

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

| | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Medici Family :-</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Banabhatt</u> : * was a <u>sanskrit</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>writer and poet</u> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | He was the <u>Ashtena Kavi</u> of |
| <input type="checkbox"/> | <input type="checkbox"/> | king <u>Harsh Vardhana</u> . |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | He wrote <u>Harshcharita</u> and |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Madambari</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>George Castle</u> : |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Cripps Mission</u> : * came up in |
| <input type="checkbox"/> | <input type="checkbox"/> | 1942 to offer <u>dominion status</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | after the war |
| <input type="checkbox"/> | <input type="checkbox"/> | * It proposed formation of |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Constituent Assembly</u> after war |
| <input type="checkbox"/> | <input type="checkbox"/> | * <u>NO compulsion to accept Constitution</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>by parts representing British India.</u> |

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भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Six Eyre Coste</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Minhaj- us- Siaz</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Great Bath : * found in <u>Mohen</u> <u>Jodaro</u> , excavated by <u>Rakhral</u> <u>Das</u> in <u>1922</u> . |
| <input type="checkbox"/> | <input type="checkbox"/> | * called the <u>earliest public</u> <u>water tank of ancient world</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | * It measured approx <u>12 x 7 m</u> . |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Maximilien Robespierre</u> : |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

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सफलता का पथ है द्वारा...

| | | |
|---|---|---|
| 1 | I | MAHMUD GAWAN : → <u>Prime Minister</u> <u>in the Bahamani Sultanate</u> |
| | | → was well known to <u>Islamic</u> <u>theology & Persian language</u> |
| | | → He worked under <u>Humayun &</u> <u>Nizam Shah</u> |
| 1 | J | MOUNTBATTEN PLAN : → Lord <u>June</u> <u>Mountbatten</u> proposed it in <u>May 1947</u> |
| | | → the It sought to effect an <u>early transfer of power</u> |
| | | → On the basis of <u>dominion status</u> <u>to India & Pakistan</u> , <u>Transfer of</u> <u>power</u> was to be done. |
| 1 | K | BALAJI BAJI RAO : → also known as ' <u>Mona Sahib</u> ' |
| | | → He was the <u>8th Peshwa</u> of the <u>Maratha Empire</u> in India. |
| | | → Under his leadership Marathes had a standoff with <u>Deccan</u> <u>empire of Deccan</u> . |
| | | |
| | | |

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सफलता का प्रवेश द्वार

| | | |
|---|---|---|
| 1 | L | TULAKUMA |
| | | |
| | | |
| | | |
| 1 | M | HAIDER ALI :- defeated British in 1st Anglo Mysore war and signed Treaty of MADRAS . → was an able commander & efficient leader . → He lost 2nd Anglo Mysore war to British-Marathas - Nizam Nizam & finally died , after signing Treaty of Mangalore . |
| | | |
| | | |
| 1 | N | BLITZKREG :- |
| | | |
| | | |
| 1 | O | DANDI MARCH :- Organized by Mahatma Gandhi from Porbander to Sabarmati → A civil disobedience movement against British's policy of increased Salt tax → Culminated in <u>Round Table Conferences</u> . |
| | | |

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| | | |
|---|---|--|
| 2 | A | French Revolution took place in the year 1789 and had a great contribution from philosophes groups in generating awareness about the ideals of |
| | | Liberty Equality Fraternity |
| | | → Philosophers like <u>Voltaire</u> , <u>Montesque</u> , <u>Rousseau</u> were present in 18 th CE due to whom it was known as 'Age of Reason' |
| | | → Specifically, <u>Voltaire</u> attacked <u>Religion</u> and increased the reasoning among masses while <u>Rousseau</u> asserted the <u>Doctrine of popular sovereignty</u> whereas <u>Montesque</u> proposed <u>Division of power</u> within the government in form of <u>legislative</u> , <u>Executive</u> , <u>Judiciary</u> . |
| | | → They emphasised on <u>Social Reforms</u> and <u>reason over</u> |

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| | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <u>Vernacular Press Act</u> was passed |
| <input type="checkbox"/> | <input type="checkbox"/> | by <u>Lord Lytton</u> to curb the |
| <input type="checkbox"/> | <input type="checkbox"/> | rise of vernacular / regional |
| <input type="checkbox"/> | <input type="checkbox"/> | newspapers / magazines in |
| <input type="checkbox"/> | <input type="checkbox"/> | igniting the spirit of national |
| <input type="checkbox"/> | <input type="checkbox"/> | consciousness among the masses. |
| <input type="checkbox"/> | <input type="checkbox"/> | → It was enacted in 1878 and |
| <input type="checkbox"/> | <input type="checkbox"/> | drew great criticism from |
| <input type="checkbox"/> | <input type="checkbox"/> | a wide group of Indian popu- |
| <input type="checkbox"/> | <input type="checkbox"/> | lace |
| <input type="checkbox"/> | <input type="checkbox"/> | → English was excluded from the |
| <input type="checkbox"/> | <input type="checkbox"/> | restrictions |
| <input type="checkbox"/> | <input type="checkbox"/> | → mainly brought to escape the |
| <input type="checkbox"/> | <input type="checkbox"/> | failures of 2nd Anglo Afghan war |
| <input type="checkbox"/> | <input type="checkbox"/> | incidents during (1878-80) |
| <input type="checkbox"/> | <input type="checkbox"/> | → It was repealed by the <u>Lord</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Rippon</u> in 1881 |
| <input type="checkbox"/> | <input type="checkbox"/> | Overall, the resentment it |
| <input type="checkbox"/> | <input type="checkbox"/> | produced was great for Unity |
| <input type="checkbox"/> | <input type="checkbox"/> | towards Indian National Move- |

-ment.

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कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Iqta System under Delhi Sultanate |
| <input type="checkbox"/> | <input type="checkbox"/> | caused the land of the empire |
| <input type="checkbox"/> | <input type="checkbox"/> | to be divided into several large |
| <input type="checkbox"/> | <input type="checkbox"/> | and small tracts called <u>Iqta</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | and assigned these iqta to |
| <input type="checkbox"/> | <input type="checkbox"/> | soldiers, <u>officers</u> & <u>nobles</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → Initially it was <u>salary based</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | but later under <u>Feroz Shah</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Tughlaq</u> it became <u>hereditary</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → Iqta means - 'land' or 'land |
| <input type="checkbox"/> | <input type="checkbox"/> | revenue' assigned to individuals |
| <input type="checkbox"/> | <input type="checkbox"/> | on certain conditions. |
| <input type="checkbox"/> | <input type="checkbox"/> | → There were two kind of Iqtas :- |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>large Iqtas</u> → with provincial |
| <input type="checkbox"/> | <input type="checkbox"/> | governors who |
| <input type="checkbox"/> | <input type="checkbox"/> | had administrative |
| <input type="checkbox"/> | <input type="checkbox"/> | responsibilities too |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Small Iqtas</u> → Small Troop holders |
| <input type="checkbox"/> | <input type="checkbox"/> | with no added |
| <input type="checkbox"/> | <input type="checkbox"/> | responsibilities |
| <input type="checkbox"/> | <input type="checkbox"/> | ↓ Holders |
| <input type="checkbox"/> | <input type="checkbox"/> | also called <u>KHUTS</u> or <u>MUQADDAMS</u> |

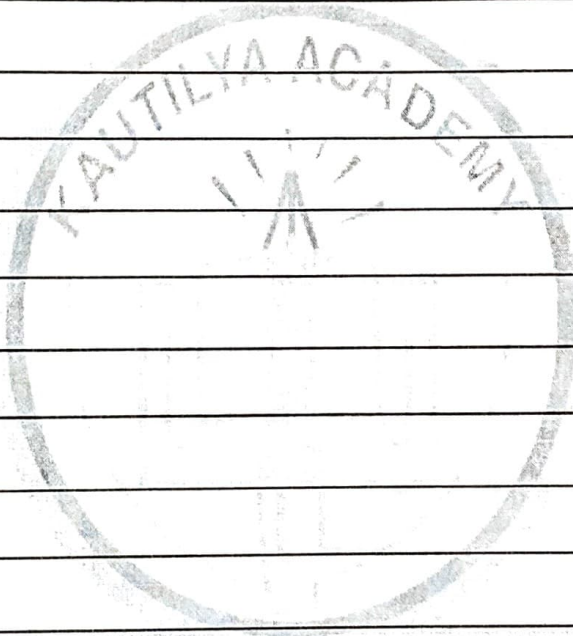
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भारत का नं. 1 संस्थान
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सफलता का पथ है।

| | |
|---|--------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> | Late Alauddin Khalji abolish- |
| <input type="checkbox"/> <input type="checkbox"/> | -ed the system of small Jatae |
| <input type="checkbox"/> <input type="checkbox"/> | which was regarded as one |
| <input type="checkbox"/> <input type="checkbox"/> | of the most important agrarian |
| <input type="checkbox"/> <input type="checkbox"/> | reform. |
| <input type="checkbox"/> <input type="checkbox"/> | |
| <input type="checkbox"/> <input type="checkbox"/> | |
| <input type="checkbox"/> <input type="checkbox"/> | |
| <input type="checkbox"/> <input type="checkbox"/> | |
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| <input type="checkbox"/> <input type="checkbox"/> | |



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कौटिल्य एकेडमी
सफलता का पथदर्शक द्वारा

| | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The major reasons behind the downfall of Mughal Empire related to Aurangzeb were :- |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → His long absence from the capital had given rise to regional supremacy and challenges by Jats near Delhi, <u>Rajputs</u> , <u>Sikhs</u> in <u>Multan</u> and <u>Marathas</u> in <u>Deccan</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Intolerant religious policies</u> as opposed to his predecessors like Akbar, Jahangir etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Deccan policy of prolonged warfare</u> left the treasury depleted. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Overthrowing of modern states</u> of <u>Byapur</u> & <u>Golconda</u> because they were <u>subverting</u> <u>Sumi</u> influence. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

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कौटिल्य एकेडमी
सफलता का पथदर्शक द्वारा

| | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | The major reasons behind the downfall of Mughal Empire related to Aurangzeb were :- |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → His long absence from the capital had given rise to regional supremacy and challenges by <u>Jats near Delhi</u> , <u>Rajputs</u> , <u>Sikhs in Multan</u> and <u>Marathas in Deccan</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Intolerant religious policies</u> as opposed to his predecessors like Akbar, Jahangir etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Deccan policy of prolonged warfare</u> left the treasury depleted. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Overthrowing of modern states of Bijapur & Golconda</u> because they were <u>reversing</u> <u>Sunni influence</u> . |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

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सफलता का पथ है द्वारा

| | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Consequences of Industrial Revolution are :- |
| <input type="checkbox"/> | <input type="checkbox"/> | → Multifold increment in World Trade |
| <input type="checkbox"/> | <input type="checkbox"/> | → Tussle between old Feudal order and new Capitalist order |
| <input type="checkbox"/> | <input type="checkbox"/> | → Growth of Industries that caused a hike in land prices and hence Enclosure Movement which led to the displacement of farmers from villages to cities and started working as labourers in Industries |
| <input type="checkbox"/> | <input type="checkbox"/> | → Urbanization and new modes of Transport and Communication |
| <input type="checkbox"/> | <input type="checkbox"/> | → Creation of new Industrialized nations like Germany, Japan, Italy. |
| <input type="checkbox"/> | <input type="checkbox"/> | → Competition amongst such nations for raw materials and market which later proved to be the turning point of World Wars. |
| <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | |
|-------------------------------------|-------------------------------------|---|---|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2 | F | <p>Revolt of 1857 was a 'Sepoy mutiny' cum 'First War of Indian Independence' that started from Meerut.</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | <p>→ The immediate cause was the usage of greased carted grease in the modern royal enfield rifles which was made of ani- mal fat.</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | <p>The causes of failure of 1857 Revolt were:-</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | <p>1 It remained active in <u>northern</u> <u>parts of country</u> like <u>Thansi</u>, <u>Awadh</u>, <u>Behar</u>, <u>Delhi</u>, <u>Lucknow</u> <u>only</u>, and lacked mass appeal.</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | <p>2 Some social groups like <u>Lamin-</u> <u>class</u>, <u>Urban Traders</u>, <u>landlords</u>, <u>aristocracy</u> remained far off <u>from the revolt</u>.</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | <p>3 <u>No national leadership</u>. <u>Eg Bahadur Shah II</u> was in a way</p> |

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| | | |
|---|---|---|
| 2 | 9 | Mohammad Bin Tughlaq ascended into the throne after Ghiyas-ud-din Tughlaq's death |
| | | → He was the <u>Sultan of Delhi</u> in early 13th CE. |
| | | → Moroccan Traveller & Ibn Batuta' visited his court. |
| | | → He transferred his capital from Delhi to Devagiri (Daulatabad) |
| | | → He used <u>Token Currency</u> i.e. coins of Brass and Silver whose value was equal to gold & silver. |
| | | → His Religious policy as per historians had conflicting views |
| | | → He was not a believer of mysticism but he respected Sufi saints & constructed mausoleum of <u>Saint Nizamuddin Auliya</u> |
| | | → His sultanate collapsed by <u>two fold resistance</u> - By <u>Hemla Singh & Harhara & Bukko</u> in <u>Madurai</u> |
| | | → He <u>died</u> in <u>1351</u> on his way to <u>Sindh</u> |

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| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Brahmo Samaj was founded |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | by Raja Ram Mohan Roy in |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1828 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | — |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → It was a socio religious reform |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | movement which worked on |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | the core intellectual ideas of |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Religious Universalism and |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Humanism |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → It attacked the mysticism, |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | traditional Varna based hier- |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | archical division of Hindu society |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | on the basis of previous life |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | and deeds. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → It rejected polytheism and was |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | against the religiously approved |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | sanctions of caste status in the |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | society. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → Brahmo Samaj advocated education |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | for all sections of society and |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | especially women, children and |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | lower castes. |

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| | | |
|---|---|--|
| 2 | I | The 'Treaty of Versailles' was signed in <u>June 1919</u> in <u>Paris</u> at the end of <u>World War I</u> . |
| | | |
| | | The main terms were :- |
| | | → 1 Ban on the union of <u>Germany</u> and <u>Austria</u> . |
| | | → 2 The return of <u>Alsace Lorraine</u> to <u>France</u> . |
| | | → 3 Surrender of all <u>German colonies</u> as <u>League of Nation</u> mandated. |
| | | → 4 Plebiscites to be held in regions bordering <u>Danish</u> <u>German</u> border. |
| | | → 5 <u>German</u> payment for war linked to <u>other</u> <u>armed</u> <u>power</u> expenditure. |
| | | → 6 <u>Demilitarization</u> and a <u>fifteen</u> <u>year</u> <u>occupation</u> of <u>Rhineland</u> . |
| | | Concluding, harsh terms were imposed on <u>Germany</u> that ensured that <u>peace</u> would not last for long. |

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कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|-------------------------------------|-------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Humayun was the second |
| <input type="checkbox"/> | <input type="checkbox"/> | emperor of the Mughal Empire |
| <input type="checkbox"/> | <input type="checkbox"/> | Some of the reasons of his down- |
| <input type="checkbox"/> | <input type="checkbox"/> | fall were :- |
| <input type="checkbox"/> | <input type="checkbox"/> | 1 The nature of Afghan power |
| <input type="checkbox"/> | <input type="checkbox"/> | and Sher Shah's tactical |
| <input type="checkbox"/> | <input type="checkbox"/> | brilliance. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 Local culture and Lominears |
| <input type="checkbox"/> | <input type="checkbox"/> | support to Mughals remained |
| <input type="checkbox"/> | <input type="checkbox"/> | far from decent which caused |
| <input type="checkbox"/> | <input type="checkbox"/> | Mughals to remain numerica- |
| <input type="checkbox"/> | <input type="checkbox"/> | ly inferior. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 Internal feud of Humayun |
| <input type="checkbox"/> | <input type="checkbox"/> | with his brothers and his |
| <input type="checkbox"/> | <input type="checkbox"/> | own personal character issues |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 Ill conceived Bengal Conquest |
| <input type="checkbox"/> | <input type="checkbox"/> | despite him being an able |
| <input type="checkbox"/> | <input type="checkbox"/> | general created difficulties |
| <input type="checkbox"/> | <input type="checkbox"/> | for him later. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 The wrong interpretation of Sher |
| <input type="checkbox"/> | <input type="checkbox"/> | Shah's proposal made him |
| <input type="checkbox"/> | <input type="checkbox"/> | lose. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6 Unity of Afghan tribes spread |
| <input type="checkbox"/> | <input type="checkbox"/> | across the Northern India under |
| <input type="checkbox"/> | <input type="checkbox"/> | able leadership. |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथ है द्वारा

| | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | iii James, who was Catholic, supported the freedom of worship of Catholics and appointed Catholic officers to the Army |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | iv The birth of James' son James Francis Edward Stuart changed the line of succession in England. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | v Whigs - 'The anti Catholic group' were outraged of the idea of Catholic succession. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | vi Several of King James II officials wrote to the Dutch leader - 'William of Orange' asking him to invade England. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | vii King James deteriorating health and deserting of his own men and changing camps made him anxious. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्करण
कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | VIII King James decided to flee to France which was a prominently Catholic country, but he was captured |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | IX Later he was able to move to France where his Catholic cousin Louis XIV held the throne, but he died in exile |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | X In 1689, this Bloodless Revolution led to the meeting of now famous new convention Parliament and passage of Bill of Rights |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | Overall the King and the Queen both agreed to sign the declaration of Rights which brought key constitutional reforms like - Free Elections, Right for Regular Parliaments, Freedom of Speech in Parliament & forbade the monarchy from being Catholic. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

प्रश्न संख्या

| | | |
|---|---|--|
| 3 | B | <p>Bolshwick or Russian Revolution of 1917, were 2 revolutions, first of which in February (March) overthrew the imperial government and the second of which placed the Bolshewike in power. (Oct - November).</p> |
| □ | □ | |
| □ | □ | |
| □ | □ | |
| □ | □ | <p><u>Background:-</u></p> |
| □ | □ | <p>largely agrarian with highly Taxed & impoverished peasants</p> |
| □ | □ | <p>Russia at the turn of 20th CE</p> |
| □ | □ | |
| □ | □ | <p>Dominance of <u>Aristocracy</u> and <u>Clergy</u></p> |
| □ | □ | <p><u>Workers</u> in cities lived</p> |
| □ | □ | |
| □ | □ | <p>Industrial Development very minimal</p> |
| □ | □ | <p>in over-crowded apartments + poor conditions</p> |

प्रश्न संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Cause of Russian Revolution</u> were :- |
| <input type="checkbox"/> | <input type="checkbox"/> | <div style="border: 1px solid black; padding: 5px; display: inline-block;">ECONOMIC CAUSES</div> → 1 Industries though developed by late 19 th CE |
| <input type="checkbox"/> | <input type="checkbox"/> | but profits confined to few hands only. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 Workers suffered from long hours of work, low wages, Heavy fine, Factory Reform were blocked by Capitalists |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 Peasants' condition poor, shortage of land primitive tools & outdated methods, |
| <input type="checkbox"/> | <input type="checkbox"/> | 4 Russia joined World War I which increased sufferings of public with transportation issue as supply of food was constrained |
| <input type="checkbox"/> | <input type="checkbox"/> | shrinkage of land and heavy burden of Tax. |

| | | |
|---|--|---|
| <input type="checkbox"/> <input type="checkbox"/> | Political Reasons | 1 Tsar refused to <u>consult</u> main <u>parties</u> in DUMA as war <u>continued</u> . |
| <input type="checkbox"/> <input type="checkbox"/> | | |
| <input type="checkbox"/> <input type="checkbox"/> | 2 Due to <u>Germans</u> control of <u>Baltic Sea</u> , industrial goods could not reach Russia becoming already scarce Russian Industries, for inputs. | 4 Russian Army <u>destroyed</u> crops & buildings to not allow enemies to settle in which led to the <u>creation</u> of <u>over 3 million refugees</u> in Russia. |
| <input type="checkbox"/> <input type="checkbox"/> | | |
| <input type="checkbox"/> <input type="checkbox"/> | 3 By 1918, Railway line started to <u>break</u> and able bodied men were called for war & essential producing workshops closed due to <u>shortage</u> of <u>labour</u> . | |
| <input type="checkbox"/> <input type="checkbox"/> | | |
| <input type="checkbox"/> <input type="checkbox"/> | | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

| | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Apart from all these <u>Corrupt</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | rule of <u>Czar</u> coupled with |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>inability to diffuse economic</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>grievances</u> brought Russian |
| <input type="checkbox"/> | <input type="checkbox"/> | Revolution. |
| <input type="checkbox"/> | <input type="checkbox"/> | Some other causes :- |
| <input type="checkbox"/> | <input type="checkbox"/> | 1 <u>Defeat of Russia in Russo-</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Japanese war of 1904-05</u> , its |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>humiliation</u> was one of the |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>igniting factors</u> which contribu- |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ted in Russian Revolution</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 <u>Contribution of Philosophers</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>all around Europe</u> regarding |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ideas of Enlightenment</u> , democ- |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>rary, rights of individuals</u> and |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>accountable government</u> had |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>spread to Russia in 19th CE.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | Concluding, Russian Revolution |
| <input type="checkbox"/> | <input type="checkbox"/> | contributed in ending <u>Tzarist</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Authority</u> and opening the gates |
| <input type="checkbox"/> | <input type="checkbox"/> | of <u>social, political & Economic</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>equality</u> . |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)



भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|-------------------------------------|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Quit India Movement was |
| <input type="checkbox"/> | <input type="checkbox"/> | launched on 8 August 1942, |
| <input type="checkbox"/> | <input type="checkbox"/> | at the Bombay session of |
| <input type="checkbox"/> | <input type="checkbox"/> | all India Congress Committee |
| <input type="checkbox"/> | <input type="checkbox"/> | by Mahatma Gandhi. |
| <input type="checkbox"/> | <input type="checkbox"/> | Background |
| <input type="checkbox"/> | <input type="checkbox"/> | 1 By mid 1942 |
| <input type="checkbox"/> | <input type="checkbox"/> | Japanese Troops |
| <input type="checkbox"/> | <input type="checkbox"/> | were marching |
| <input type="checkbox"/> | <input type="checkbox"/> | and approaching |
| <input type="checkbox"/> | <input type="checkbox"/> | towards India |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 British PM sent |
| <input type="checkbox"/> | <input type="checkbox"/> | Sir Stafford |
| <input type="checkbox"/> | <input type="checkbox"/> | Cripps to India |
| <input type="checkbox"/> | <input type="checkbox"/> | to discuss British |
| <input type="checkbox"/> | <input type="checkbox"/> | Govt's draft |
| <input type="checkbox"/> | <input type="checkbox"/> | declaration. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3 In July 1942 |
| <input type="checkbox"/> | <input type="checkbox"/> | Congress Working |
| <input type="checkbox"/> | <input type="checkbox"/> | Committee at |
| <input type="checkbox"/> | <input type="checkbox"/> | WARDHA resol- |
| <input type="checkbox"/> | <input type="checkbox"/> | ved Gandhi |
| <input type="checkbox"/> | <input type="checkbox"/> | to take charge |
| <input type="checkbox"/> | <input type="checkbox"/> | of mass move- |
| <input type="checkbox"/> | <input type="checkbox"/> | ment |
| <input type="checkbox"/> | <input type="checkbox"/> | at Bombay ratified |
| <input type="checkbox"/> | <input type="checkbox"/> | it (Quit India Resolution) |
| <input type="checkbox"/> | <input type="checkbox"/> | in August. |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Government's Response</u> : All the top |
| <input type="checkbox"/> | <input type="checkbox"/> | leaders of the Congress were arrested and all India Congress Committee was banned. |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Mao's Response</u> : |
| <input type="checkbox"/> | <input type="checkbox"/> | Public went on rampage due to leadership vacuum and absence of Mahatma Gandhi, people attacked symbols of authority |
| <input type="checkbox"/> | <input type="checkbox"/> | eg: Bridges, Railway lines, Telegraph equipments |
| <input type="checkbox"/> | <input type="checkbox"/> | were destroyed |
| <input type="checkbox"/> | <input type="checkbox"/> | Students went on strikes in schools and colleges despite lack of political leadership. |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Underground Activity</u> : Leaders like Jayprakash Narayan, Ram Manohar Lohia, Biju Patnaik, Suchita Kipleni went off track to avoid British suppression & communicate to public. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथदर्शक द्वारा..

| | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | * Isha Mehta started Undergr- ound Radio also known as All |
| <input type="checkbox"/> | <input type="checkbox"/> | India Congress Radio to reach out to masses. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Formation of Parallel Government :</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → In Balia : By Chittu Pandey |
| <input type="checkbox"/> | <input type="checkbox"/> | → In Taluk (West Bengal) also launched and the longest parallel government was formed in Satara by Prati Sarkar, Nona Dattu, Y.B Chavan |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Mass Participation</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → youth, women, workers, pea- sants and government officials participated and no major communal clash took place. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | Government repressed the movement brutally and many citizens lost their lives. |
| | | |

PART - II

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथ है द्वारा

| | | | | |
|--------------------------|--------------------------|---|---|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 2 | B | glorious Revolution of 1688 occurred as a result of politico-religious reasons in England. |
| <input type="checkbox"/> | <input type="checkbox"/> | | | The importance of glorious Revolution could be seen in many ways :- |
| <input type="checkbox"/> | <input type="checkbox"/> | | | → It established permanently the Parliament as the ruling power of England, providing a shift from an absolute monarchy to Constitutional Monarchy. |
| <input type="checkbox"/> | <input type="checkbox"/> | | | → King William and Princess Mary sworn in to abide by and rule according to laws of Parliament not the laws of Monarchy. |
| <input type="checkbox"/> | <input type="checkbox"/> | | | → 'Bill of Rights' promulgated later prohibited Catholics or those married to Catholics from claiming the throne which was in stark contrast with letter of Indulgence issued by King Charles II earlier. |
| <input type="checkbox"/> | <input type="checkbox"/> | | | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्करण
कौटिल्य एकेडमी
सफलता का पथ है द्वारा

| | | |
|---|---|---|
| 2 | e | Renaissance meaning rebirth or reemergence is a polite form of cultural and Intellectual Movement where a new Europe was reconstructed based on ancient form of structure and gave rise to the flow of cultural and explanatory thinking. |
| | | |
| | | |
| | | |
| | | |
| | | Important feature of Renaissance |
| | | → <u>Mental Independence</u> : logic and Reason become the forerunners in the different fields. |
| | | |
| | | → <u>Self Reliance and Humanism</u> : |
| | | Emphasis on value + agency of humans, individually and collectively with preference to critical thinking over acceptance to dogma & superstitions. |
| | | |
| | | Eg: Humanists like Erasmus, Petrarch wrote against Religion and |

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

प्रश्न
संख्या

| | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Religio-politico mixing in adminis- tration. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | Growth in field of Art, Architecture, <u>Literature, Science, Religion</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | Michaelangelo's famous paintings were <u>The Fall of Man</u> & <u>The Last</u> <u>Judgement</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | Music became more worldly & religion tolerant while the <u>architecture</u> became grand |
| <input type="checkbox"/> | <input type="checkbox"/> | with a mixture of Arabian, Greek & Roman architectural style, Literature grew in colloquial languages. |
| <input type="checkbox"/> | <input type="checkbox"/> | Overall, Renaissance came up as a dawn of modern liberal society. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथ है द्वारा

| | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Jainism was a <u>Socio-religious</u> <u>movement</u> that started in |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>ancient India</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | The main doctrines associated with it are :- <u>Five Vows</u> → |
| <input type="checkbox"/> | <input type="checkbox"/> | 1 <u>Non violence</u> → A fundamental value, It is a standard by which all actions are judged. A householder has to observe small vows (ANURATA) and an ascetic person has to observe (MAHAVRATA) |
| <input type="checkbox"/> | <input type="checkbox"/> | 2 <u>Satyā</u> → 3 <u>Asteya</u> 4 <u>Aparigraha</u> ↓ ↓ ↓ |
| <input type="checkbox"/> | <input type="checkbox"/> | Speaking Truth Non Non Stealing Possession |
| <input type="checkbox"/> | <input type="checkbox"/> | 5 <u>Brahmacharya</u> → Non Adultery |
| <input type="checkbox"/> | <input type="checkbox"/> | These 5 vows must be taken by a Jain to liberate himself / himself from the cycles of earthy birth / rebirth. |
| <input type="checkbox"/> | <input type="checkbox"/> | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथेश्वर द्वारा...

| | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Mughals came from <u>Central Asia</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | and hence brought <u>the Central</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Asian tradition</u> with them. |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Arrival of gunpowder</u> brou- |
| <input type="checkbox"/> | <input type="checkbox"/> | ght a different <u>combating style</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>alongside traditional bows,</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>arrows, horses, elephants</u> . |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Artillery and Bombs, muskets</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>were used in warfare.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Babur's army strength was</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>lesser in comparison to Akbar</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>who introduced Mansabdari</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>system and restructured the</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>army.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → It had four types of warriors |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>cavalry, infantry, artillery</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>and navy.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Mansabdar who maintained</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>the horses and the army,</u> |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|---|---|--|
| 2 | F | Kanishka is known to be the greatest king of Kushan dynasty, and ruled over Kashmir, northern part of Afghanistan and Central Asian region. |
| | | |
| | | |
| | | → Contact between Kanishka and the Chinese may have inspired the transmission of Buddhism to China in 1st-2nd CE |
| | | |
| | | → As a patron of Buddhism, he convened the 4th Buddhist Council held at Jalandhara Kashmir which marked the beginning of MAHAYANA BUDDHISM. |
| | | |
| | | → Flourishing trade & Commerce during his reign through the Silk Route between East and West also led to exchange of ideas seen in the fusion of classical Greco-Roman art with Buddha as seen in Gandhara Art |
| | | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

| | | |
|--------------------------|--------------------------|--------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | → Kanishka issued golden coins |
| <input type="checkbox"/> | <input type="checkbox"/> | with secular credentials as lord |
| <input type="checkbox"/> | <input type="checkbox"/> | Shiva, Buddha, Greek gods could |
| <input type="checkbox"/> | <input type="checkbox"/> | be seen embedded in them |
| <input type="checkbox"/> | <input type="checkbox"/> | → It is suggested that Kanishka |
| <input type="checkbox"/> | <input type="checkbox"/> | came under the influence of the |
| <input type="checkbox"/> | <input type="checkbox"/> | Buddhist philosopher (ASHVA |
| <input type="checkbox"/> | <input type="checkbox"/> | GHOSHA) and became a devotee |
| <input type="checkbox"/> | <input type="checkbox"/> | of BUDDHA |
| <input type="checkbox"/> | <input type="checkbox"/> | → He sent missionaries outside |
| <input type="checkbox"/> | <input type="checkbox"/> | the country to preach Buddhism |
| <input type="checkbox"/> | <input type="checkbox"/> | and it penetrated into China, |
| <input type="checkbox"/> | <input type="checkbox"/> | Japan after that |
| <input type="checkbox"/> | <input type="checkbox"/> | → He made sure that the teachings |
| <input type="checkbox"/> | <input type="checkbox"/> | of Buddhism reached the learned |
| <input type="checkbox"/> | <input type="checkbox"/> | classes of India in Sanskrit |
| <input type="checkbox"/> | <input type="checkbox"/> | Kanishka |
| <input type="checkbox"/> | <input type="checkbox"/> | 's contribution is immense in propo- |
| <input type="checkbox"/> | <input type="checkbox"/> | gation and patronage to Buddhism |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |

प्रश्न
संख्या

मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथ है द्वारा

| | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Alexander invaded India, after getting inspired from Herodotus who described India as a fabulous land, through Khyber pass in <u>326 BC</u> . |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | Its implications were |
| <input type="checkbox"/> | <input type="checkbox"/> | → Provided the first occasion when ancient Europe came into contact with ancient India. |
| <input type="checkbox"/> | <input type="checkbox"/> | → Direct contact between India and Greece in different fields |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → His historians have left clear dated records of Alexander's conquests which enable to build <u>Indian chronology</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → Information about Socio-economic conditions of India |
| <input type="checkbox"/> | <input type="checkbox"/> | eg: Sati System Sale of girls in Market places by poor parents |
| | | |

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कौटिल्य एकेडमी
सफलता का प्रवेश द्वार

| | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | INC Session of 1907 which took |
| <input type="checkbox"/> | <input type="checkbox"/> | place in SURAT led to the |
| <input type="checkbox"/> | <input type="checkbox"/> | division of Indian National |
| <input type="checkbox"/> | <input type="checkbox"/> | Congress into Moderates and |
| <input type="checkbox"/> | <input type="checkbox"/> | Extremists |
| <input type="checkbox"/> | <input type="checkbox"/> | → The background to this split |
| <input type="checkbox"/> | <input type="checkbox"/> | was the <u>Swadeshi</u> and <u>Boycott</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Movement</u> called upon by |
| <input type="checkbox"/> | <input type="checkbox"/> | Extremists within INC as |
| <input type="checkbox"/> | <input type="checkbox"/> | a reaction to partition of Bengal |
| <input type="checkbox"/> | <input type="checkbox"/> | but rejected by the Moderates |
| <input type="checkbox"/> | <input type="checkbox"/> | faction as they were waiting |
| <input type="checkbox"/> | <input type="checkbox"/> | for the <u>Morley</u> <u>Monto</u> <u>Reforms</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | due in 1907. |
| <input type="checkbox"/> | <input type="checkbox"/> | → The excessive pressure from |
| <input type="checkbox"/> | <input type="checkbox"/> | the public and Extremists led to |
| <input type="checkbox"/> | <input type="checkbox"/> | passage of support resolution in |
| <input type="checkbox"/> | <input type="checkbox"/> | INC Session of 1906 at <u>Varanasi</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | under <u>G.K. GOKHALE</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | → However Extremists wanted an |
| <input type="checkbox"/> | <input type="checkbox"/> | extremist leader as the President |

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भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथदर्शक द्वारा

| | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <p>Subsidiary Alliance was a treaty between British East India Company and the Indian princely states, by virtue of which, Indian Kingdoms lost their sovereignty to British.</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → Formed by Lord Wellesley (1798-1805) |
| <input type="checkbox"/> | <input type="checkbox"/> | → Nawab of Awadh was the 1st ruler to enter into Subsidiary Alliance with British. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | Feature :- |
| <input type="checkbox"/> | <input type="checkbox"/> | → Indian ruler had to <u>disband</u> his/hu army and <u>accept</u> British <u>force</u> in his territory. |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Payment</u> for army's maintenance in favour of British support against external enemies. |
| <input type="checkbox"/> | <input type="checkbox"/> | → British will <u>not</u> interfere in <u>internal</u> affairs of Indian state. |
| <input type="checkbox"/> | <input type="checkbox"/> | |

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मुख्य परीक्षा उत्तर पुस्तिका
 (Mains Answer Sheet)

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Inclus Valley Civilization |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | flourished from 3300 BCE to |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1300 BCE in NW region of |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | South Asia |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The reasons for the decline |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | are: - |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → <u>Climate Change and Deforest-</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>ation</u> , as wood was used |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | in making pots, houses, boats, |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | whecks and also for trade, |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | This caused irregular rain |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | pattern, drought and migration |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → <u>Change in the course of Indus</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>river</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Water scarcity due to changing |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | course and delta of Indus |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | river shifted away from |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Mohenjodaro and people mig- |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | rated |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → <u>Floods</u> : proved by silt clay |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | covers found over collapsed |

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भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पवेश्य द्वारा...

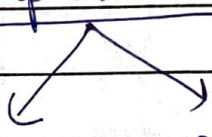
| | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Londhys and INC both initially were against the 2 Nation Theory & partition. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → He even proposed to Viceroy that Jinnah can be appointed as Prime Minister but it did not work out |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | However there were reasons that he accepted :- |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → Widescale communal clashes spread all across the country eg Direct Action Day called by Muslim League |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → Most of the Muslims were in support of a separate Muslim state especially those in North Western corner like Sindh, Baluchistan, NWFP, Bengal etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | → Subscribers of Muslim League |
| <input type="checkbox"/> | <input type="checkbox"/> | |

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मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)



भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथ है द्वारा-

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | World War II occurred between Axis powers and allied powers from 1939-1945 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>Cause</u> :- |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → Rise of Militarism in Japan |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → <u>Unjust Treaty of Versailles 1919</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | * France's vengeful behaviour with Germany and <u>Demands of Imperialism</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | New ones |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Germany |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Japan |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Old ones |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | UK |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | France |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → Rise of Nationalism & Dictatorship in Germany, Japan |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>Italy</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | → <u>Failure of League of Nations</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Eg <u>Cause of Manchuria</u> → annexed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | by Japan |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Rhineland → military intervention by Hitler |

प्रश्न संख्या

| | | | | | |
|----------------------------------|--------------------------|--|----------------------------------|------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Territorial boundaries</u> | | | |
| | | <u>drawn after WWI</u> | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | eg: Poland : citizens were | | | |
| | | mostly German and similarly | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Czechoslovakia had citizens | | | |
| | | from different ethnicities. | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Description :-</u> The 2nd Sino | | | |
| | | <u>Japanese war</u> in 1937 after | | | |
| | | the <u>invasion of Manchuria</u> by | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Japan</u> in 1931 acted as a cata- | | | |
| | | lyst to the emerging world | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>war II</u> . | | | |
| | | Similarly in 1936, | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | Germany was involved in | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | ↓ | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | ↓ | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | ↓ | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Remilitarisation of Rhineland</td> <td style="width: 33%;">Rome Berlin Axis</td> <td style="width: 33%;">Germany Japan Pact</td> </tr> </table> | Remilitarisation of Rhineland | Rome Berlin Axis | Germany Japan Pact |
| Remilitarisation of Rhineland | Rome Berlin Axis | Germany Japan Pact | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | In 1938, Germany annexed | | | |
| | | Austria (ANNSCHLUSS) and | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>SUDETENLAND</u> in Czechoslovakia. | | | |

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मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

| | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Stu, Allies followed appeasement |
| <input type="checkbox"/> | <input type="checkbox"/> | policy. In 1939, Germany conqu- |
| <input type="checkbox"/> | <input type="checkbox"/> | ered entire Czechoslovakia and |
| <input type="checkbox"/> | <input type="checkbox"/> | signed <u>MOLTOV RIBBENTROP PACT</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | between it and <u>Russia</u> , Poland |
| <input type="checkbox"/> | <input type="checkbox"/> | was attacked and divided between |
| <input type="checkbox"/> | <input type="checkbox"/> | -n ^{USSR} <u>Russia</u> & Germany as per Pact. |
| <input type="checkbox"/> | <input type="checkbox"/> | Further, In 1940, <u>Tripartite</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | pact was signed between Japan, |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Italy</u> & <u>Germany</u> . |
| <input type="checkbox"/> | <input type="checkbox"/> | In 1941, Germany |
| <input type="checkbox"/> | <input type="checkbox"/> | violated the pact & attacked <u>USSR</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | for the reason of <u>more living</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>space</u> . |
| <input type="checkbox"/> | <input type="checkbox"/> | While Japan had conq- |
| <input type="checkbox"/> | <input type="checkbox"/> | uered large parts of China by |
| <input type="checkbox"/> | <input type="checkbox"/> | 1940's and attacked Western |
| <input type="checkbox"/> | <input type="checkbox"/> | colonies <u>Indo China</u> , <u>Philippines</u> , |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Hong Kong</u> , <u>Cuba</u> , <u>Indonesia</u> , |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Singapore</u> . |
| <input type="checkbox"/> | <input type="checkbox"/> | Later they attacked |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>Pearl Harbor</u> in <u>USA</u> in 1941 |
| <input type="checkbox"/> | <input type="checkbox"/> | and <u>USA</u> entered the <u>World</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <u>War</u> . |

प्रश्न संख्या

| | | |
|---|---|--|
| 3 | C | <p>Chandragupta II was one of the most powerful rulers of the Gupta Empire in India.</p> |
| | | <p>→ He subjugated Gujarat, Samashtra and Malwa (the capital Ujjain)</p> |
| | | <p>→ His Conquests → Defeated Western Kshatriyas led by <u>Rudrasimha III</u>.</p> |
| | | <p>→ controlled a vast empire from <u>mouth of Ganges</u> to <u>mouth of Indus</u> and today's North Pakistan to <u>mouth of Narmada</u></p> |
| | | <p>→ Pataliputra remained his <u>capital</u> but <u>Ujjain</u> became his <u>second capital</u> soon.</p> |

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(Mains Answer Sheet)

भारत का नं. 1 संस्थान
कौटिल्य एकेडमी
सफलता का पथेश्वर द्वारा

| | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | → The iron pillar at Mehrauli is assumed to be reflecting upon Chandragupta II's valour in Sanskrit. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → The sea ports of western coast like Bharu were opened for carrying trade and commerce with European countries |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → <u>Culture</u> : great developments occurred in the field of art, architecture, Religion, science visible by the genius of Indians of that time and Chandragupta-II was a ruler of such glorious time. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → His splendid court was adorned by NAVRATNAS. Eg: Kalidas, Varahmihir, Balarhatta etc |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| | | |

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मुख्य परीक्षा उत्तर पुस्तिका
(Mains Answer Sheet)

| | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | → He was known as 'RAJARSHI' which shows he had many virtue & a saintly character though being an emperor of such a large empire. |
| <input type="checkbox"/> | <input type="checkbox"/> | → He was a devotee of Vishnu and made Garuda the Vahan of Vishnu as the emblem of the Gupta flag. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | Traveler Records → As per Fa-Hien, administration of Gupta Empire was efficient and there was hardly any crime government was lenient but well meant. |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> | <input type="checkbox"/> | → Officials used to get their salary on time. |