKS**

| CATEGORY | 2023 | 2022 | 2021 | 2020 | 2019 |
|----------|------|------|------|------|------|
| General | 75.41 | 88.22 | 87.54 | 92.51 | 98 |
| OBC | 74.75 | 87.54 | 89.12 | 89.12 | 95.34 |
| ST | 47.82 | 69.35 | 70.71 | 68.71 | 77.34 |
| SC | 59.25 | 74.08 | 75.41 | 74.84 | 82 |
| PWD 1 | 40.4 | 49.84 | 68.02 | 70.06 | 53.34 |
| PWD 2 | 47.13 | 58.59 | 67.33 | 63.94 | 44.66 |
| PWD 3 | 40.4 | 40.4 | 43.09 | 40.82 | 61.34 |
| PWD 5 | 33.68 | 41.76 | 45.8 | 42.86 | 61.34 |
| EWS | 68.02 | 82.83 | 80.14 | 77.55 | 90 |

**PAPER 2 (CSAT) IS QUALIFYING**

Qualifying Marking

Total Marks **200**

Qualifying Marks 33%, i.e **66**

Negative Marking ⊗

1/3rd marks of i.e. 0.83 marks each question

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# Rudra's IAS
# SYLLABUS OF UPSC PRE

## HISTORY

| | | |
|---|---|---|
| Prehistoric Cultures in India | | |
| Indus Valley Civilization | | |
| Vedic Period: Aryans and their settlements | | |
| Mahajanapadas | | |
| Rise of Jainism and Buddhism | | |
| Maurya dynasty: Administration, Economy, Ashoka's Dhamma | | |
| Post-Mauryan period: Indo-Greeks, Sakas, Kushanas | | |
| Gupta Age: Administration, Economy, Literature, Science, and Technology | | |
| Regional States during Gupta Era | | |
| Early Medieval Period: Palas, Senas, Pratiharas, Rashtrakutas | | |
| The period of the Delhi Sultanate: Slave dynasty, Khilji dynasty, Tughlaq dynasty, Sayyid and Lodhi dynasties | | |
| Provincial Kingdoms: Vijayanagara Empire, Bahmani Kingdoms, | | |
| Regional Kingdoms and their Administration | | |
| Mughal Empire: Establishment, Administration, | | |
| Decline Marathas: Rise, Administration, Peshwas | | |
| South Indian Kingdoms: Rashtrakutas, Cholas, Cheras, Hoysalas, Pandyas, Kakatiyas | | |
| European Penetration into India: Precursor events, Colonization, Governor Generals and Viceroys | | |
| British Policies and their Impact: Revenue systems, Permanent Settlement, Ryotwari, Mahalwari Systems | | |
| Uprising against the British and Major Revolts: Revolt of 1857 and Important movements | | |
| Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Theosophical Society | | |

| National Movement: Rise of Indian Nationalism, Formation of Congress, Swadeshi Movement, Home Rule Movement, Gandhian Era, Non-Cooperation, Civil Disobedience Movement, Quit India Movement | | |
| --- | --- | --- |
| Constitutional Developments: Acts of 1909, 1919, 1935 and Indian Independence Act 1947 | | |
| Independence and Partition of India: Plan, Events, Role of Indian Leaders | | |

## Art & Culture

| Architecture | | |
| --- | --- | --- |
| Sculpture | | |
| Paintings | | |
| Pottery | | |
| Tradition | | |
| Numismatics | | |
| Performing Arts | | |
| Religion and Literature | | |
| National and Regional Festivals | | |

## Polity

| **Constitution of India** | | |
| --- | --- | --- |
| Historical Background | | |
| Drafting Committee and Making of the Constitution | | |
| Preamble | | |
| Features of the Constitution | | |
| Union and its Territory | | |
| Citizenship | | |
| Fundamental Rights | | |
| Directive Principles of State Policy | | |

# Rudra's IAS

| | | |
|---|---|---|
| Fundamental Duties | | |
| Amendments to the Constitution | | |
| Basic Structure Doctrine | | |
| **Government Structure** | | |
| President and Vice-President Prime Minister and Council of Ministers | | |
| Parliament: Composition, Functions, and Procedures | | |
| **State Government:** | | |
| Governor, | | |
| Chief Minister, and Council of Ministers | | |
| **State Legislature:** | | |
| Composition, Functions, and Procedures | | |
| **Local Government:** | | |
| Panchayati Raj Institutions, Municipalities Union Territories and Special Areas | | |
| **Judiciary** | | |
| Supreme Court: Jurisdiction and Powers | | |
| High Courts: Jurisdiction and Powers | | |
| Subordinate Courts | | |
| Judicial Review | | |
| Judicial Activism | | |
| **Federal Structure** | | |
| Federalism: Center-State Relations | | |
| Inter-State Relations | | |
| Emergency Provisions | | |
| **Constitutional Bodies:** | | |
| Election Commission, UPSC, State PSCs | | |
| **Non-Constitutional Bodies:** | | |
| NITI Aayog, National Human Rights Commission (NHRC), etc. Political Dynamics | | |

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| | | |
|---|---|---|
| **Political Parties:** | | |
| National and Regional Elections and Electoral Reforms | | |
| Representation of People's Act | | |
| Anti-Defection Law | | |
| Pressure Groups | | |
| Public Opinion and Media Governance | | |
| **Good Governance Concepts** | | |
| E-Governance | | |
| Transparency and Accountability: | | |
| RTI, | | |
| Citizen's Charter | | |
| Public Policies | | |
| Institutions and bodies for the welfare of vulnerable sections, SC/ST, women, children, minorities, etc. | | |
| **Social Justice** | | |
| Welfare Schemes for Vulnerable Sections | | |
| Mechanisms, laws, institutions, and bodies constituted for the protection and betterment of these vulnerable sections | | |
| **International Relations** | | |
| Important International Institutions, Agencies | | |

# Geography

| | | |
|---|---|---|
| **General Geography** | | |
| Universe | | |
| Earth Evolution | | |
| Biogeography | | |
| Soil Characteristics | | |
| Vegetation Resources | | |
| Geomorphology | | |
| Earth's Interior | | |

| | | |
|---|---|---|
| Geology and Rock System | | |
| Geomorphic Process | | |
| Earthquakes and Volcanism | | |
| Distribution of Continents and Oceans | | |
| Landforms and their Evolution | | |
| Landforms across the World | | |
| Oceanography | | |
| Hydrosphere | | |
| Submarine Relief Features | | |
| Temperature and Salinity | | |
| Waves, Oceans, Currents, | | |
| Tides | | |
| Marine Resources | | |
| Ocean, Deposits, and Corals | | |
| **Climatology** | | |
| Atmosphere | | |
| Inversion of Temperature | | |
| Insolation and Heat Budget | | |
| Air Mass, Fronts, Cyclones, and Jet Streams | | |
| Wind and Pressure Belts | | |
| Precipitation | | |
| Climate Zones of the World | | |
| **Human and Economic Geography** | | |
| Demography and Census | | |
| Human Development | | |
| Economic Activities | | |
| Transport and Communication | | |
| International Trade Settlement | | |
| **Indian Geography** | | |
| Physiography of India | | |

| | | |
|---|---|---|
| Drainage System | | |
| Climate | | |
| Soils in India | | |
| Natural Vegetation | | |
| Population Settlements and Urbanization | | |
| Land Resource | | |
| Mineral Resource | | |
| Energy Resource | | |
| Agriculture and Basic Terminology | | |
| Recent Development in Agriculture | | |
| Productivity of Crops | | |
| Industry | | |
| Transport | | |
| Recent Developments in Industry and Transport | | |
| **World Regional Geography** | | |
| Continents, Countries, and Cities Location in News | | |

## Ecology & Environment

| | | |
|---|---|---|
| Origin of Life Forms | | |
| Basic Concepts of Ecology | | |
| Ecosystem Functions Population | | |
| Ecology | | |
| Adaptation of Species and Interactions | | |
| Terrestrial Ecosystem | | |
| Aquatic Ecosystem | | |
| Nutrient Cycling | | |
| Biodiversity | | |
| Basics of Biodiversity | | |
| Animal and Plant Diversity | | |
| Threats to Biodiversity | | |
| Biodiversity Conservation | | |

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| Estuaries Mangroves Coral Reefs Wetlands Resource | | |
|---|---|---|
| Degradation and Management Environmental Pollution | | |
| Climate Change Environmental Governance | | |

## Economy

| Macroeconomic Concepts | | |
|---|---|---|
| Economic Measurements | | |
| National Income & Its Calculation | | |
| Economic Growth and Development | | |
| Inflation | | |
| Money Function & Classification | | |
| Financial Markets & Its Instruments | | |
| Banking Structure in India | | |
| Budgeting | | |
| Fiscal Policy | | |
| Tax Structure in India | | |
| Planning in India | | |
| NITI Aayog | | |
| Foreign Trade | | |
| International Organizations | | |
| Trade Agreements | | |
| Poverty Employment and Unemployment | | |
| Government Schemes and Programmes | | |

## General Science

| Space IT and Communication | | |
|---|---|---|
| Materials, | | |
| Nanotechnology, and Robotics | | |
| Defence | | |
| Nuclear Technology | | |
| Biotechnology | | |
| Intellectual Property Rights and Other Miscellaneous Issues | | |

# Rudra's IAS
## **IMPORTANT POINTS FOR BEGINNERS**

1. **Understand the syllabus**

   Before starting preparation, take a printout of the entire UPSC syllabus and read it carefully.

2. **Start with NCERTs**

   Read and revise NCERTs systematically for conceptual clarity.

3. **Don't fear the booklist**

   One year is sufficient to cover GS and the optional subject.

4. **Study selectively**

   Where necessary, read only the important parts, not the whole book.

5. **Go through previous year papers**

   To understand UPSC's question pattern, refer to the past 5 years' papers.

6. **One subject – One source**

   Study one reliable source for each topic, don't keep repeating with multiple books.

7. **Use the internet**

   For difficult topics, take help from YouTube (PMFIAS, classical dance, etc.).

8. **Coaching notes are supplementary**

   Coaching notes are helpful, but don't skip standard books (like Laxmikanth).

9. **Current affairs are essential**

   Along with every subject, read related current events too.

10. **Revise**

    Repeated revision is necessary, otherwise, you will forget what you studied.

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**11. Understanding matters, not just sources**

The key to success is clarity of concepts and command over the syllabus, irrespective of the source.

## The Complete Booklist for UPSC Civil Services – Prelims Exam (Paper I)

### Polity

1. Indian Polity by Laxmikanth

### Economy

1. Indian Economy by Ramesh Singh

2. Mrunal.org articles

3. Macroeconomics – NCERT Class XII

4. Indian Economic Development – NCERT Class XI

5. Economic Survey (Selective reading from Prelims perspective)

6. The Hindu

7. Internet for understanding concepts (Arthapedia, Google, Youtube)

### Ancient History of India

1. Old NCERT by RS Sharma

### Medieval History of India

1. Old NCERT by Satish Chandra (Selective Reading)

### Modern History

1. A Brief history of Modern India- Spectrum Publications

2. India's Struggle for Independence – Bipan Chandra (Selective Reading)

3. NCERT by Bipan Chandra (For the period 1700s to 1857)

## Indian Art and Culture

1. An Introduction to Indian Art – Class XI NCERT

2. Chapters related to culture in Ancient and Medieval India NCERTs

3. Centre for Cultural Resource and Training (CCRT) material

4. Heritage Crafts: Living Craft Traditions of India -NCERT

## Environment and Biodiversity

1. Shankar IAS book

## General Science

1. General Science books – IX and X standard

2. The Hindu (Note down and read about the latest scientific terms, discoveries and inventions frequently mentioned in news)

3. Google and YouTube

## Geography

1. Fundamentals of Physical Geography XI NCERT

2. India: Physical Environment XI NCERT

3. Fundamentals of Human Geography XII NCERT

4. India: People and Economy XII NCERT

5. Certificate Physical and Human Geography: GC Leong

6. PMFIAS (Excellent resource for understanding complex topics)

7. Google and YouTube

## Govt Schemes

1. Govt schemes compilation by the website Civils Daily

## General Trivia (Eg: Global groupings, Reports, Institutions, Rankings etc)

1. Any coaching material

2. Google

## Current Affairs

1. The Hindu

2. Civils Daily

3. ForumIAS

# Rudra's IAS
## <span style="color:red">Mindset to tackle the UPSC Prelims Exam</span>

- ❖ **Do not study new things** – revise only what you have already studied. Final performance depends on the quality of revision done in these last days.

- ❖ **Do balanced revision –** don't get stuck in any one subject. Revise all subjects systematically.

- ❖ **Don't worry about weak subjects –** they can be compensated with stronger ones.

- ❖ **Sleep is essential –** get at least 7–8 hours of sleep the night before the exam.

- ❖ **Do not take CSAT lightly** – it also plays a role in selection. Prepare for it seriously.

- ❖ **Follow a strategy for solving the paper – in the first round:**

- ❖ Mark the sure-shot answers

- ❖ Circle the doubtful ones

- ❖ Leave the ones you don't know

- ❖ **In the second round, make intelligent guesses for the doubtful ones.**

- ❖ **Don't get stuck on one question –** if you can't solve it, move on and come back later.

- ❖ Target solving 85–90 questions – make smart guesses.

- ❖ **In the exam hall, focus only on the paper –** leave books and revision behind. Maintain laser focus on all 100 questions.

- ❖ **Stay confident – tell yourself:** "I have worked hard, I will succeed."

# Rudra's IAS
## <u>UPSC MAINS SYLLABUS DECODE</u>

❖ The UPSC Mains exam, the second stage of the Civil Services Examination, is a written, descriptive examination consisting of nine papers.

❖ Two of these papers are qualifying in nature (Indian Language and English), while the remaining seven are considered for final merit ranking.

❖ **Number of Papers: 9.**

❖ **Qualifying Papers:** Indian Language (Paper A) and English (Paper B).

❖ **Merit-Based Papers:** Essay, General Studies (GS) Papers **1-4**, and two optional subject papers.

❖ **Total Marks: 1750 (**Mains) + **275 (**Interview) = **2025.**

❖ **Exam Duration: 3** hours per paper.

❖ **Qualifying Marks:** Candidates must secure a minimum of **25%** in each qualifying paper (Paper A and Paper B).

❖ **Optional Subject:** Candidates choose one optional subject from the list provided by UPSC.

❖ **Language:** All papers except the qualifying language papers can be written in any language listed in the **8**th Schedule of the Indian Constitution.

❖ **Negative Marking**: There is no negative marking in the UPSC Mains exam.

# Rudra's IAS

| UPSC CSE Exam Pattern – Mains | | | |
|---|---|---|---|
| Paper | Subject | Duration | IAS Total marks |
| Paper A | Compulsory Indian language | 3 hours | 300 |
| Paper B | English | 3 hours | 300 |
| Paper I | Essay | 3 hours | 250 |
| Paper II | General Studies I | 3 hours | 250 |
| Paper III | General Studies II | 3 hours | 250 |
| Paper IV | General Studies III | 3 hours | 250 |
| Paper V | General Studies IV | 3 hours | 250 |
| Paper VI | Optional I | 3 hours | 250 |
| Paper VII | Optional II | 3 hours | 250 |

# Rudra's IAS
## PAPER 1
## Indian Heritage and Culture, History and Geography of the World and Society.

### Indian culture will cover following topics-

| | | | |
|---|---|---|---|
| **Indian Paintings** | | | |
| Mural Paintings | | | |
| Miniature Paintings | | | |
| Mughal, Rajput, Pahari Paintings | | | |
| **Dance in India** | | | |
| Classical Dance Forms | | | |
| Folk Dance Forms | | | |
| Modern Dance | | | |
| **Music** | | | |
| Classical Music | | | |
| Folk Music | | | |
| **Pottery** | | | |
| Ochre Coloured Pottery (OCP) | | | |
| Black Red Ware (BRW) | | | |
| Polished Grey Ware (PGW) | | | |
| Northern Black Polished Ware (NBPW) | | | |
| Glazed and Unglazed Ware | | | |
| **Drama/Theatre** | | | |
| Classical Sanskrit Theatre | | | |

| Regional Theatre | | | |
|---|---|---|---|
| Modern Theatre | | | |
| **Martial Arts** | | | |
| Thang Ta Gatka | | | |
| Kalaripayattu | | | |
| Mallakhamb | | | |
| Silambam | | | |
| **Sculpture** | | | |
| Sculpture in Harappan Civilization | | | |
| Sculpture in Mauryan Period | | | |
| Sculpture of Post-Mauryan Period | | | |
| Jain Sculpture | | | |
| Buddhist Sculpture | | | |
| Gupta Sculpture | | | |
| Medieval Sculpture Schools | | | |
| Modern Indian Sculpture | | | |
| **Bhakti and Sufi Movements** | | | |
| Spread of Bhakti and Sufi Movements | | | |
| Women Poets of Bhakti Literature | | | |
| **Classical Sanskrit Literature** | | | |
| Vedas, Upanishads, Puranas | | | |
| Texts written by Kautilya, Kalidasa, Vishakhadatta etc. | | | |

| | | | |
|---|---|---|---|
| Ancient Buddhist Literature | | | |
| Ancient Jain Literature | | | |
| Dravidian Literature (such as Sangam period) | | | |
| Medieval Literature | | | |
| Modern Indian Literature | | | |
| **Architecture in India** | | | |
| Harappan Architecture | | | |
| Mauryan Architecture | | | |
| Post-Mauryan Period | | | |
| Gupta Period | | | |
| **Various Styles of Temple Architecture** | | | |
| Nagara Style | | | |
| Dravidian Style | | | |
| Vesara Style | | | |
| **Cave Architecture** | | | |
| Buddhist Caves | | | |
| Jain Caves | | | |
| Gupta Period Caves | | | |
| **Medieval and Indo-Islamic Architecture** | | | |
| Architecture of Delhi Sultanate | | | |
| Mughal Architecture | | | |
| Rajput Architecture | | | |

# Rudra's IAS

| | | | |
|---|---|---|---|
| Indo-Gothic Architecture | | | |
| Contribution of Buddhism and Jainism in the Development of Indian Architecture | | | |
| Rock Cut Architecture | | | |
| **Religions** | | | |
| Sects of Indian Philosophy | | | |
| Buddhism | | | |
| Jainism | | | |

❖ **Modern Indian history from about the middle of the eighteenth century until the present- significant events, personalities, issues.**

❖ **The Freedom Struggle — its various stages and important contributors/contributions from different parts of the country.**

| Important Events in Modern History before 1857 | | | |
|---|---|---|---|
| The Later Mughals | | | |
| Regional Powers in the 18th Century | | | |
| The Carnatic Wars | | | |
| Battle of Plassey and Buxar | | | |
| Anglo-Mysore Wars | | | |
| Anglo Punjab Wars | | | |
| Advent of European Companies in India | | | |
| British Conquest of India | | | |

| | | | |
|---|---|---|---|
| British Policies and their Social, Cultural and Economic Impacts | | | |
| Socio-Cultural Reform Movements | | | |
| **Revolts against the British before 1857** | | | |
| The Revolt of 1857 | | | |
| Causes, Leaders, Nature of Revolt, Suppression and Consequences of the Revolt | | | |
| Government of India Act 1858 | | | |
| **Growth of Nationalism in India (1858-1905)** | | | |
| Political, Economic and Administrative Integration of the Country | | | |
| Role of Western Education in the Growth of Nationalism | | | |
| Role of the Press in the Growth of Nationalism | | | |
| Rediscovery of India's Past | | | |
| Early Political Movements | | | |
| Formation of the Congress | | | |
| Era of the Liberals | | | |
| **Growth of Militant Nationalism and Revolutionary Activities (1905-1918)** | | | |
| Swadeshi and Boycott Movements | | | |
| Surat Split | | | |
| Morley-Minto Reforms | | | |
| Rise of Communalism Growth | | | |
| **Beginning of Mass Nationalism (1919-1939)** | | | |

| | | | |
|---|---|---|---|
| Mahatma Gandhi - His Ideas and Leadership | | | |
| Montagu-Chelmsford Reforms | | | |
| Rowlatt Act, Satyagraha and Jallianwala Bagh Massacre | | | |
| Non-Cooperation and Khilafat Movement | | | |
| Swarajists and Conservatives Rise of New Forces - Socialist Ideas | | | |
| Trade Unionism | | | |
| Revolutionary Activity | | | |
| Simon Commission and Nehru Report | | | |
| Civil Disobedience Movement | | | |
| Round Table Conference | | | |
| Communal Award and Poona Pact | | | |
| **Participation in Elections to Central Legislature (1934) and Provincial Legislatures (1937)** | | | |
| Government of India Act, 1935 | | | |
| **Towards Independence and Partition (1939-1947)** | | | |
| National Movement during Second World War | | | |
| August Offer | | | |
| Individual Satyagraha | | | |
| Growth of Communalism in India | | | |
| Peasant Movement | | | |
| Cripps Mission | | | |

| | | | |
|---|---|---|---|
| Quit India Movement | | | |
| Wavell Plan | | | |
| INA and Subhash Chandra Bose | | | |
| Cabinet Mission | | | |

# Post-independence consolidation and reorganization within the country.

| | | | |
|---|---|---|---|
| Nation Building | | | |
| Partition and its Consequences | | | |
| Integration of Princely States | | | |
| Linguistic Regionalism in India | | | |
| Reorganisation of States | | | |
| Official Language Issue | | | |
| India-Pakistan and India-China Wars | | | |
| Nuclear Tests | | | |
| Era of One-Party Dominance | | | |
| Rise of Opposition Parties | | | |
| Emergency: Crisis of the Democratic System | | | |
| Rise of Regional Parties | | | |
| Coalition Era | | | |
| Women Empowerment and Women's Movement | | | |

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| | | | |
|---|---|---|---|
| Naxalism | | | |
| India's Policy in the Field of Science and Technology | | | |
| Impact of Economic Reforms on Science and Technology in India | | | |

**History of the world will include events from 18th century such as industrial revolution, world wars, redrawal of national boundaries, colonization, decolonization, political philosophies like communism, capitalism, socialism etc.— their forms and effect on the society.**

| | | | |
|---|---|---|---|
| **Renaissance in the Modern World** | | | |
| Industrial Revolution | | | |
| American War of Independence | | | |
| French Revolution | | | |
| **First World War** | | | |
| Russian Revolution | | | |
| Rise of Soviet Union | | | |
| League of Nations | | | |
| Europe after World War I – Fascism and Nazism | | | |
| **Second World War** | | | |
| Decolonisation and Redrawing of National Boundaries | | | |
| Europe after World War II | | | |
| Cold War between USA and Soviet Union | | | |

| | | | |
|---|---|---|---|
| Spread of Communism | | | |
| Fall of Soviet Union | | | |
| **Concept, Types and Social Impact of Political Philosophy** | | | |
| Communism | | | |
| Capitalism | | | |
| Socialism | | | |

**Salient features of Indian Society, Diversity of India. Role of women and women's organization, population and associated issues, poverty and developmental issues, urbanization, their problems and their remedies. Effects of globalization on Indian society. Social empowerment, communalism, regionalism & secularism.**

| | | | |
|---|---|---|---|
| **Unity and Diversity of India** | | | |
| Characteristics of Indian Society | | | |
| Challenges Posed by Diversity | | | |
| Women Empowerment | | | |
| Role of SHG, Micro Finance Institutions in Women Empowerment | | | |
| **Basic Demographics of India** | | | |
| Population Trends in India and their Implications | | | |
| Causes and Effects of Population Excess | | | |
| Challenges of Population Explosion | | | |

| | | | |
|---|---|---|---|
| Demographic Dividend: Boon or Curse for India | | | |
| Population Policy and Initiatives of India | | | |
| **Poverty and Development Issues** | | | |
| Concept of Development and Poverty | | | |
| Types of Poverty | | | |
| Measurement of Poverty Line | | | |
| Causes of Poverty | | | |
| Poverty as a Social Problem | | | |
| Consequences of Poverty | | | |
| Perpetuation of Vicious Cycle of Poverty | | | |
| **Urbanisation** | | | |
| Factors Promoting Urbanisation | | | |
| Challenges Posed by Urbanisation | | | |
| Problems of Urban Areas | | | |
| Social Consequences of Urbanisation | | | |
| Effects of Urbanisation in Rural Areas | | | |
| Urban Planning | | | |
| Role of Urban Local Bodies (ULBs) in Urban Planning | | | |
| Problems of Slums | | | |
| **Globalisation - Its Various Dimensions** | | | |
| Effects of Globalisation on Indian Society Impacts | | | |
| Globalisation and Culture | | | |

| | | | |
|---|---|---|---|
| Factors Promoting Globalisation | | | |
| Does Globalisation Promote Poverty? | | | |
| **Social Empowerment** | | | |
| Socially Disadvantaged Groups | | | |
| The Concept of Social Empowerment | | | |
| Dimensions of Social Empowerment | | | |
| Government Efforts for Social Empowerment | | | |
| **Communalism** | | | |
| Communalism in India | | | |
| Consequences of Communalism | | | |
| **Regionalism in India** | | | |
| Causes of Regionalism | | | |
| The Concept of 'Sons of the Soil' | | | |
| Consequences of Regionalism | | | |
| Federalism and Regionalism | | | |
| Role of Regional Parties | | | |
| **Secularism** | | | |
| The Concept of Secularism | | | |
| Indian Model of Secularism | | | |
| Secularism in India | | | |
| Challenges Faced by Secularism in India | | | |
| Uniform Civil Code | | | |

# Rudra's IAS

❖ **Salient features of world's physical geography.**

❖ **Distribution of key natural resources across the world (including South Asia and the Indian sub-continent); factors responsible for the location of primary, secondary, and tertiary sector industries in various parts of the world (including India).**

❖ **Important Geophysical phenomena such as earthquakes, Tsunami, Volcanic activity, cyclone etc., geographical features and their location-changes in critical geographical features (including water-bodies and ice-caps) and in flora and fauna and the effects of such changes.**

| Salient Features of Physical Geography of the World | | | |
|---|---|---|---|
| Geomorphology | | | |
| Origin and Evolution of the Earth | | | |
| Internal Structure of the Earth | | | |
| Distribution of Plates of Continents and Oceans | | | |
| Tectonic Theory | | | |
| Distribution of Earthquakes and Volcanoes | | | |
| Rocks and Rock Cycles | | | |
| Geomorphic Processes – Endogenous and Exogenous | | | |
| Landforms and their Evolution | | | |
| Geological Time Table | | | |
| **Oceanography** | | | |
| Ocean Floor Configuration | | | |

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|---|---|---|---|
| Temperature and Salinity of Oceans | | | |
| Motion of Oceans – Tides, Currents | | | |
| **Climatology** | | | |
| Earth's Atmosphere – Structure | | | |
| Solar Radiation, Heat Budget and Temperature | | | |
| Atmospheric Circulation and Weather Systems | | | |
| World Climate Classification | | | |
| **Soil Geography** | | | |
| Process of Soil Formation | | | |
| Types of Soil | | | |
| Soil Erosion and Conservation | | | |
| **Distribution of Major Natural Resources of the World** | | | |
| **Forest Resources of the World** | | | |
| Types and Distribution | | | |
| **Water Resources** | | | |
| Marine and Fresh Water Shortage and Need for conservation Integrated water resources management | | | |
| **Agricultural resources** | | | |
| Types of farming Cropping pattern Contribution to economy, employment and production Food security | | | |
| **Mineral resources** | | | |
| Classification of minerals – ferrous and non-ferrous | | | |
| Occurrence of minerals | | | |

| Energy resources | | | |
|---|---|---|---|
| Classification of energy resources – conventional and non-conventional | | | |
| Availability of energy resources | | | |
| **Factors responsible for location of primary, secondary and tertiary sector industries in different parts of the world (including India)** | | | |
| Distribution of major industries of the world | | | |
| Iron and steel, IT and cotton textile industries | | | |

❖ **Important Geophysical Phenomena such as earthquakes, Tsunami, Volcanic activity, cyclone etc., geographical features and their location-changes in critical geographical features (including Water-bodies and Ice-caps) and in flora and fauna and the effects of such changes**

| Earthquake | | | |
|---|---|---|---|
| Seismic Waves, Measurement of Earthquake, Effects of Earthquake | | | |
| **Tsunami** | | | |
| Causes, Effects and Measures to Reduce the Effects of Tsunami | | | |
| **Volcanoes** | | | |
| Types of Volcanoes | | | |
| Volcanic Landforms | | | |
| Distribution of Volcanoes | | | |
| **Cyclones** | | | |
| Tropical Cyclones | | | |

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|---|---|---|---|
| Anticyclones | | | |
| Extratropical Cyclones | | | |
| **Climate Change** | | | |
| Causes and Effects | | | |
| Measures to Combat Climate Change | | | |
| **Physical Geography of India** | | | |
| Physical Structure of India | | | |
| Drainage System | | | |
| Climate Soil in India | | | |
| Natural Vegetation | | | |
| Human Geography | | | |
| Demography and Urbanization | | | |
| **Economic Geography** | | | |
| Agriculture in India | | | |
| Mineral Resources in India | | | |
| Energy Resources in India | | | |
| Industry in India | | | |
| Transport and Communication in India | | | |

# Rudra's IAS
# General Studies-II

### (Governance, Constitution, Polity, Social Justice and International Relations)

❖ **Indian Constitution—Historical Underpinnings, Evolution, Features, Amendments, Significant Provisions and Basic Structure.**

| | | | |
|---|---|---|---|
| Constitutional Development from 1773 to 1947 | | | |
| Constituent Assembly and Constitution Making | | | |
| Features of Indian Constitution | | | |
| Comparison of Indian Constitution with Constitutions of Other Countries | | | |
| Objective Resolution | | | |
| Presidential versus Parliamentary System of Government | | | |
| Synthesis of Parliamentary Sovereignty and Judicial Supremacy | | | |
| Process of Constitution Amendment | | | |
| List of Important Amendments and Their Provisions | | | |
| Fundamental Rights | | | |
| Directive Principles of State Policy | | | |
| Doctrine of Basic Structure of Constitution Judgments and Cases | | | |

### Legislature, Executive and Judiciary

| | | | |
|---|---|---|---|
| **Union Executive** | | | |
| President | | | |
| Prime Minister | | | |
| Council of Ministers | | | |

| | | | |
|---|---|---|---|
| Cabinet Secretariat | | | |
| **State Executive** | | | |
| Governor | | | |
| Chief Minister | | | |
| Council of Ministers | | | |
| Secretariat | | | |
| **Parliament and State Legislatures** | | | |
| Structure, Functioning, Conduct of Business, Powers and Privileges | | | |
| **Judiciary in India** | | | |
| Evolution of Judiciary | | | |
| Three-tier Structure | | | |
| **Ministries and Departments of Government;** | | | |
| Cabinet Ministers | | | |
| Other Ministers | | | |
| Parliamentary Secretaries | | | |

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|---|---|---|---|
| **Issues and Challenges Related to Federal Structure** | | | |
| Federalism | | | |
| Federal Structure in India – Is India Really Federal? | | | |
| Cooperative and Competitive Federalism | | | |
| **Distribution of Subjects between the Union and the States** | | | |
| 7th Schedule | | | |

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|---|---|---|---|
| Legislative Functions | | | |
| Financial Functions | | | |
| Administrative Functions | | | |

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|---|---|---|---|
| **Centre-State Relations** | | | |
| Legislative Relations | | | |
| Administrative Relations | | | |
| Financial Relations | | | |
| Inter-State Relations | | | |
| Inter-State Councils | | | |
| Role of Governor | | | |
| Reports of various Commissions – 2nd ARC, Punchhi, Sarkaria, etc. | | | |
| **Devolution of powers and finances to local levels and challenges therein.** | | | |
| Role of State Government | | | |
| Role of State Finance Commission | | | |
| 11th and 12th Schedule | | | |
| Reasons for ineffective performance | | | |
| Panchayat Devolution Index (NITI Aayog) | | | |
| **Principle of Separation of Powers** | | | |
| Separation of Powers in Indian Constitution | | | |
| Principle of Checks and Balances | | | |

| Provisions of Checks and Balances in Indian Constitution | | | |
|---|---|---|---|
| Related Judgments - Golaknath Case, Kesavananda Bharati, Indira Gandhi vs Raj Narain, Ram Jawaya vs Punjab | | | |
| **Dispute Redressal Mechanisms and Institutions.** | | | |
| RTI | | | |
| PIL | | | |
| Tribunals, etc. | | | |
| **Pressure Groups and Formal/Informal Associations and their Role in Politics.** | | | |
| Salient Features of Representation of People Act | | | |
| **Constitutional Bodies** | | | |
| Election Commission | | | |
| Union Public Service Commission | | | |
| State Public Service Commission | | | |
| Finance Commission | | | |
| National Commission for Scheduled Castes | | | |
| National Commission for Scheduled Tribes | | | |
| Special Officer for Linguistic Minorities | | | |
| Comptroller and Auditor General of India | | | |
| Attorney General of India | | | |
| Advocate General of State | | | |
| **Statutory, regulatory and various quasi-judicial bodies.** | | | |
| NITI Aayog | | | |

# Rudra's IAS

| | | | |
|---|---|---|---|
| RBI | | | |
| National Human Rights Commission | | | |
| Central Information Commission | | | |
| Central Vigilance Commission | | | |
| Central Bureau of Investigation | | | |
| Lokpal and Lokayuktas | | | |
| National Commission for Women | | | |
| National Commission for Backward Classes | | | |
| National Minority Commission | | | |
| Insurance Regulatory and Development Authority | | | |
| Securities and Exchange Board of India | | | |
| Competition Commission of India | | | |
| Telecom Regulatory Authority of India | | | |
| Central Electricity Regulatory Commission | | | |
| Atomic Energy Regulatory Board | | | |
| Central Pollution Control Board | | | |
| Medical Council of India | | | |
| Inland Waterways Authority of India | | | |
| Central Ground Water Authority | | | |
| Directorate General of Civil Aviation | | | |
| Pension Fund Regulatory and Development Authority | | | |

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|---|---|---|---|
| Food Safety and Standards Authority of India | | | |
| Bar Council of India | | | |
| University Grants Commission | | | |
| Financial Stability and Development Council | | | |
| All India Council for Technical Education | | | |
| National Green Tribunal | | | |
| Competition Appellate Tribunal | | | |
| Income Tax Appellate Tribunal | | | |
| Cyber Appellate Tribunal | | | |
| Intellectual Property Appellate Board | | | |
| **Major schemes of Central Government** | | | |
| Beti Bachao Beti Padhao | | | |
| Smart City | | | |
| Swachh Bharat Abhiyan | | | |
| MGNREGA | | | |
| Digital India | | | |
| Make in India | | | |
| Skill India | | | |
| PM Jan Dhan Yojana | | | |
| Start-up India etc. | | | |

❖ **Development processes and development industry- role of NGOs, self help groups, various groups and associations, donors, charitable institutions, institutional and other stakeholders.**

| NGOs | | | |
|---|---|---|---|
| Role and impact of NGOs | | | |
| Issues: recognition, legitimacy and accountability, foreign funding etc. | | | |
| **Self Help Groups** | | | |
| Advantages and Problems of Self Help Groups | | | |
| Case Studies: | | | |
| Kudumbashree (Kerala), | | | |
| Mahila Arthik Vikas Mahamandal (Maharashtra) Committees, | | | |
| Trusts and Co-operative Societies | | | |
| Trusts Religious Endowments | | | |
| **Co-operatives** | | | |
| Need for Co-operatives | | | |
| Constitutional Provisions | | | |
| National Co-operative Policy, 2002 | | | |
| Issues and Challenges in Co-operative Sector | | | |

❖ **Welfare schemes for vulnerable sections of the population by the Centre and the States and the execution of these schemes; mechanisms, laws, institutions and bodies constituted for the protection and betterment of these vulnerable sections.**

| Performance of these schemes, mechanisms, laws, institutions and bodies constituted for the protection and betterment of these vulnerable sections: | | | |
|---|---|---|---|
| Protection of Civil Rights Act 1955 | | | |

# Rudra's IAS

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|---|---|---|---|
| Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 | | | |
| National Commission for Scheduled Castes | | | |
| National Commission for Scheduled Tribes | | | |
| TRIFED | | | |
| PESA | | | |
| Rights of Persons with Disabilities Act | | | |
| Problems related to transgenders | | | |
| **Minorities** | | | |
| National Commission for Minorities | | | |
| National Commission for Religious and Linguistic Minorities | | | |
| **Women and Children** | | | |
| Immoral Traffic (Prevention) Act | | | |
| Indecent Representation of Women (Prevention) Act | | | |
| Dowry Prohibition Act | | | |
| Sati Pratha (Prevention) Act | | | |
| Prohibition of Child Marriage Act | | | |
| Protection of Women from Domestic Violence Act | | | |
| Juvenile Justice (Care and Protection of Children) Act | | | |
| Central Adoption Resource Agency (CARA) | | | |
| Protection of Children from Sexual Offences (POCSO) Act | | | |
| Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) | | | |

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|---|---|---|---|
| Pre-Conception and Pre-Natal Diagnostic Techniques (PC & PNDT) Act | | | |
| Gender Budget | | | |
| National Policy for Women | | | |
| Maternity Benefit (Amendment) Act | | | |
| Maintenance and Welfare of Parents and Senior Citizens Act | | | |

❖ **Issues relating to development and management of social sector/services relating to health, education, human resources.**

| | | | |
|---|---|---|---|
| **Health System in India** | | | |
| Central Health Institute | | | |
| AYUSH | | | |
| Rural Health Infrastructure | | | |
| Health Insurance | | | |
| National Family Health Survey | | | |
| National Health Policy | | | |
| Maternal and Adolescent Health | | | |
| Child Health | | | |
| **Status of Literacy in India** | | | |
| Development of Modern Education in India | | | |
| Education Structure in India | | | |
| Challenges faced by the education sector in India- Women Education, Education for Disadvantaged Classes | | | |
| Technical Education | | | |

| National Education Policy 2020 | | | |
|---|---|---|---|
| Skill Development Based Education | | | |
| **Issues Related to Poverty and Hunger** | | | |
| Causes of Poverty and Hunger | | | |
| MDGs and SDGs | | | |
| Efforts taken by the Government to ensure Food and Nutrition Security | | | |
| National Food Security Act, Mid Day Meal Scheme, MNREGA etc. | | | |

❖ **Governance, e-governance- applications, models, successes, limitations and prospects; citizen charters, transparency and accountability and institutional and other measures.**

| **Difference between Governance and Administration** | | | |
|---|---|---|---|
| Concept of Good Governance | | | |
| **E-Governance** | | | |
| Role of e-Governance in Good Governance | | | |
| Applications of e-Governance | | | |
| Recent e-Governance Initiatives by Government | | | |
| **Citizen Charter (CC)** | | | |
| Components of Citizen Charter | | | |
| Features of Citizen Charter | | | |
| Six Principles of Citizen Charter | | | |
| Sevottam Model | | | |
| **Transparency and Accountability** | | | |
| Measures of Ensuring Transparency and Accountability in Administration | | | |

| | | | |
|---|---|---|---|
| ❖ RTI | | | |
| ❖ Social Audit | | | |
| ❖ Whistleblower Protection Bill | | | |
| ❖ Lokpal and Lokayuktas Act | | | |
| **India Civil Services** | | | |
| Evolution of Civil Services | | | |
| Consultative role of civil servants in policy making | | | |
| Accountability of civil servants in democracy | | | |
| Role of civil servants in socio-economic transformation | | | |
| Discharge of delegated functions by civil servants | | | |
| Problems and solutions related to civil services | | | |
| **India and its neighbours- relations** | | | |
| Relations with India | | | |
| China | | | |
| Pakistan | | | |
| Myanmar | | | |
| Bhutan | | | |
| Bangladesh | | | |
| Sri Lanka | | | |
| Afghanistan | | | |
| Nepal | | | |

# Rudra's IAS

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|---|---|---|---|
| Maldives | | | |
| **Bilateral, regional and global groupings and agreements involving India and/or affecting India's interests** | | | |
| Major principles of India's foreign policy | | | |
| Non-aligned movement | | | |
| Gujral Doctrine | | | |
| Look East and Act East, Think West etc. | | | |
| Nuclear weapon use doctrine | | | |
| **Bilateral relations with major powers like -** | | | |
| USA | | | |
| Russia | | | |
| Japan | | | |
| Central Asian countries | | | |
| West Asian countries | | | |
| African countries | | | |
| Australia and New Zealand | | | |
| European Union and European countries | | | |
| Latin American countries | | | |
| Pacific countries | | | |
| **Regional and global Groups** | | | |
| SAARC | | | |
| BRICS | | | |

# Rudra's IAS

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|---|---|---|---|
| BBIN and BCIM | | | |
| BIMSTEC | | | |
| IBSA | | | |
| ASEAN and RCEP | | | |
| India-Africa Forum | | | |
| SCO | | | |
| Ashgabat Agreement | | | |
| FIPIC | | | |
| IOR-ARC | | | |
| Mekong Ganga Cooperation (MGC) | | | |
| Raisina Dialogue | | | |
| Heart of Asia Summit | | | |
| East Asia Summit | | | |
| G-20 | | | |
| Asian Development Bank | | | |
| National Security Summit | | | |
| Multilateral nuclear export regulatory regimes: | | | |
| Wassenaar, | | | |
| MTCR, | | | |
| Australia Group | | | |
| Asian Development Bank | | | |

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|---|---|---|---|
| APEC, etc. | | | |
| Impact of policies and politics of developed and developing countries on India's interests, | | | |
| One Belt One Road | | | |
| International North-South Transport Corridor | | | |
| Global Trade Wars | | | |
| Global Currency Wars | | | |
| UN Reforms | | | |
| WTO Reforms | | | |
| South China Sea | | | |
| Israel Palestine Problem | | | |
| Russia Ukraine Problem | | | |
| **Indian Diaspora** | | | |
| Spread of Indian Diaspora | | | |
| India's Overseas Policy | | | |
| OCI | | | |
| Pravasi Bharatiya Divas, Know India Programme, etc. | | | |
| LM Singhvi Committee on Overseas Indians | | | |
| Contribution of Indian Diaspora in India's Development | | | |
| Dual Citizenship | | | |
| **Important International Institutions** | | | |
| United Nations and its Agencies | | | |

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|---|---|---|---|
| WTO | | | |
| BRICS | | | |
| Asian Development Bank | | | |
| World Bank | | | |
| IMF | | | |
| World Economic Forum | | | |
| Commonwealth of Nations | | | |
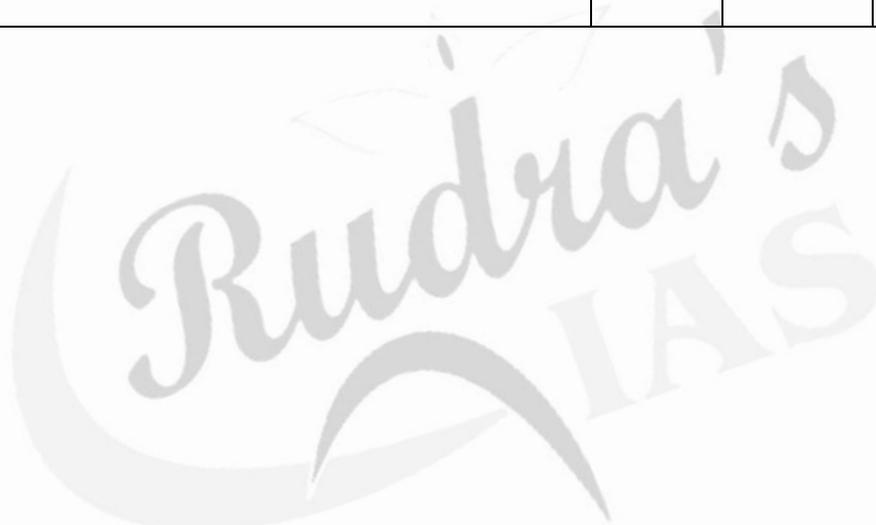
# Rudra's IAS
# General Studies-III

# (Technology, Economic Development, Bio-diversity, Environment, Security and Disaster Management)

| | | | |
|---|---|---|---|
| **Indian Economy and Issues Related to Planning** | | | |
| History of Indian Planning | | | |
| NITI Aayog vs Planning Commission | | | |
| Indian Banking | | | |
| RBI | | | |
| **Money Flow and Inflation** | | | |
| Monetary Policy | | | |
| Currency Devaluation | | | |
| NBFCs | | | |
| **Capital Markets** | | | |
| Management of Public Debt | | | |
| Challenges in Resource Mobilization for Development | | | |
| Foreign Direct Investment | | | |
| **Meaning of Growth and Development** | | | |
| Determinants of Growth and Development | | | |
| Importance and Limitations of Economic Growth | | | |
| Balanced and Unbalanced Growth | | | |
| Dimensions of Development | | | |
| Measurement and Indicators of Development | | | |

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|---|---|---|---|
| Concept of Sustainable Development | | | |
| Approaches to Development | | | |
| Market Based Approach | | | |
| Planned Approach | | | |
| Mixed Economy Approach | | | |
| Challenges of Growth and Development | | | |
| **Employment** | | | |
| Nature – Rural vs. Urban, Formal vs. Informal | | | |
| Terms Related to Employment – Labour Force Participation Rate, Employment Rate, Working Age Population etc. | | | |
| Sectoral Distribution of Employment | | | |
| Quality of Employment | | | |
| Causes of Underemployment | | | |
| Restructuring of Workforce | | | |
| Government Initiatives for Employment Generation | | | |
| **Inclusive Growth** | | | |
| What is Inclusive Growth? | | | |
| Elements of Inclusive Growth | | | |
| The Need for Inclusive Growth | | | |
| Indicators of Inclusive Growth | | | |
| Challenges in Achieving Inclusive Growth in India | | | |

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|---|---|---|---|
| **Public Budget Making** | | | |
| Components of Government Budget | | | |
| Revenue Deficit | | | |
| Fiscal Deficit | | | |
| Primary Deficit | | | |
| FRBM Act | | | |
| Measures for Deficit Reduction | | | |
| Fiscal Policy | | | |
| Other Types of Budgets – Outcome, Zero-Based | | | |
| **Tax System in India** | | | |
| **Major Crops of India** | | | |
| Cropping Patterns in Different Parts of the Country | | | |
| Types of Cropping Patterns | | | |
| Factors Affecting Cropping Patterns | | | |
| Emerging Trends in Cropping Patterns | | | |
| **Different Types of Irrigation and Irrigation Systems** | | | |
| Sources of Irrigation | | | |
| Traditional and Modern Methods of Irrigation | | | |
| Environmental Impacts of Groundwater Exploitation in Irrigation | | | |
| Need for National Water Policy | | | |
| **Storage, Transportation and Marketing of Agricultural Produce and Issues and Related Constraints** | | | |

| | | | |
|---|---|---|---|
| Agricultural Marketing Process | | | |
| Agricultural Produce Pricing Policy | | | |
| Role of FCI | | | |
| Regulated Markets | | | |
| Agricultural Produce Warehouses | | | |
| Cooperative Marketing | | | |
| Shortcomings in the Current Agricultural Marketing Process | | | |
| APMC | | | |
| National Agricultural Market (NAM) | | | |
| Farmer Producer Organisations (FPOs) | | | |
| Contract Farming | | | |
| Futures Trading in Agricultural Commodities | | | |
| E-technology to aid farmers | | | |
| **Agricultural Subsidies** | | | |
| Types of Subsidies – Direct and Indirect Agricultural Subsidies | | | |
| Arguments in Support of Subsidies | | | |
| Effectiveness, Extent and Problems of Subsidies | | | |
| Conflicts with WTO Agreements | | | |
| **Public Distribution System** | | | |
| Objective of Public Distribution System | | | |
| Mechanism – Fair Price Shops, FCI, Ration Card, Aadhaar Linking, etc. | | | |

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|---|---|---|---|
| Shortcomings or Problems in the Public Distribution System | | | |
| Measures to overcome shortcomings and deficiencies in PDS | | | |
| Steps taken by the Government in this regard | | | |
| Issues of Buffer Stock and Food Security | | | |
| Government Procurement and Distribution | | | |
| Role of FCI and States in Buffer Stock | | | |
| Food Security Act 2013 | | | |
| National Food Security Mission | | | |
| Other Government Initiatives Related to Food Security | | | |
| **Food Processing** | | | |
| Evolution of the Concept of Food Processing | | | |
| Prospects for Growth of Food Processing Industry in India | | | |
| Institutions Related to Food Processing in India | | | |
| Upstream and Downstream Requirements | | | |
| Health Issues Related to Food Processing | | | |
| SAMPADA | | | |
| APEDA | | | |
| **Land Reforms in India** | | | |
| Components of Land Reforms | | | |
| Problems in Implementation of Land Reforms | | | |
| Effects of Land Reforms | | | |

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|---|---|---|---|
| Green Revolution in India | | | |
| Issues Related to Land Acquisition | | | |
| **Liberalisation of Indian Economy** | | | |
| Various Phases of Economic Liberalisation in India | | | |
| Effects of Liberalisation on Various Sectors of the Economy | | | |
| Industrial Policy of India | | | |
| SEZ | | | |
| Make in India | | | |
| Start-up India | | | |
| **Infrastructure Development in India** | | | |
| Related to Infrastructure Obstacles in implementation of projects | | | |
| Efforts made by the government for infrastructure development | | | |
| **Capital investment** | | | |
| Sources of investment | | | |
| Types of investment | | | |
| Domestic investment models | | | |
| Foreign investment | | | |
| Various models of investment | | | |

## ❖ Science and Technology

❖ **Development of science and technoogy and their Applications and Effects in Everyday Life.**

| Achievements of Indians in Science and Technology | | | |
|---|---|---|---|
| Chandrashekar Venkat Raman | | | |
| Acharya Jagadish Chandra Bose | | | |
| Satyendra Nath Bose | | | |
| Meghnad Saha | | | |
| Homi Jahangir Bhabha | | | |
| Subrahmanyam Chandrasekhar | | | |
| A.P.J. Abdul Kalam | | | |
| Vikram Sarabhai | | | |
| Mokshagundam Visvesvaraya | | | |
| Har Gobind Khurana | | | |
| Tessy Thomas | | | |
| C.N.R. Rao | | | |
| Technology Development in India | | | |
| IT and Computers | | | |
| Space Technology | | | |
| Nanotechnology | | | |
| Biotechnology | | | |
| Robotics | | | |

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|---|---|---|---|
| Defence Technology | | | |
| Nuclear Technology | | | |
| **Indigenisation of Technology and Development of New Technology** | | | |
| Technology Transfer | | | |
| **Intellectual Property** | | | |
| Concept of Intellectual Property Rights | | | |
| Types of Intellectual Property Rights | | | |
| IPR Regime in India | | | |
| International Agreements Related to IPR | | | |
| Geographical Indications (GI) | | | |
| **Environmental Pollution** | | | |
| Pollution versus Development | | | |
| Efforts to Abate Pollution | | | |
| Environmental Impact Assessment | | | |
| **Disasters and Disaster Management** | | | |
| Types of Disasters | | | |
| Management of Disasters | | | |
| Government Initiatives on Disaster Management | | | |
| Disaster Management at Community Level | | | |
| **Internal Security** | | | |
| Role of External State and Non-State Actors in Creating Challenges to Internal Security. | | | |
| Extremism | | | |

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|---|---|---|---|
| Factors responsible for the spread of extremism | | | |
| Naxalism | | | |
| Jammu and Kashmir problem | | | |
| Left Wing Extremism | | | |
| North East Insurgency | | | |
| Terrorism in India | | | |
| State Sponsored Terrorism | | | |
| **Institutional framework to deal with internal security challenge** | | | |
| NIA | | | |
| Net Grid | | | |
| MISA | | | |
| UAPA | | | |
| TADA | | | |
| POTA | | | |
| NCTC | | | |
| **Challenges to internal security through communication network** | | | |
| Role of media and social networking sites in internal security challenges | | | |
| Challenges in managing social media | | | |
| Steps taken by the government in managing social media | | | |
| **Cyber Security** | | | |
| Basic facts related to cyber security | | | |

| | | | |
|---|---|---|---|
| Threats to Indian cyber security | | | |
| International cooperation on cyber security | | | |
| Steps taken by India to tackle cyber security | | | |
| Cyber Warfare | | | |
| National Cyber Security Policy (2013) | | | |
| **Money-laundering** | | | |
| Concept, causes, process and effects of money-laundering | | | |
| Steps to combat money laundering | | | |
| PMLA | | | |
| **India's neighbourhood** | | | |
| Border disputes of India with neighbouring countries | | | |
| Security challenges in border areas and their implications Management | | | |
| Security forces operating on the country's borders | | | |
| **Organised crime** | | | |
| Relationship between terrorism and organised crime. | | | |
| Challenges in controlling organised crime | | | |
| **Various security forces and agencies and their mandate.** | | | |
| Central Armed Forces | | | |
| Central Paramilitary Forces | | | |
| Security and Intelligence Agencies - IB, RAW, etc. | | | |

# Rudra's IAS
# General Studies-IV

The UPSC Mains General Studies IV or Ethics paper is the most dynamic due to the highly subjective nature of the questions. The title of the GS 4 paper is 'Ethics, Integrity and Aptitude'. Through thoughtful questions and case studies their approach to issues relating to integrity, probity in public life, and conflicts faced by them in dealing with society is assessed in this paper. The structure of the UPSC Mains General Studies IV question paper is as follows:

- ❖ Candidates have 3 hours to complete the GS 4 question paper worth 250 marks.

- ❖ There are a total of 12 questions divided into two sections.

- ❖ Section A will consist of 6 questions with each having subparts

- ❖ The word limit for section A which has 10 marker questions is 150.

- ❖ Section B will consist of 6 case studies worth 20 marks each.

- ❖ The word limit to answer case studies in the GS 4 paper is 250.

## 1. Ethics and Human Interface

- ❖ Essence, determinants and consequences of Ethics in-human actions;

- ❖ dimensions of ethics; ethics - in private and public relationships.

- ❖ Human Values - lessons from the lives and teachings of great leaders, reformers, and administrators;

- ❖ role of family society and educational institutions in inculcating values.

## 2. Attitude

- ❖ Attitude - Content, structure, function;

- ❖ its influence and relation with thought and behaviour

- ❖ Moral and political attitudes

- ❖ Social influence and persuasion

## 3. Aptitude

- ❖ Aptitude and Foundational Values for Civil Service - integrity, impartiality and non-partisanship, objectivity, dedication to public service

- ❖ Empathy, tolerance, and compassion towards the weaker sections.

## 4. Emotional Intelligence

- ❖ EI Concepts, and their utilities and application in administration and governance.

## 5. Moral Thinkers

- ❖ Contributions of moral thinkers and philosophers from India and the world.

## 6. Ethics in Public Administration

- ❖ Public/Civil service values and Ethics in Public administration: Status and problems

- ❖ Ethical concerns and dilemmas in government and private institutions

- ❖ Laws, rules, regulations, and conscience as sources of ethical guidance

- ❖ Accountability and ethical governance, strengthening of ethical and moral values in governance

- ❖ Ethical issues in international relations and funding

- ❖ Corporate governance

## 7. Probity in Governance

- ❖ Probity in Governance: Concept of Public Service

- ❖ Philosophical basis of governance and probity

- ❖ Information sharing and transparency in government

- ❖ Right to Information

# Rudra's IAS

- ❖ Codes of Ethics

- ❖ Codes of Conduct

- ❖ Citizen's Charters

- ❖ Work culture, Quality of service delivery

- ❖ Utilization of public funds, challenges of corruption.

## 8. Case Studies

- ❖ Case Studies on the above issues.

# Rudra's IAS
# Strategy for Mains Preparation – Plan and Approach

❖ **Understanding the Syllabus:**

❖ Mark every topic on a printout indicating how confidently you can write 250 words on it.

❖ **Create a checksheet –**

❖ "GS-1 → Indian Society → Women Issues → 250 words ready?"

❖ ☑ **Previous Year Question Papers:**

  ❖ Classify questions topic-wise. This shows trends: what is static and what is current-based.

❖ **Extensive Use of Internet and Digital Tools:**

  ❖ Store and highlight links, bullet points, reports, and editorials.

  ❖ Use of the internet is essential for Science & Tech, Environment, and IR.

❖ **Integration of Current Affairs:**

  ❖ Directly link daily current affairs to the GS syllabus.

  ❖ Create a folder like "GS2 – Polity – Judiciary" and keep adding related news to it.

❖ ✍ **Answer Writing and Practice – The Real Battlefield:**

  ❖ Cultivate the habit of writing.

  ❖ Write 1–2 GS answers daily.

  ❖ Initially, on any topic — later, in test-like format.

❖ **Time-Bound Writing:**

  ❖ Practice writing 150 words in 10 minutes and 250 words in 15 minutes.

  ❖ Writing 20 answers in 3 hours is not easy — but sweat in practice so you don't bleed in battle.

# Rudra's IAS

❖ **Mock Tests = Real Tests:**

  ❖ Taking 2–3 full-length mock papers every week in the last two months is essential.

  ❖ Skipping mocks is a sign of lack of confidence or perfectionism.

❖ 🧠 **Knowledge Collection and Compilation – But in a Controlled Manner:**

  ❖ Don't be superficial on the subject; develop adequate understanding.

  ❖ Spending three months on World History or Internal Security is foolish.

  ❖ Balanced time allocation is most important – *breadth over obsessive depth*.

## Map – A Superweapon:

  ❖ In GS1 and GS3, drawing India's map instantly elevates your answer.

  ❖ Practice drawing and labeling India's map in under 1 minute.

## Develop the skill to read Committee Reports / Online PDFs.

  ❖ Learn to highlight and make notes.

  ❖ Approach – Balancing Mindset and Thought Process

## It's not about number of sources, but their impact:

  ❖ If a source doesn't add even 2% value, remove it.

  ❖ 'Les*s is more'* is the principle of this exam.

## Perfectionism = Enemy:

  ❖ Avoid being Mr. Perfect.

  ❖ "A*verage but complete > Excellent but incomplete"* — UPSC demands this.

## Patience + Endurance:

  ❖ GS Mains is a marathon.

❖ Mental stamina is as important as factual knowledge.

## ☑ Final Advice:

❖ UPSC GS Mains is less a test of knowledge and more a test of strategy, stamina, and self-discipline.

❖ Daily target should revolve around this triangle:

*"What did I add new, what did I revise, and what did I write?"*

## The list of books for GS Mains

## GS 1

### 1. Indian Art & Culture

### 📖 Books:

❖ NCERT Class 11 – Introduction to Indian Art

❖ NCERT Class 6-12 (Chapters related to Ancient and Medieval India)

❖ Content from CCRT website

❖ Heritage Crafts: Living Craft Traditions of India – NCERT

### 📝 Suggestions:

❖ Initially study this section later, after gaining command over other subjects.

❖ Understanding historical background is essential for answer writing, so definitely read NCERT Class 11 – Ancient India.

❖ Watch visual and performing arts on YouTube/Google – it will be easier to remember.

❖ Wherever possible, make simple sketches (like Warli, Nagar style, Stupa, etc.).

❖ Repeated revision is the key to success.

# Rudra's IAS

## ⚖ 2. Modern Indian History

### 📖 Books:

- ❖ A Brief History of Modern India – Spectrum

- ❖ India's Struggle for Independence – Bipin Chandra (only topics not included in Spectrum)

### 📝 Suggestions:

- ❖ Competition in this section is very high – all serious candidates study it thoroughly.

- ❖ After main preparation, focus on answer writing practice.

## ⚖ 3. Post-Independence India

### 📖 Book:

- ❖ History of Post-Independence India – Bipin Chandra

### 📝 Suggestions:

- ❖ Study this section with a lighter but solid approach compared to other sections.

## ⚖ 4. World History

### 📖 Book:

- ❖ World History: Patterns of Interaction – McDougal Littell (Chapters 22–36)

### 📝 Suggestions:

- ❖ Make brief notes while reading as this book is heavy.

- ❖ UPSC asks only limited topics – revolutions, wars, colonialism, etc.

## ⚒ 5. Indian Society

### 📖 Books:

- ❖ NCERT Class 11 and 12 – Sociology

### 📝 Suggestions:

- ❖ Required material for answers:

- ❖ ✅ Definitions, ✅ Statistics, ✅ Government schemes and their critiques,

- ❖ ✅ Historical + contemporary examples, ✅ Impact, ✅ Solutions

- ❖ Write answers multidimensionally, structured, with subheadings.

## ⚒ 6. Geography (Indian & World)

### 📖 Books:

- ❖ NCERT Class 11 and 12 (Physical, Human & Economic Geography)

- ❖ GC Leong (for Physical Geography)

- ❖ Atlas (Oxford or Orient BlackSwan)

### 📝 Suggestions:

- ❖ Use geography preparation from prelims for mains as well.

- ❖ Always draw maps in answers – it makes the answer impressive.

## ☑ Brief Strategy:

- ❖ Start with NCERT → Build base

- ❖ Read standard books → Understand depth

- ❖ Make concise notes → For revision

❖ Practice answer writing → Improve structure, analysis, presentation

# ✴ GS Paper 2: Polity, Governance & Social Justice

## A. Static Portion

❖ Laxmikanth (Indian Polity) – Main source for fundamental constitutional facts and articles.

❖ Notes on political topics – Needed for analytical approach.

❖ Second ARC Report – Invaluable material for administrative reforms;

❖ Remember only recommendations (reading full report is beneficial).

## B. Current Affairs Sources

❖ The Hindu – News related to legislature, administration, and social justice.

❖ RSTV – The Big Picture – Debate-based analysis.

❖ Civilsdaily Notes – Concise current affairs analysis.

❖ Insights / ForumIAS – Alternative sources for uncovered topics.

❖ PRS India – Brief analysis of latest bills and acts.

❖ AIR – Spotlight – Audio discussions useful in free time.

## C. Answer Writing Tips

### Start answers with paragraphs:

❖ For example – Governor (Art. 153), Civil Services (Art. 312).

### Define technical terms:

❖ For example – Parliamentary sovereignty, social audit, etc.

## Cite Supreme Court judgments:

- ❖ For example – Shreya Singhal v. Union of India (Section 66A, freedom of expression).

## Show balanced views on controversial issues:

- ❖ Present both sides; example – civil service reforms.

## Beware of ideological biases in newspapers:

- ❖ Maintain balanced thinking; critical approach is necessary.

## Memorize latest statistics:

- ❖ For example – education, women, poverty, health, etc.

## Quote verified data from sources like Lancet, Transparency International, UNICEF.

- ❖ Always conclude strongly:

## By mentioning commissions/committees recommendations like –

- ❖ Punchhi Commission (Centre-State), Law Commission (Death penalty), NCRWC (Constitution).

## Mention Preamble, DPSP, SDGs.

# ✳ GS Paper 2: International Relations (IR)

## A. Static Portion

- ❖ Any authentic book covering historical perspective of India's bilateral and multilateral relations.

## B. Current Affairs

- ❖ The Hindu – Coverage of foreign policy and bilateral events.

- ❖ RSTV – India's World – Analytical presentation of global affairs.

- ❖ Civilsdaily / Insights / ForumIAS – Topic-wise selection.

## C. Answer Writing Strategy

### Understand historical background:

- ❖ Example – India-China relations: 1914 Shimla Agreement → Doklam.

- ❖ India-Sri Lanka: 1987 Accord, civil war.

### Multidimensional view of bilateral relations:

- ❖ Strategic, defense, trade, education, culture, diaspora, cooperation on global platforms, etc.

### Draw maps if relevant:

- ❖ Example: Chabahar port or Act East policy.

## Diaspora and International Institutions:

### Focus on various reports, agreements, joint declarations.

- ❖ For example – UN, WTO, BRICS, QUAD, BIMSTEC, SCO, etc.

## ☑ GS Paper-3: Study Plan (According to compilation and sources)

## 1. Economy

### Static Portion

- ❖ Budget

- ❖ Economic Survey (Summary)

- ❖ NITI Aayog 3-year action plan report

➤ Useful policy suggestions for conclusion writing

### Current Affairs Sources

- ❖ The Hindu

- ❖ Civilsdaily

- ❖ Insights/ForumIAS (If coverage incomplete)

## 🔨 Important Subtopics

- ❖ Indian agriculture, land reforms, PDS, food processing, LPG, infrastructure

  ➤ Sources: Mrunal.org + Current Affairs

## 🔨 Study Strategy

- ❖ Make short notes of 250 words per topic suitable for answer writing

- ❖ Don't drown in piles of current affairs and coaching materials

- ❖ Refer to NITI Aayog report for relevant points

## ◇ 2. Security

### 🔨 Important Topics

- ❖ Cybersecurity, terrorism, money laundering, organized crime, left-wing extremism, etc.

➤ Prepare clear definitions and concise answers

➤ Explain border security with India map

### 🔨 Sources

- ❖ The Hindu

- ❖ Civilsdaily

- ❖ Internet-based research (for news-related questions)

## 3. Disaster Management

### ⚖ Sources and Material

- ❖ CBSE book (basic reading)

- ❖ NDMA guidelines, Sendai Framework, etc.

- ❖ News and coaching material

### ⚖ Key Points

- ❖ Explain river embankments, land zoning, water harvesting management through diagrams
  Special focus on NDMA structure, functions, and schemes

## 4. Environment & Ecology

### ⚖ Sources

- ❖ Shankar IAS Book

- ❖ The Hindu + Civilsdaily (For current affairs based questions)

## 5. Science & Technology

### ⚖ Sources

- ❖ The Hindu

- ❖ YouTube (for conceptual understanding)

- ❖ Coaching notes – for detailed technical info

### ⚖ Main Study Topics

- ❖ AI, Blockchain, Machine Learning, CRISPR, Crypto, etc. – technologies in news

- ❖ ISRO (PSLV, GSLV), defense tech, biotech, communication tech (LiFi, 5G, etc.)

# Rudra's IAS

## ⚒ Study Strategy

- ❖ Focus on core concept, why in news, uses, risks, future potential

- ❖ Definition + practical example + current context = ideal answer structure

## ☑ Final Suggestion:

- ❖ Develop habit of revising each topic repeatedly from the same source. Few sources, deep understanding, and answer writing practice – this is the key to success in GS-3.

## ▨ Brief Guidance for GS-4 (Ethics) Preparation

### 1. Main Sources and Reports

- ▪ Focus on following parts of Second ARC Report:

- ❖ Ethics in governance,

- ❖ E-Governance,

- ❖ RTI,

- ❖ Citizen-centric administration,

- ❖ Personnel administration.

- ❖ **Remember only recommendations; full report reading not mandatory.**

### 2. Ethical Thinkers and Theories

- ❖ Search ethical thinkers on Google.

- ❖ Understand their key contributions, context (e.g., corporate governance).

- ❖ Include thinker's name + their ideas + practical example in answers.

## 3. Answer Writing Strategy

**Each answer should have:**

- ❖ Simple definition,

- ❖ Real-life example,

- ❖ Flowchart/diagram wherever possible.

**Treat questions as opportunities – to showcase your ethics.**

- ❖ Give simple, clear examples from your childhood, school, college, or work experience.

- ❖ You may also quote from great leaders (like Gandhi, Kalam).

## 4. Case Study Writing Skill

- ❖ Objective: Provide practical, realistic, balanced solutions.

- ❖ Value-based analysis, consider all sides, then conclude clearly.

✅ Finish the paper completely – don't leave incomplete.

## 5. Time Management Strategy

- ❖ GS-4 has 14 questions but:

- ❖ Section A questions have many subparts,

- ❖ Hence, the writing load is the highest.

**To balance time:**

📌 Aim to complete at least 80 marks worth of questions per hour.

- ❖ Whether you start from Section A or B.

## 6. Mental Preparation and Endurance

❖ Before GS-4, you would have written 3 heavy papers – physical and mental fatigue will peak.

❖ In this time:

1. Stay mentally strong,

2. Make your mind your strength, not a barrier,

3. Develop ability to write continuously for 3 hours.

## ☑ Conclusion:

GS-4 is not just an "Ethics paper" – it reflects your thinking, values, and life perspective. Success comes not just by reading but by thinking and practicing.

## Book list for UPSC mains

### ❖ History

❖ Ancient India by RS Sharma

❖ India after Independence by Bipan Chandra

❖ History of Medieval India by Satish Chandra

❖ Indian Art and Culture by Nitin Singhania

❖ India's Struggle for Independence by Bipan Chandra

### ❖ Geography

❖ Geography of India by Majid Husain

❖ World Atlas (Orient Black Swan) Certificate

❖ Physical and Human Geography by G C Leong

❖ World Geography by Majid Husain

❖ Fundamentals of Physical Geography NCERT Class 11

# Rudra's IAS

❖ **Polity & International Relations**

❖ Introduction to the Constitution of India by DD Basu

❖ Indian Polity by M. Laxmikanth

❖ International Relations: Pushpesh Pant

❖ **Economy**

❖ Environment and Disaster Management by Tata McGraw Hill

❖ Indian Economy – Nitin Singhania

❖ Challenges to Internal Security of India by Ashok Kumar

❖ **Ethics**

❖ Ethics, Integrity and Aptitude for Civil Services Main Examination by Subba Rao and P.N. Roy Chaudary

❖ **Solved Papers**

❖ General Studies Prelims Solved Papers – Vishal Publications

# Rudra's IAS
## Important quotations that could be used in answer

### Essay Topic: Education

- ❖ "Education is the most powerful weapon you can use to change the world." Nelson Mandela

- ❖ "Live as if you were to die tomorrow. Learn as if you were to live forever." Mahatma Gandhi

- ❖ "Children must be taught how to think, not what to think." Margaret Mead

- ❖ "Education is what remains after one has forgotten what one has learnt in school." - Einstein

- ❖ "It is the mark of an educated mind to be able to entertain a thought without accepting it." Aristotle

- ❖ Intelligence plus character - that is the goal of true education.

- ❖ Education is a bridge from misery to hope

- ❖ "Education is the manifestation of perfection already in man." Swami Vivekananda

- ❖ Education that does not mould the character is absolutely worthless. – Mahatma Gandhi

- ❖ To educate a person in mind and not in morals is to educate a menace to the society- Theodore Roosevelt

- ❖ The object of education is to prepare the young to educate themselves throughout their lives.

- ❖ "Educating the mind without educating the heart is no education at all." – Martin Luther King

- ❖ "You educate a man; you educate a man. You educate a woman; you educate a generation." ― Brigham Young

### Essay Topic: Science and Religion

- ❖ "All thinking men are atheists." Ernest Hemingway

- ❖ "The notion that Science and Spirituality are somehow mutually exclusive does a disservice to both." Carl Sagan

- ❖ "Science without Religion is lame and Religion without Science is blind" Einstein

❖ "What can be asserted without evidence can be dismissed without evidence."- Christopher Hitchens

❖ "Our scientific power has outrun our spiritual power. We have guided missiles and misguided men." - Martin Luther King

## Essay Topic: Democracy

❖ "The best argument against democracy is a five-minute conversation with the average voter." Churchill

❖ "The tyranny of a prince in an oligarchy is not so much dangerous to the public welfare as the apathy of a citizen in a democracy" Montesquieu

❖ "The ballot is stronger than the bullet." Abraham Lincoln

❖ "There cannot be daily democracy without daily citizenship." Ralph Nader

❖ "I understand democracy as something that gives the weak the same chance as the strong." Mahatma Gandhi

❖ "Democracy is not law of the majority but protection of the minority." Albert Camus

❖ "In a democracy, the individual enjoys not only the ultimate power, but carries the ultimate responsibility." Norman Cousins

❖ Government exists for the interests of the governed, not for the governors." -- Thomas Jefferson

❖ "The price good men pay for indifference to public affairs is to be ruled by evil men."- Plato

## Essay Topic: Materialism/Consumerism/Environment

❖ The Earth does not belong to us: we belong to the Earth

❖ "The world has enough for everyone's need but not enough for everyone's greed." - Mahatma Gandhi

❖ Water and air, the two essential fluids on which all life depends, have become global garbage cans

# Rudra's IAS

- ❖ We do not inherit the earth from our ancestors, we borrow it from our children.

- ❖ We never know the worth of water till the well is dry.

## Essay Topic: Peace/Justice

- ❖ "When the power of love overcomes the love of power, the world will know peace."- William Gladstone

- ❖ "Peace and Justice are two sides of the same coin." Eisenhower

- ❖ "Poverty is the worst form of violence." Mahatma Gandhi

- ❖ Every gun that is made, every warship launched, every rocket fired signifies in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed – Eisenhower

- ❖ The greatness of humanity is not in being human, but in being humane."

- ❖ "There was never a bad peace or a good war."

- ❖ "Injustice anywhere is a threat to justice everywhere."

- ❖ War does not decide who is right but who is left."

- ❖ The arc of the moral universe is long, but it bends towards justice." ― Martin Luther King Jr.

- ❖ Loka Samasta Sukhino Bhavantu (Let the whole world be prosperous and peaceful)

## Essay Topic: Judiciary

- ❖ Yatho Dharma Thatho Jayaha: Where there is justice, there is victory.

## Essay Topic: Corruption

- ❖ As human beings, our greatness lies not so much in remaking the world but in remaking ourselves - Mahatma Gandhi

- ❖ Confucius - Righteousness is the foundation stone of peace and good governance.

- ❖ Buddha - Dharma is the foundation stone of good governance

- ❖ The worst disease in the world today is corruption. And there is a cure: transparency

- ❖ Nearly all men can stand adversity, but if you want to test a man's character, give him power.

## Essay Topic: Caste

- ❖ The caste system is opposed to the religion of the Vedanta. Caste is a social custom,

- ❖ and all our great preachers have tried to break it down. —Swami Vivekananda

## Conclusion Phrases

- ❖ Sarve Bhavantu Sukhina (May all be Happy). Sarve Santu Niramaya (May all be without disease) Sarve Bhadrani Pashyantu (May all have well-being). Maa Kaschit Dukh Bhagh Bhavet (May none have misery of any sort)

- ❖ Vasudhaiva Kutumbakam (Whole world is one family)

- ❖ (Asato ma Sadgamaya) From unrighteousness to righteousness. (Tamaso ma jyotirgamaya) From darkness to light. (Mrityorma Amritgamaya) From mortality towards immortality.

- ❖ Sarva Dharma Sama Bhava – [Ramakrishna Paramahamsa and Vivekananda]

- ❖ All religions are equal. - first used by Mahatma Gandhi in 1930 in Harijan

- ❖ Seva Parmo Dharma. (Service, in our Indian ethos, is the ultimate duty)

- ❖ Satyamev Jayate

- ❖ Ahimsa Parmo Dharma

## Quotes by Mahatma Gandhi

- ❖ "The best way to find yourself is to lose yourself in the service of others."

- ❖ "Happiness is when what you think, what you say and what you do are in harmony."

- ❖ "An eye for an eye only ends up making the whole world blind."

- ❖ "First they ignore you, then they laugh at you, then they fight you, then you win"

❖ "Satisfaction lies in the effort, not in the attainment. Full effort is full victory."

❖ "Strength does not come from physical capacity. It comes from indomitable will."

❖ "The good man is the friend of all living things."

❖ "Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit."

❖ "The greatness of a nation can be judged by the way its animals are treated."

❖ "Violent means will give violent freedom."

❖ "There is higher courts than courts of justice and that is conscience."

❖ "To believe in something, and not to live it, is dishonesty."

❖ "A man is but the product of his thoughts. What he thinks, he becomes."

## Essay Topic: Hunger

❖ Hunger is actually the worst weapon of mass destruction. It claims millions of victims each year."

❖ "There are people in the world, so hungry, that God cannot appear to them except in the form of bread."

## Essay Topic: Privacy

❖ "They who can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."

# Rudra's IAS
## **Major Topics**

- ❖ Health

- ❖ Education/Higher Education/Foreign University in Higher Education

- ❖ Democracy

- ❖ Media

- ❖ Religion

- ❖ Judiciary

- ❖ Social Media

- ❖ Tourism

- ❖ Women Empowerment/Gender Bias

- ❖ Disaster Management

- ❖ Environment/ Sustainable Development

- ❖ Science & Technology

- ❖ Innovation

- ❖ Poverty/Hunger/Food Security

- ❖ Water Security

- ❖ Constitution

- ❖ Federalism

- ❖ Political/Electoral Reforms/Democracy – ADR Statistics

- ❖ Freedom of Speech

- ❖ Privacy/Surveillance

# Rudra's IAS

- ❖ Nuclear Energy/ Nuke Power/Disarmament

- ❖ Terrorism/LWE/Internal Security/Cyber Security

- ❖ Human Resources- Employment

- ❖ Human Development

- ❖ United Nations

- ❖ e-Governance

- ❖ Foreign Policy

- ❖ Urbanisation

- ❖ Globalisation

- ❖ Communalism/ Secularism

- ❖ Society/Diversity

- ❖ Development

- ❖ Ethics/Values/ Morals

- ❖ Bureaucracy/Civil Service

- ❖ Corruption

- ❖ Capital Punishment

- ❖ Swachh Bharat

- ❖ Atmnirbhar Bharat

- ❖ Consequences of Operation Sindoor

- ❖ India pak relation

## **Tips for the Interview**

❖ **Essence of the Interview**

It is a test of 'personality,' not 'presentation'

- Pay less attention to external things: formal standards of dress, color, and demeanor are sufficient.

- Your answers are your identity: your reasoning, values, local experience, and discretion reflected in your answers are the real "copy" of the interview.

- Question = Opportunity: Treat every question as a chance to answer "Who are you?"

- 🖈 **EXAMPLE:** Making answers lively by sharing personal experiences supporting small states — this is precise interview skill.

❖ **Confidence and Mindset**

- Every word written in the DAF (Detailed Application Form) should be truthful and you must be prepared: do not have any insecurity regarding your background, age, college, language, etc.

❖ **Maintain balance regardless of the board's attitude.**

- Do not hesitate to say "I don't know," but ensure it is not related to something from your DAF.

- 🖈 Remember: The board wants integrity and genuine curiosity from you, not completeness.

❖ **Mental Clarity and Self-Control**

- Listen to questions patiently and answer thoughtfully.

- Use simple, direct, and concise language.

- Using heavy, complicated GS jargon in the interview can backfire.

- 🖈 EXAMPLE: Instead of words like "participatory approach" or "narrative repair," explain clear, grounded solutions.

# Rudra's IAS

### ❖ Art of Communication and Steering the Discussion

- See questions as an opportunity to create 'your moment.'

- When possible, weave your experiences, views, and principles naturally into answers.

### ❖ Build a 'bank' of DAF-based questions and practice regularly.

- 🔖 EXAMPLE: Answering "Qualities of a good leader?" with your own experience enlivens your bio-data.

### ❖ Quality of Answers – Balanced, Honest, and Direction-Giving

- Give your opinion first, then reasons.

- Take a balanced stand—especially on controversial topics.

- Prove that you neither get emotionally swayed nor remain indifferent.

- 🔖 EXAMPLE: On "Aadhaar vs Privacy" → "This is not a zero-sum game…" → this is an example of emotional balance.

### ❖ Practical Preparation – How to Proceed

- Use mock interviews as laboratories for experimentation.

- Feedback = direction, not rules.

- Develop a strategy on what you want to say—and gradually steer the discussion in that direction.

### ❖ Final Conclusion – What is an Interview?

- ❖ It is an assessment of your knowledge, attitude, thinking style, values, and communication skills.

- ❖ It aims to see you as a capable, responsible, and sensitive public servant—not as an encyclopedia.

## Notes and Reading Material

- Review these notes and customize questions according to your profile.

- ❖ Home state and home district

- ❖ Graduation (subject)

- ❖ College
- ❖ Hobbies
- ❖ Leadership positions
- ❖ Work experience
- ❖ Innovative solutions
- ❖ Compilation of most probable questions from your profile
- ❖ Optional subjects

## Simple, Clear but High-Impact Answers for Important Interview Questions

Below are examples of simple, clear yet impactful answers to some important interview questions. These answers can make you appear strong in communication, sensitivity, and reasoning.

### ☑ 1. Why do you want to join civil services?

Answer (simple but effective):

- ❖ "Sir/Madam, I have seen how even small decisions by government officials can bring big changes in people's lives. In my town, an honest SDM gained people's trust by improving teacher attendance in schools, repairing roads, and enhancing health services. That made me realize that if a well-intentioned person is in administration, change is possible. I want to be part of that change."

### ☑ 2. What qualities should a good leader have?

- ❖ Answer:
  "Sir, the most essential quality in a good leader is the ability to take decisions and accountability. They should listen to others, make the right decisions, and take responsibility for the outcomes. Along with that, they must have ethics, firmness, and the ability to lead inclusively."

### ☑ 3. What is India's biggest social challenge?

- ❖ Answer:
  "Madam, in my opinion, inequality—whether economic, gender-based, or educational—is India's biggest social challenge. Until everyone gets equal

opportunities, real development is not possible. Addressing this requires focus on education, nutrition, and women empowerment."

## ☑ 4. What is your view on the Aadhaar and privacy controversy?

❖ Answer:

"Sir, I believe Aadhaar has brought many benefits—subsidies reach directly, fake beneficiaries have been removed. But at the same time, we must ensure citizens' personal data remains secure. We must strike a balance—convenience and privacy both."

## ☑ 5. Is reservation still necessary?

❖ Answer:

"Madam, there are still sections in society without equal opportunity. Reservation gives them a chance to move forward. But we must also ensure its benefits reach the genuinely needy. Along with reservation, emphasis should be on education and equal opportunities."

## ☑ 6. What motivates you?

❖ Answer:

"Sir, I am motivated by those who work silently and bring change in society. Like a school teacher who improves children daily or a doctor serving in remote villages. They show me what service really means."

## ☑ 7. What will you do if not selected?

❖ Answer:

"Madam, my goal is to serve society through civil services. If not selected, I will continue working in this direction—whether through education, health, or NGOs. I believe there are many paths to service."

## ☑ 8. Which is more important: honesty or efficiency?

❖ Answer:

"Sir, both are important. But if I have to choose, I would say honesty first—because an honest person has the willingness to learn and improve. An efficient but dishonest officer can cause more harm."

☑ 9. Should India have complete press freedom?

❖ Answer:

"Madam, the press is the fourth pillar of democracy, and its freedom is essential. But it must come with responsibility. Spreading rumors or dividing society is not press freedom. Freedom must be coupled with accountability."

☑ **10. Share an experience from which you learned something?**

❖ Answer:

"Sir, once I led a small group in a social project. Initially, I tried to do everything myself, which caused problems. Later, I delegated responsibilities and trusted others. Then the work improved. I realized true leadership is not doing alone but taking everyone along."

## DAF-Based Answers

DAF-based answers are those written based on the Detailed Application Form (DAF). Most questions in the UPSC interview (Personality Test) are asked from the candidate's DAF. Here are some examples based on categories like name, educational background, interests, work experience, etc.:

### 🔖 1. Question based on Name

Q: What is the meaning of your name?

❖ Ans:

My name is Chandra Mauli. "Chandra" means "moon" and "Mauli" means "crown of the head." It is a name of Lord Shiva—"Chandramouli," which means the deity who wears the moon on his head. My parents chose this name based on religious reverence and emotional attachment.

### 🔖 2. Question based on Place of Birth

Q: You are from Jabalpur, why is this city famous?

❖ Ans:

Jabalpur is a major city in Madhya Pradesh. It is located on the banks of the Narmada River and is famous for the marble rocks of Bhedaghat, the roaring waterfalls, and the Madan Mahal Fort. Additionally, it is important administratively and militarily because of the Madhya Pradesh High Court and the army cantonment.

## ⚖ 3. Question based on Academic Subject

Q: You graduated in History. Tell us about the nature of the 'Judicial System' in Colonial India?

- ❖ Ans:
  In colonial India, the judicial system was based on British laws. Initially, the East India Company had various charters in their administrative areas, followed by the Indian Councils Act of 1861 and the establishment of High Courts in 1862 which centralized the judiciary. The British gradually allowed minimal Indian participation in judicial processes.

## ⚖ 4. Question based on Hobby

- ❖ Q: Your interest is in 'poetry writing.' Can you recite a poem or explain how writing affects                                                                                      you?
  Ans:

- ❖ Yes, poetry writing is a medium of self-expression for me. When emotions take shape in words, a creation is born. Writing gives me sensitivity, depth, and clarity of expression.

- ❖ (Poem example)

- ❖ "Let's raise that dawn again,

- ❖ Where the sun of hopes shines,

- ❖ And every heart glows with light of trust."

## ⚖ 5. Question based on Service Preference

Q: Why did you give IAS your first preference?

- ❖ Ans:
  I gave IAS first preference because this service offers the opportunity to work both in policy-making and implementation. It also has the broad potential to directly impact marginalized sections, improve governance quality, and bring change.

## 6. Question based on Work Experience

Q: You worked in a software company before. Why did you shift to UPSC preparation?

- ❖ Ans:

    Though my experience in IT was technically enriching, I realized my interest and purpose lie in contributing to society's greater good. UPSC offers a better platform for administrative responsibility and social change.

## 7. Question based on NCC, Sports, Music, etc.

Q: You have NCC 'B' certificate. What did you learn from it?

- ❖ Ans:

- ❖ Through NCC, I learned discipline, teamwork, leadership, and a spirit of service. Camps and drills made me mentally and physically stronger, which are useful qualities in administrative life.