

# Syllabus

## GS Paper- I

(Indian Heritage and Culture, History and Geography of the World and Society)

- Indian Culture - Salient aspects of Art Forms, Literature and Architecture from ancient to modern times.
- 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.
- Post-independence Consolidation and Reorganization within the country.
- History of the World will include events from 18th century such as Industrial Revolution, world wars, Redrawing of National Boundaries, Colonization, Decolonization, political philosophies like Communism, Capitalism, Socialism etc.— their forms and effect on the society.
- 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.
- 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.

## GS Paper- II

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

- Indian Constitution—Historical Underpinnings, Evolution, Features, Amendments, Significant Provisions and Basic Structure.
- Functions and Responsibilities of the Union and the States, Issues and Challenges Pertaining to the Federal Structure, Devolution of Powers and Finances up to Local Levels and Challenges Therein.
- Separation of Powers between various organs Dispute Redressal Mechanisms and Institutions.\
- Comparison of the Indian Constitutional Scheme with that of Other Countries.
- Parliament and State Legislatures—Structure, Functioning, Conduct of Business, Powers & Privileges and Issues Arising out of these.
- Structure, Organization and Functioning of the Executive and the Judiciary—Ministries and Departments of the Government; Pressure Groups and Formal/Informal Associations and their Role in the Polity.
- Salient Features of the Representation of People's Act.
- Appointment to various Constitutional Posts, Powers, Functions and Responsibilities of various Constitutional Bodies.
- Statutory, Regulatory and various Quasi-judicial Bodies.
- Government Policies and Interventions for Development in various sectors and Issues arising out of their Design and Implementation.  
Development Processes and the Development Industry — the Role of NGOs, SHGs, various groups and associations, donors, charities, institutional and other stakeholders.
- Welfare Schemes for Vulnerable Sections of the population by the Centre and States and the Performance of these Schemes; Mechanisms, Laws, Institutions and Bodies constituted for the Protection and Betterment of these Vulnerable Sections.
- Issues Relating to Development and Management of Social Sector/Services relating to Health, Education, Human Resources.
- Issues relating to Poverty and Hunger.
- Important Aspects of Governance, Transparency and Accountability, E-governance- applications, models, successes, limitations, and potential; Citizens Charters, Transparency & Accountability and institutional and other measures.
- Role of Civil Services in a Democracy.
- India and its Neighborhood- Relations.
- Bilateral, Regional and Global Groupings and Agreements involving India and/or affecting India's interests.
- Effect of Policies and Politics of Developed and Developing Countries on India's interests, Indian Diaspora.
- Important International Institutions, agencies and fora - their Structure, Mandate.

## GS Paper- III

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

- Indian Economy and issues relating to Planning, Mobilization of Resources, Growth, Development and Employment.
- Inclusive Growth and issues arising from it.
- Government Budgeting.
- Major Crops - Cropping Patterns in various parts of the country, - Different Types of Irrigation and Irrigation Systems; Storage, Transport and Marketing of Agricultural Produce and Issues and Related Constraints; E-technology in the aid of farmers.
- Issues related to Direct and Indirect Farm Subsidies and Minimum Support Prices; Public Distribution System - Objectives, Functioning, Limitations, Revamping; Issues of Buffer Stocks and Food Security; Technology Missions; Economics of Animal-Rearing.
- Food Processing and Related Industries in India- Scope' and Significance, Location, Upstream and Downstream Requirements, Supply Chain Management.
- Land Reforms in India.
- Effects of Liberalization on the Economy, Changes in Industrial Policy and their Effects on Industrial Growth.
- Infrastructure: Energy, Ports, Roads, Airports, Railways etc.
- Investment Models.
- Science and Technology- Developments and their Applications and Effects in Everyday Life.
- Achievements of Indians in Science & Technology; Indigenization of Technology and Developing New Technology.
- Awareness in the fields of IT, Space, Computers, Robotics, Nano-technology, Bio-technology and issues relating to Intellectual Property Rights.
- Conservation, Environmental Pollution and Degradation, Environmental Impact Assessment.
- Disaster and Disaster Management.
- Linkages between Development and Spread of Extremism.
- Role of External State and Non-state Actors in creating challenges to Internal Security.
- Challenges to Internal Security through Communication Networks, Role of Media and Social Networking Sites in Internal Security Challenges, Basics of Cyber Security; Money-Laundering and its prevention.
- Security Challenges and their Management in Border Areas - Linkages of Organized Crime with Terrorism.
- Various Security Forces and Agencies and their Mandate.

## GS Paper- IV

Ethics, Integrity and Aptitude

- 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.
- Attitude: Content, Structure, Function; its Influence and Relation with Thought and Behaviour; Moral and Political Attitudes; Social Influence and Persuasion.
- 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.
- Emotional Intelligence-Concepts, and their Utilities and Application in Administration and Governance.
- Contributions of Moral Thinkers and Philosophers from India and World.
- 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.
- Probity in Governance: Concept of Public Service; Philosophical Basis of Governance and Probity; Information Sharing and Transparency in Government, Right to Information, Codes of Ethics, Codes of Conduct, Citizen's Charters, Work Culture, Quality of Service Delivery, Utilization of Public Funds, Challenges of Corruption.
- Case Studies on above issues.

# MARKS-WISE TREND ANALYSIS OF PREVIOUS YEAR UPSC PAPERS

## ANALYSIS OF UPSC GS PAPER I Section-wise analysis

| Year wise weightage →<br>Category<br>↓ | 2013 | 2014 | 2015 | 2016  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|------|------|------|-------|------|------|------|------|------|------|------|
| Arts, culture and architecture         | 20   | 40   | 25   | 15    | 25   | 10   | 25   | 35   | 10   | 40   | 25   |
| History                                | 115  | 70   | 85   | 62.5  | 70   | 70   | 65   | 55   | 75   | 50   | 50   |
| Society                                | 50   | 40   | 65   | 60    | 55   | 70   | 60   | 60   | 75   | 60   | 75   |
| Geography                              | 65   | 100  | 75   | 112.5 | 100  | 100  | 100  | 100  | 100  | 100  | 100  |
| Total marks                            | 250  | 250  | 250  | 250   | 250  | 250  | 250  | 250  | 250  | 250  | 250  |

## Topic-wise analysis

| Topic                          | Subcategory                    | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------------------|--------------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Arts, culture and architecture | Ancient culture and traditions | 0    | 10   | 12.5 | 0    | 0    | 10   | 0    | 10   | 0    | 15   | 25   |
|                                | Visual arts                    | 0    | 10   | 12.5 | 0    | 10   | 0    | 10   | 25   | 0    | 10   | 0    |
|                                | Performing arts                | 5    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    |
|                                | Literature                     | 10   | 10   | 0    | 12.5 | 0    | 0    | 0    | 0    | 10   | 0    | 0    |
|                                | Architecture                   | 5    | 10   | 0    | 12.5 | 0    | 0    | 0    | 0    | 0    | 15   | 0    |
| Weightage in marks             |                                | 20   | 40   | 25   | 25   | 10   | 10   | 10   | 35   | 10   | 40   | 25   |

| Topic              | Subcategory       | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|-------------------|------|------|------|------|------|------|------|------|------|------|------|
| History            | Medieval          | 0    | 10   | 0    | 0    | 10   | 25   | 0    | 15   | 0    | 0    | 15   |
|                    | Modern            | 30   | 20   | 25   | 37.5 | 40   | 0    | 50   | 25   | 40   | 35   | 35   |
|                    | World History     | 40   | 30   | 25   | 12.5 | 10   | 15   | 15   | 0    | 15   | 0    | 0    |
|                    | Post-independence | 50   | 0    | 12.5 | 12.5 | 10   | 15   | 0    | 0    | 10   | 0    | 0    |
| Weightage in marks |                   | 120  | 60   | 62.5 | 62.5 | 70   | 55   | 65   | 40   | 65   | 35   | 50   |

| Topic                                      | Subcategory                                     | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |    |
|--|---|------|------|------|------|------|------|------|------|------|------|------|----|
| Society                                    | Salient Features of Indian Society              | 10   | 10   | 10   | -    | 15   | -    | 10   | 15   | 15   | 10   | 15   |    |
|  | Diversity of India                              | -    | -    | 10   | -    | -    | 15   | 10   | -    | -    | 15   | -    |    |
|  | Role of Women and Women's Organization          | 10   | 10   | -    | -    | -    | 15   | 10   | -    | 15   | -    | -    |    |
|  | Population and Associated Issues                | -    | -    | 15   | -    | -    | -    | 10   | 15   | 15   | 10   | -    |    |
|  | Poverty and Developmental Issues                | -    | -    | -    | 15   | -    | 15   | -    | -    | -    | -    | -    |    |
|  | Urbanization, their Problems and their Remedies | 10   | -    | -    | 15   | 15   | -    | -    | -    | -    | -    | 15   |    |
|  | Effects of Globalization on Indian Society      | 10   | 10   | 15   | 15   | -    | 15   | 10   | 15   | 15   | 10   | 15   |    |
|  | Social Empowerment                              | -    | -    | -    | -    | 10   | -    | -    | -    | -    | -    | -    | 10 |
|  | Communalism, Regionalism & Secularism           | 10   | 10   | 15   | 15   | 15   | 10   | 10   | 15   | 15   | 15   | -    |    |
|  | Child Socialization                             | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | 10 |
| Economic Development vs. Human Development | -   | -    | -    | -    | -    | -    | -    | -    | -    | -    | -    | 10   |    |
| Weightage in marks                         |   | 50   | 40   | 65   | 60   | 55   | 70   | 60   | 60   | 75   | 60   | 75   |    |

| Topic              | Subcategory  | 2013 | 2014 | 2015 | 2016  | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|--|------|------|------|-------|------|------|------|------|------|------|------|
| Geography          | Geomorphology  | 15   | 20   | 0    | 0     | 10   | 10   | 0    | 10   | 25   | 10   | 10   |
|                    | Climatology  | 20   | 20   | 25   | 12.5  | 25   | 0    | 0    | 0    | 0    | 15   | 10   |
|                    | Oceanography   | 0    | 0    | 12.5 | 0     | 15   | 0    | 15   | 0    | 0    | 15   | 0    |
|                    | Distribution of Key Natural Resources across the world                                     | 20   | 20   | 12.5 | 62.5  | 10   | 25   | 15   | 45   | 15   | 35   | 40   |
|                    | Factors responsible for the location of primary, secondary, and tertiary sector industries | 10   | 30   | 12.5 | 12.5  | 25   | 55   | 35   | 10   | 25   | 15   | 30   |
|                    | Important Geophysical Phenomena  | 0    | 0    | 0    | 25    | 15   | 0    | 0    | 35   | 25   | 10   | 0    |
|                    | Changes in critical geographical features  | 0    | 10   | 12.5 | 0     | 0    | 10   | 35   | 0    | 10   | 0    | 10   |
| Weightage in marks |  | 65   | 100  | 75   | 112.5 | 100  | 100  | 100  | 100  | 100  | 100  | 100  |

### ANALYSIS OF UPSC GS PAPER II Section-wise analysis

| Year wise weightage →<br>Category<br>↓ | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|------|------|------|------|------|------|------|------|------|------|------|
| Polity & Constitution                  | 90   | 100  | 100  | 100  | 90   | 125  | 115  | 115  | 125  | 125  | 140  |
| Welfare & Social Justice               | 30   | 62.5 | 37.5 | 50   | 60   | 60   | 75   | 55   | 55   | 60   | 40   |
| Governance & civil services            | 50   | 25   | 62.5 | 50   | 50   | 15   | 10   | 30   | 20   | 15   | 20   |
| IR                                     | 80   | 62.5 | 50   | 50   | 50   | 50   | 50   | 50   | 50   | 50   | 50   |
| Total marks                            | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  |

### Topic-wise analysis

| Topic              | Subcategory             | 2013 | 2014 | 2015 | 2016 | 2017 | 2018  | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|-------------------------|------|------|------|------|------|-------|------|------|------|------|------|
| Polity             | Basic Str.              | 20   | 25   | 37.5 | 12.5 | 15   | 15    | 35   | 10   | 35   | 35   | 55   |
|                    | Executive               | 20   | 25   | 0    | 0    | 0    | 45    | 25   | 0    | 10   | 0    | 15   |
|                    | Legislature & Elections | 10   | 12.5 | 0    | 12.5 | 40   | 10    | 15   | 35   | 30   | 70   | 40   |
|                    | Power Sep.              | 0    | 0    | 12.5 | 12.5 | 10   | 15    | 10   | 15   | 0    | 0    | 10   |
|                    | Fed-Local               | 30   | 12.5 | 25   | 37.5 | 10   | 0     | 15   | 40   | 0    | 10   | 10   |
|                    | Bodies                  | 10   | 25   | 25   | 25   | 15   | 40    | 15   | 15   | 40   | 10   | 10   |
| Weightage in marks |                         | 90   | 100  | 100  | 100  | 90   | 125 ? | 115  | 115  | 115  | 125  | 140  |

| Topic              | Subcategory          | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|----------------------|------|------|------|------|------|------|------|------|------|------|------|
| Welfare            | Welfare & Protection | 20   | 37.5 | 0    | 0    | 10   | 25   | 30   | 15   | 15   | 25   | 15   |
|                    | Poverty & Hunger     | 0    | 0    | 12.5 | 0    | 25   | 25   | 10   | 15   | 10   | 10   | 0    |
|                    | Edu, Health, HDI     | 10   | 25   | 25   | 37.5 | 10   | 10   | 10   | 25   | 30   | 15   | 25   |
|                    | Eco. Reform          | 0    | 0    | 0    | 12.5 | 15   | 0    | 25   | 0    | 0    | 10   | 0    |
| Weightage in marks |                      | 30   | 62.5 | 37.5 | 50   | 60   | 60   | 75   | 55   | 55   | 60   | 40   |

| Topic      | Subcategory                       | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------|-----------------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Governance | Accountability, e-Governance      | 40   | 12.5 | 25   | 25   | 10   | 15   | 0    | 20   | 0    | 0    | 20   |
|            | NGO, Pressure groups, bureaucracy | 10   | 12.5 | 37.5 | 25   | 40   | 0    | 10   | 10   | 20   | 15   | 0    |
| Weightage  |                                   | 50   | 25   | 62.5 | 50   | 50   | 15   | 10   | 30   | 20   | 15   | 20   |

| Topic              | Subcategory                                      | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|--|------|------|------|------|------|------|------|------|------|------|------|
| IR                 | Neighbours                                       | 50   | 0    | 25   | 12.5 | 10   | 0    | 0    | 0    | 0    | 10   | 0    |
|                    | India and Non-Neighbours, Diaspora               | 20   | 50   | 12.5 | 12.5 | 30   | 35   | 40   | 25   | 20   | 0    | 10   |
|                    | International institutions, Group and Agreements | 10   | 12.5 | 12.5 | 25   | 10   | 15   | 10   | 25   | 30   | 40   | 40   |
|                    |  |      |      |      |      |      |      |      |      |      |      |      |
| Weightage in marks |  | 80   | 62.5 | 50   | 50   | 50   | 50   | 50   | 50   | 50   | 50   | 50   |

## ANALYSIS OF UPSC GS PAPER III

### Section-wise analysis

| Year wise weightage →<br>Category<br>↓ | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|------|------|------|------|------|------|------|------|------|------|------|
| Economy & Infra.                       | 70   | 87.5 | 62.5 | 75   | 60   | 50   | 50   | 50   | 50   | 50   | 50   |
| Agriculture & Food Industry            | 40   | 25   | 50   | 50   | 50   | 60   | 60   | 50   | 50   | 50   | 50   |
| Science-Tech, Environment & Disaster   | 85   | 75   | 75   | 75   | 90   | 90   | 90   | 100  | 100  | 100  | 100  |
| Security                               | 55   | 62.5 | 62.5 | 50   | 50   | 50   | 50   | 50   | 50   | 50   | 50   |
| Total marks                            | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  | 250  |

### Topic-wise analysis

| Category           | Subcategory            | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Economy & Infra.   | Growth and Development | 10   | 25   | 12.5 | 25   | 35   | 40   | 25   | 20   | 25   | 25   | 40   |
|                    | Economic Reforms       | 20   | 25   | 12.5 | 12.5 | 15   | 10   | 25   | 0    | 0    | 0    | 0    |
|                    | Budget                 | 30   | 0    | 0    | 12.5 | 0    | 0    | 0    | 15   | 10   | 0    | 0    |
|                    | Infra and Investment   | 10   | 37.5 | 37.5 | 25   | 10   | 0    | 0    | 15   | 15   | 25   | 10   |
| Weightage in marks |                        | 70   |      | 62.5 | 75   | 60   | 50   | 50   | 50   | 50   | 50   | 50   |

| Category           | Subcategory            | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Economy & Infra.   | Growth and Development | 10   | 25   | 12.5 | 25   | 35   | 40   | 25   | 20   | 25   | 25   | 40   |
|                    | Economic Reforms       | 20   | 25   | 12.5 | 12.5 | 15   | 10   | 25   | 0    | 0    | 0    | 0    |
|                    | Budget                 | 30   | 0    | 0    | 12.5 | 0    | 0    | 0    | 15   | 10   | 0    | 0    |
|                    | Infra and Investment   | 10   | 37.5 | 37.5 | 25   | 10   | 0    | 0    | 15   | 15   | 25   | 10   |
| Weightage in marks |                        | 70   |      | 62.5 | 75   | 60   | 50   | 50   | 50   | 50   | 50   | 50   |

| Category                    | Subcategory               | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|-----------------------------|---------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Agriculture & Food Industry | Farming and livestock     | 10   | 0    | 12.5 | 12.5 | 10   | 0    | 10   | 0    | 0    | 15   | 0    |
|                             | land reform               | 0    | 0    | 12.5 | 12.5 | 0    | 0    | 0    | 0    | 10   | 0    | 10   |
|                             | cropping                  | 0    | 0    | 0    | 12.5 | 30   | 15   | 0    | 30   | 25   | 15   | 15   |
|                             | e-tech in aid             | 0    | 0    | 12.5 | 0    | 0    | 0    | 0    | 0    |      | 0    | 10   |
|                             | MSP-PDS and other schemes | 20   | 12.5 | 12.5 | 12.5 | 10   | 35   | 35   | 0    | 15   | 10   | 15   |
|                             | Food Processing           | 10   | 12.5 | 0    | 0    | 0    | 10   | 15   | 20   | 0    | 10   | 0    |
| Weightage in marks          |                           | 40   | 25   | 50   | 50   | 50   | 60   | 60   | 50   | 50   | 50   | 50   |

| Category                             | Subcategory             | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------------------------|-------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Science-Tech, Environment & Disaster | Sci.& Tech              | 40   | 12.5 | 37.5 | 37.5 | 35   | 30   | 15   | 35   | 40   | 50   | 20   |
|                                      | Contribution of Indians | 0    | 25   | 0    | 0    | 0    | 10   | 25   | 0    | 0    | 0    | 15   |
|                                      | IPR                     | 0    | 0    | 12.5 | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    |
|                                      | Environment             | 35   | 25   | 12.5 | 12.5 | 40   | 35   | 25   | 50   | 35   | 50   | 55   |
|                                      | Disaster                | 10   | 12.5 | 12.5 | 25   | 15   | 15   | 25   | 15   | 25   | 0    | 10   |
| Weightage in marks                   |                         | 85   | 75   | 75   | 75   | 90   | 90   | 90   | 100  | 100  | 100  | 100  |

| Category           | Subcategory                         | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|-------------------------------------|------|------|------|------|------|------|------|------|------|------|------|
| Security           | Religious fundamentalism/ Extremism | 10   | 0    | 25   | 25   | 40   | 20   | 0    | 15   | 0    | 10   | 40   |
|                    | Insurgency and Naxalism             | 0    | 0    | 12.5 | 0    | 0    | 0    | 40   | 0    | 15   | 15   | 0    |
|                    | Border                              | 10   | 62.5 | 0    | 12.5 | 0    | 0    |      | 25   | 15   | 10   | 10   |
|                    | Cyber Security                      | 25   | 0    | 25   | 12.5 | 10   | 15   | 10   | 10   | 10   | 15   | 0    |
|                    | Money Laundering                    | 10   | 0    | 0    | 0    | 0    | 15   | 0    | 0    | 10   | 0    | 0    |
| Weightage in marks |                                     | 55   | 62.5 | 62.5 | 50   | 50   | 50   | 50   | 50   | 50   | 50   | 50   |



**GS CSE MAINS 2023 ETHICS PAPER-IV****Analysis of Questions' Trends Since 2013****Section-A: Theory Section**

| Syllabus topics  | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--|------|------|------|------|------|------|------|------|------|------|------|
| Section-A  |      |      |      |      |      |      |      |      |      |      |      |
| Ethics and human interface, Human values, Essence of ethics  | 50   | 70   | 30   | 20   | 10   | 10   |      | 40   | 10   | -    | 30   |
| Attitude   | 10   | 20   | 10   | 20   | 20   |      |      | 10   | 10   | -    | -    |
| Aptitude and foundational values for civil services  |      |      |      | 10   | 10   | 10   | 20   |      | 40   | 10   |      |
| Emotional Intelligence   | 10   |      |      | 10   | 10   |      | 10   | 20   | 10   | -    | 10   |
| Contribution of moral thinkers and philosophers  |      |      |      | 40   |      |      |      | 10   | 30   | 30   | 30   |
| Public/Civil service values and ethics in Public administration, Accountability and Ethical governance | 25   |      | 30   | 10   | 30   | 50   | 20   |      | 20   | 30   | 10   |
| Ethics in International Relations  |      |      | 10   |      | 10   |      |      | 20   | 10   | 20   | 10   |
| Corporate governance   |      |      |      |      | 10   |      |      |      | -    | 10   | 10   |
| Probity in Governance  |      | 40   | 20   | 10   | 10   | 20   | 50   |      | -    | 20   | 30   |
| Quotation based questions  | 30   |      | 20   |      | 20   | 40   | 30   | 30   | -    | 10   | -    |
| Total  | 125  | 130  | 120  | 120  | 130  | 130  | 130  | 130  | 130  | 130  | 130  |

**Section-B: Case Studies Section**

| Topic-categorization  | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|------|------|------|------|------|------|------|------|------|------|------|
| Section-B   |      |      |      |      |      |      |      |      |      |      |      |
| Case study on ethics, morality and human values   |      |      | 20   | 20   |      |      |      |      |      |      | 40   |
| Case study on ethics in private and public relationships, corporate governance  |      |      |      |      | 20   |      |      |      |      | 40   | 40   |
| Case study on disasters   |      |      | 20   |      | 20   |      | 20   |      |      |      | 20   |
| Case study on women (violence, workplace harassment, Patriarchal attitude)  | 20   |      | 25   |      |      |      | 20   |      |      |      | 20   |
| Case study on ethics in International relations   |      |      |      |      |      |      |      | 20   |      |      |      |
| Case study on attitude  |      | 20   | 20   |      |      |      |      |      |      |      |      |
| Case study on public/civil service dilemma and ethics in public administration, integrity and Governance                                  | 40   | 40   |      | 45   | 40   | 60   | 60   | 20   | 20   | 40   | 20   |
| Case study on Development of backward areas, Development Vs Environment, Development Vs Displacement, Welfare, social justice and dilemma |      |      |      | 45   |      | 20   |      | 60   | 40   | 40   |      |
| Ethical concerns, issues and dilemmas (in personal life, private company etc.)  | 45   | 20   | 20   | 20   | 60   |      |      |      | 20   |      |      |
| Case study on probity in governance   | 20   | 20   | 25   |      |      | 40   | 20   | 20   |      |      | 20   |
| Total   | 125  | 120  | 130  | 130  | 120  | 120  | 120  | 120  | 120  |      | 120  |

# Suggested Readings for CSE Mains

## GS Paper - I

### Indian Heritage and Culture, History and Geography of The World and Society

**INDIAN HERITAGE AND CULTURE:** This Part will require appreciation of Indian art, sculpture, dance, architecture, music festivals, folklore, drama, literatures etc. One has to capture the evolution of Indian art and culture since ancient times. Out of 250 marks in this paper, it is expected that approximately 50-70 marks will be allotted to this section.

Suggested readings:

- Lukmaan IAS Notes
- A.L. Basham: The wonder that was India
- S.A.A. Rizvi: The wonder that was India (Volume II)
- Articles on India Dance, painting, temples etc. on the Ministry of Culture Website

**MODERN HISTORY:** It covers the period between the Revolt of 1857 and modern times. It will have the following components:

- Political History: British conquest of India
- Freedom Struggle: The moderates, the militants, the revolutionaries and the Gandhian Era.
- Important leaders of the freedom movement, their ideologies and contributions.
- Socio-Religious movements.
- British Economic policies and their consequences.
- Revolts: Tribal, peasant and popular revolts.
- Educational and Press policies.
- Important Governor Generals and the significant measures initiated by them.

It is expected that this section will account for 70-80 marks

**POST-INDEPENDENCE INDIA:** This will have questions relating to the following areas:

- Integration of Indian States.
- Linguistic Reorganisation of States.
- Task of nation building.
- Secularism, communalism, backward classes and affirmative action.

Suggested Readings:

- Lukmaan IAS Notes
- India's Struggle for Independence- Bipan Chandra
- From Plassey to Partition and After- Sekhar Bandyopadhyaya
- India Since Independence- Bipan Chandra
- India After Gandhi- Ram Chandra Guha

**WORLD HISTORY:** One can conceptualize and systematize the syllabus of the World History as follows:

Suggested Readings:

- Lukmaan IAS Notes
- NCERT: The Story of Civilization (2 Volumes)
- NCERT: Contemporary World History.
- L. Mukherji: A History of the World.

**TOPICS RELATED TO INDIAN SOCIETY:** Suggested Readings

- SC Dubey- Indian Society
- Arjun Appadurai – Globalisation
- NCERT Books on Sociology

**GEOGRAPHY OF THE WORLD:** Applied aspects have been emphasized in both Indian and World Geography syllabus. NCERT books on Indian and world Geography continue to remain extremely relevant to the new syllabus. The following books can help in covering the new geography syllabus:

- Lukmaan IAS Notes
- Physical Geography: Class-XI NCERT
- Geomorphology: Class-XI NCERT
- Oceanography: Class-XI NCERT
- Economics and Social Geography: Class-XII NCERT
- Survey of Indian Agriculture: The Hindu Publications
- Survey of Indian Economy: The Hindu Publications
- India Year Book: Publications Division
- Certificate Physical and Human Geography: G. C. Leong

## GS Paper - II

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

This paper is likely to find utmost favour with the aspirants because it contains interesting areas like Polity, Constitution and International Relations. The new polity syllabus is very well outlined this time and it emphasizes on the following:

- Structure of our polity i.e. the Constitutional framework of our political system
- Operational aspects of our polity
- Issues relating to governance
- Public Administration

The following source-material can be consulted on polity:

- Lukmaan IAS Notes
- D.D. Basu: Indian Constitution
- P.M. Bakshi: Indian Constitution
- S.C. Kashyap: Encyclopaedia of Governance
- S.C. Kashyap: Our Parliament (NBT)
- S.C. Kashyap: Our Political System (NBT)
- M. Laxmikant: Indian Polity

**INTERNATIONAL RELATIONS:** It covers three areas- Indian Foreign Policy, International affairs, and International Organizations. Since very contemporary issues will be asked in this section, one has to keep a close watch on day to day happenings on international affairs specially those which have a bearing on India. The following sources can be consulted:

- Lukmaan IAS Notes, ED Classes and Materials
- Rajiv Sikri: Challenge and Strategy - Understanding India's foreign policy
- C. Rajamohan: Crossing the Rubicon
- World Focus (Magazine) & The Economist (Magazine)

The best way to cover these areas is to read relevant articles in leading newspapers. Doordarshan News and Sansad Television presents excellent panel discussions on international issues. This gives a proper perspective and balanced approach and understanding of a particular issue.

## GS Paper - III

### Technology, Economic Development, Biodiversity, Environment, Security and Disaster Management

**SCIENCE & TECHNOLOGY:** Science & Technology, questions will be framed on latest developments on the front of technology such as nano-technology, robotics, IT, space etc. Emphasis would be on India's advances and future programmes on Science and Technology. There is no single book available to include the vast theme under this section. An effort has to be made to collect material from a variety of sources.

Suggested Readings:

- Lukmaan IAS Notes
- India Yearbook
- Annual Reports of the department of Space, Atomic Energy, Ministry of Environment etc.
- Down to Earth (Magazine)

**INDIAN ECONOMY:** The current syllabus under this section can be covered by referring to the following source materials.

- Lukmaan IAS Notes
- Mishra and Puri: Indian Economy
- NCERT: India's Economic Development
- Relevant Economic Survey
- 12th Five Year Plan Document
- Any one Economic Newspaper (Economic Times)
- Yojana & Kurukshetra.

**ENVIRONMENT AND BIODIVERSITY**

- Lukmaan IAS Notes
- NCERT: Last 4 Chapters of Class-XII Biology NCERT
- Together, Towards a Safer India: CBSE Publication

**INTERNAL SECURITY**

Since internal security is the greatest threat to our country, a good number of questions can be expected from this section of the syllabus. The Home Ministry is responsible for internal security. Its website contains vital information on the internal security architecture including agencies, plans and mechanisms. Therefore, one must visit this site and extract highly useful material relating to internal security.

Suggested Readings:

- Lukmaan IAS Notes
- Annual Reports of Ministry of Home Affairs, Defence and External Affairs.
- ARC II report on public order
- M M Punchhi Commission report

**DISASTER MANAGEMENT**

- ARC II report on crisis management
- NDMP, 2019
- NDMA Guidelines

## GS Paper - IV

### Ethics, Integrity and Aptitude

This GS paper is a complete dark zone for the Civil Services aspirants because it is not yet taught at graduation level. This paper aims to evaluate the candidate's attitude and approach to issues relating to integrity, probity in public life. Further, it also seeks to test his solving approach to various issues and conflicts while dealing with society as a civil servant.

**ETHICS AND INTEGRITY**

These two concepts have been borrowed from public administration. They deal with administrative ethics and integrity in public life. A regular study of Newspapers with focus on issues before society and issues raised by Civic Society groups will help. These two areas can be covered from the following sources.

Suggested Readings:

- Lukmaan IAS Notes
- William Lillie – An Introduction to Ethics
- ARC-II Report on ethics in governance.

**ATTITUDE, APTITUDE AND EMOTIONAL INTELLIGENCE:** These topics belong to the realm of psychology. Its theoretical aspects can be comprehended by referring to any good text book of psychology.

Suggested Readings:

- Lukmaan IAS Notes
- NCERT (Psychology 10+2)
- PUBLIC/CIVIL SERVICE VALUES & PROBITY IN GOVERNANCE

Suggested Readings:

- ARC-II report on ethics in governance.
- ARC-II report on Citizen Centric Administration
- Nolan Committee Report
- R. K. Arora – Ethical Governance in Business & Government
- IGNOU Notes on Ethics



## Understanding The Command of The Questions

It is the prefix or suffix of the question which determines direction and command of the answer. It is for your convenience, we are trying to make explicit what is meant by these words and what you will write.

| Terminology                                       | Meaning and Demand of the directives/commands   |
|---|---|
| <b>Discuss</b>                                    | In Discuss, you have to write two or all the aspects of an issue. Don't criticize, simply present all the sides in an analytical manner. In conclusion you write a brief summary of all the sides. Since one has to write all the aspects, towards the end of the answer, one can write the contrary/negative view or a bit of criticism. This makes the difference between the command Discuss and Explain as in explain, one doesn't have to write anything negative.   |
| <b>Critically Discuss</b>                         | It is like discuss plus evaluate.<br>In Discuss one writes two aspects or all aspects of an issue or the problem. Discuss is an elaboration in which all the aspects of a problem, issue and a phenomenon are to be presented. 'Critically discuss' is a recent command introduced by the UPSC. In 'Critically discuss', one has to present all the aspects by examining its pros and cons. One does not only present all aspects but evaluate the different aspects.<br>It refers to examining either two or more aspects by examining various associated factors. One has to give the plus points and minus points of a phenomenon.<br>For example, if one has to critically discuss the Gandhian view of nonviolence. In this one has to see the plus points of nonviolence and one must give the example of India's national struggle. Then one has to severely criticize the concept of non-violence and cite all the negative aspects of nonviolence.                               |
| <b>Explain</b>                                    | It is also a common directive. You write the meaning of the problem, all aspects involved in it. You simply try to write answers to all the 'why' which may emerge in the problem. We can give an example; Why smart city programme, this has to be written in 'explain smart city. Explain is the answer to all 'why'. It touches and explores all aspects.<br>Explanations require you to write the context of the question. You explain or convince by providing this context. In simple terms you write all aspects without any criticism and your opinion.   |
| <b>Examine</b>                                    | It means scrutiny of the statement/question. You first write after two lines of introduction, a brief statement of what the idea or presentation is. Only then you examine. 'Examine' does not mean only a rejection of the idea or criticism. It also means support and praise, that is, examine doesn't mean only to criticize. The given statement may or may not invite criticism. Since the command is to examine, the question has been framed in such a way that it will necessarily have some criticisms.   |
| <b>Evaluate</b>                                   | It simply means write pros and cons of the given statement.   |
| <b>Critically examine and Critically evaluate</b> | Both have the same meaning when they are given towards the end of the question, that the given statement/question is not correct and it should be rejected. In a nutshell, you should demolish the proposition. But that does not mean only rejection should be written. Rather first write after a few lines of introduction, a brief statement of what the idea or presentation is about the statement. Only then you critically examine.<br>Note: In such a command, one must take a stand in the answer which is an essential condition.<br>Generally, aspirants avoid taking stand by simply skipping conclusive views. That is, towards the end of the answer, aspirants don't write what is the conclusive view. In such cases, the answer is considered as incomplete.<br>Note: When 'Critically examine or Critically evaluate' is given in the beginning of the question, in such cases, one has to write first the positive sides and then the negative sides of the question. |
| <b>Comment</b>                                    | It is the most frequently asked command in the question.<br>Generally, this is presented at the end of the question and so it is called a suffix. In comment, you write the different aspects of a problem or issue or the topic in an analytical manner and you also give your opinion.<br>In comment, the whole problem or issue is presented, and different aspects and different views are presented related to the issue or the problem. No criticisms are to be attempted. Criticism is the view of a scholar and comment is your view.<br>That is, the uniqueness of this command is that you can write answers in your own view.  |

|                                    |  |
|------------------------------------|--|
| <p><b>Critically Comment</b></p>   | <p>‘Critically comment’ is a double evaluation in simple terms. In comment one has to give one’s view on any particular issue. In comment one has the liberty to make any comments showing the for or against views. The comment should not be baseless. It requires you to do a general perusal and then you comment. This general perusal is also a type of evaluation.</p> <p>‘Critically comment’ requires you to show all the aspects with an evaluation which is systematic and on concrete grounds. One has to meticulously see one by one all issues. The evaluation is on certain criteria. This evaluation must indicate the merits and demerits of the given topic or problem.</p> <p>Critically comment therefore, indicates to comment after evaluation in a systematic way. Comment is the view of someone in a deliberate manner but when it is critically commented then the view has to be given after systematic evaluation. For example, if one has to comment on the question of nationalism, one can simply say nationalism is sacrosanct and nobody should be allowed to say anything against it. The other non-critical comment can be that nationalism has many bases and there can be different views on it.</p> <p>Critically comment has to go by an evaluation of the principle of nationalism and then one takes a position. One has to evaluate both the consequences of nationalism and also the positive effects of nationalism.</p> |
| <p><b>Analyse</b></p>              | <p>It is also a very frequent directive. You simply remember one analogy. As the medical students dissect insects or human organs in their laboratories so you analyse a problem threadbare. You go deeper, you want to see the inner meanings. It is an in-depth view on the given statement.</p>   |
| <p><b>Critically Analyse</b></p>   | <p>We have already presented the meaning of analyse. One has to dissect any phenomenon trying to go deeper and present the causes of any phenomenon. This requires one to go inside any phenomenon and do the brain searching.</p> <p>Critically analyse does not only show the underlying causes of a phenomenon but also shows all other dimensions. It requires any one to show the underlying causes but also the plus and minus of any cause. This refers to seeing and imagining all the interrelated aspects of the causes.</p> <p>This is in-depth and analyses underlying and interrelated causes. For example, one has to critically analyze the problem of black money in India. One has to write about the sources of black money, the causes of black money, why it is difficult to identify black money and how other countries like the USA have done about this.</p> <p>Critically analyse is different from critically examine/comment/evaluate. It doesn’t mean to write criticism. Rather the examiner has in mind that some critical facts/information will necessarily be written, that is the question has been framed and command has been given as critically analyse.</p>   |
| <p><b>Describe</b></p>             | <p>It is the simplest directive. Describe is the description of a phenomenon or a simple statement of facts. In describe neither you criticise nor you analyse. You directly write about the apparent features. You write in a straight way the features.</p>  |
| <p><b>Elaborate</b></p>            | <p>It simply means you have to expand the given statement/question suppose it is in 20 words then you have to expand to 150/250/300 words as per the marks of the questions.</p> <p>Note: One must not write any criticisms in elaborate command. It is strictly prohibited.</p>   |
| <p><b>Elucidate</b></p>            | <p>It simply means you have to expand the given statement/question suppose it is in 20 words then you have to expand to 150/250/300 words as per the marks of the questions. Plus write one/two good examples which is an essential condition. It is like:</p> <p>Elaborate + appropriate examples</p> <p>Note: One must not write any criticisms in elucidate command. It is strictly prohibited.</p>   |
| <p><b>Illustrate</b></p>           | <p>It means to explain with a diagrammatic/figurative explanation. Diagrams/ flow-chart is a must in such a command.</p>   |
| <p><b>Enumerate</b></p>            | <p>One has to simply write in points in order about the given statement. Like enumerate the features of parliamentary democracy.</p>   |
| <p><b>Distinguish</b></p>          | <p>It indicates a directive where you have to write the differences between two or more phenomena. You distinguish all aspects.</p>  |
| <p><b>Compare and Contrast</b></p> | <p>It is a directive in which you first, in very brief present the meanings of the phenomena you are to compare. Then you write the similarities as well as differences of the two. In the conclusion when you are summarizing write what are more, the similarities or the differences.</p> <p>Note: In case of only comparison, write head to head comparison.</p>   |
| <p><b>Substantiate</b></p>         | <p>It means you have to prove a particular proposition. You give only positive aspects. You present your arguments as a lawyer. You convince the examiner.</p>   |

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