NAMMAKPSC ACADEMY

KAS MAINS

WORKSHOP

BY DR ARJUN BOPANNA



HANDBOOK & TOOLKIT



6366294954
9632757615

nammakpsc@gmail.com

Vijaynagara,
Bengaluru

www.nammakpsc.com

KAS MAINS WORKSHOP HANDBOOK

A practical workbook for diagnosis, skill-building and preparation planning

THE PURPOSE

Understand where you stand, learn how to improve, and leave with a **practical system** for Mains preparation.

YOUR TWO-DAY JOURNEY

DAY 1 – DIAGNOSE	DAY 2 – DEVELOP
Understand the examination and broad syllabus	Learn answer-writing and content-development methods
Analyse previous-year questions	Practise micro-notes
Audit your preparation and identify gaps	Understand how your answer script is evaluated
Complete a baseline answer-writing exercise	Build a daily and weekly preparation system

EXAMINATION OVERVIEW

Understand the structure before planning your preparation

KAS MAINS – AT A GLANCE

Component	Structure
Essay	One paper. two essays – one on national/international importance and one on state/local importance
General Studies 1	250 marks | 3 hours
General Studies 2	250 marks | 3 hours
General Studies 3	250 marks | 3 hours
General Studies 4	250 marks | 3 hours
Total	5 papers | 1,250 marks

BROAD SYLLABUS MAP

Paper	Broad areas
Essay	National/international issues; state/local issues
GS 1	History and cultural heritage of India and Karnataka | social and political perspectives | Indian economy, planning and rural development and statestics
GS 2	Physical features and natural resources | Indian Constitution | public administration, management and international relations
GS 3	Science and technology | Natural, life and agricultural sciences; health and hygiene | environment and ecology
GS 4	Ethics, integrity and aptitude + case studies

PREPARATION AUDIT

For each broad section, tick the stage that best describes your preparation today.

Paper / section	Not started	Studied	Revised	Answer writing practised
Essay	☐	☐	☐	☐
GS 1 – History & Cultural Heritage	☐	☐	☐	☐
GS 1 – Social & Political Perspectives	☐	☐	☐	☐
GS 1 – Economy, Planning & Rural Development	☐	☐	☐	☐
GS 2 – Geography & Natural Resources	☐	☐	☐	☐
GS 2 – Constitution	☐	☐	☐	☐
GS 2 – Administration, Management & IR	☐	☐	☐	☐
GS 3 – Science & Technology	☐	☐	☐	☐
GS 3 – Natural, Life & Agricultural Sciences	☐	☐	☐	☐
GS 3 – Environment & Ecology	☐	☐	☐	☐
GS 4 – Ethics, Integrity & Aptitude	☐	☐	☐	☐

YOUR PREPARATION SNAPSHOT

MY PREPARATION GAP ANALYSIS

1. MY CURRENT PREPARATION STATUS

1. Which General Studies paper are you most confident about?

□ GS 1

□ GS 2

□ GS 3

□ GS 4

2. Which General Studies paper requires the maximum attention?

□ GS 1

□ GS 2

□ GS 3

□ GS 4

3. Have you started practising answer writing regularly?

□ Yes, regularly

□ Occasionally

□ Not started yet

4. Have you prepared short revision notes for your subjects?

□ Yes, for all papers

□ For some papers

□ Not yet

5. Do you have a structured daily and weekly preparation timetable?

□ Yes

□ Partially

□ No

6. Have you attempted any full-length Mains mock tests?

□ Yes, multiple tests

□ One or two tests

□ Not attempted yet

My three biggest preparation challenges:

_____

_____

_____

Three areas I must prioritise next:

_____

_____

_____

ESSAY – PYQ PATTERN & THINKING EXERCISE

WHAT THE PREVIOUS PAPERS INDICATE

Year	Broad pattern in the papers reviewed
2014	Eight topics: four national/international and four state/local
2015	Eight topics: four national/international and four state/local
2021	Two compulsory topics: one national/international and one state/local
2025	Two compulsory topics: one national/international and one state/local

WHAT KIND OF TOPICS SHOULD YOU PREPARE?

Previous-year questions indicate that essay topics can emerge from diverse areas:

1. Science, Technology and Innovation.
2. Education and Human Development.
3. Economy and Inclusive Growth.
4. Agriculture and Rural Development.
5. Governance and Public Policy.
6. Constitution and Federalism.
7. International Relations and Global Developments.
8. Society, Culture and Social Transformation.
9. Environment and Sustainable Development.
10. Karnataka-specific Issues and Developments.

WHAT DOES A GOOD ESSAY REQUIRE?

- Understanding the central theme and interpreting the topic correctly.
- Developing a logical introduction, body and conclusion.
- Covering multiple dimensions of the topic.
- Incorporating relevant facts, examples, reports, committees and case studies.
- Connecting contemporary developments with broader concepts.
- Maintaining coherence, clarity and continuity.
- Presenting balanced arguments and practical solutions.

KEY TAKEAWAY

Essay preparation is not about memorising ready-made essays. It is about developing the ability to think, analyse and present your understanding of diverse issues.

PRACTISE MULTIDIMENSIONAL THINKING

SAMPLE TOPIC

"Bengaluru traffic isn't just a problem – it is a test. Can AI, infrastructure and policy innovation transform the city into a true Smart Mobility Hub?"

For this topic, brainstorm only the dimensions that are relevant. Do not force every dimension into every essay.

Dimension	Ideas / arguments / examples
Social	
Economic	
Political / governance	
Technology	
Environment	
Infrastructure / urban planning	
Administrative	
Challenges and way forward	

VALUE-ADDITION CHECK

☐ Relevant statistics ☐ Government schemes ☐ Reports / indices ☐ Constitutional or legal provisions
☐ Case studies ☐ Karnataka examples ☐ Current affairs ☐ Global examples

MY ESSAY READINESS SELF-ASSESSMENT

Evaluate yourself honestly.

Assessment Parameter	Yes	Partially	No
I can understand the central theme of the topic.	□	□	□
I can generate multiple dimensions of the topic.	□	□	□
I can think beyond the obvious arguments.	□	□	□
I can connect the topic with different subjects.	□	□	□
I know relevant facts, statistics and examples.	□	□	□
I can recall government policies and initiatives.	□	□	□
I can provide relevant case studies and best practices.	□	□	□
I can identify challenges and suggest practical solutions.	□	□	□

Three things I need to improve:

1.
2.
3.

GS 1 – PYQ DIAGNOSTIC

QUICK SELF-ASSESSMENT

Area	Comfortable	Needs revision	Not prepared
History and cultural heritage of India	☐	☐	☐
Karnataka history, culture and unification	☐	☐	☐
Social structure of India family and rural society	☐	☐	☐
Social change	☐	☐	☐
Social evils	☐	☐	☐
Economy	☐	☐	☐
Rural Development	☐	☐	☐
Data interpretation and analytical questions	☐	☐	☐

Question-wise preparation audit

Read each question/Topic carefully and rate your preparation.

Use the following scale:

- **3 – Strong:** I have sufficient content and can write a good answer.
- **2 – Moderate:** I know the topic but lack depth, examples or dimensions.
- **1 – Weak:** I have heard of the topic but cannot develop an answer.
- **0 – Unprepared:** I do not know the topic.

Q. No.	Topic / PYQ area	Self-rating (0–3)
1	Caste-less society, social reformers and caste discrimination	
2	Pre-Gandhian and Gandhian phases of Karnataka's freedom movement	
3	Evolution of Kannada as literary and administrative language	
4	Contributions of Karnataka's women freedom fighters	
5	Hoysala architecture and Belur Chennakeshava Temple	
6	South India–Roman Empire trade relations	
7	Socialism and Jayaprakash Narayan's Total Revolution	
8	Decentralisation and Panchayat Raj institutions	
9	Modernism versus traditionalism in India	
10	Globalisation, westernisation and changing family structures	
11	Social disorganisation and marginalised communities	

12	Socio-cultural structure of Indian villages and modernisation	
13	Institutional conflicts between Legislature, Executive and Judiciary	
14	Devaraj Urs' land reforms and their impact	
15	PDS, food security and malnutrition	
16	Common property resources and rural sustainability	
17	Finance Commission and Centre–State relations	
18	SHGs, microfinance and women's empowerment in Karnataka	

Analyse your score

1. How many questions did you rate 3? _____
2. How many questions did you rate 0 or 1? _____
3. Which subject area has the maximum number of weak topics? Answer:_____

TEST YOUR CONTENT KNOWLEDGE

Question 1 – Social Reform and History

"How did the idea of a casteless society develop in 19th and 20th-century India, and how did reformers address caste discrimination?"

Without writing an introduction or conclusion, list:

- Five important reformers:
- Five significant movements or organisations:
- Five constitutional or legislative interventions:
- Three examples from Karnataka:
- Two contemporary challenges:

Question 2 – Karnataka History

"Analyse the contributions of Karnataka's women freedom fighters and their impact on the National Freedom Movement."

Write down:

- Five women freedom fighters:
- Their respective regions:
- Their specific contributions:
- Organisations or movements they participated in:
- Their contribution to national-level resistance:

Question 3 – Indian Society

"Discuss the impact of globalisation and westernisation on the lifestyles, values, and social roles of children and the elderly in India."

Generate content under these dimensions:

Dimension	Points you can recall

Question 4 – Governance

"Decentralization in India was intended to empower local governance, yet it has often led to political fragmentation and inefficiency."

Can you identify:

- Constitutional provisions:
- Important committees:
- Constitutional amendments:
- Institutional challenges:
- Karnataka-specific examples:
- Suggestions for improvement:

Question 5 – Karnataka Economy and Society

"Analyse the impact of Self-Help Groups and Microfinance Institutions in Karnataka on women's empowerment and financial inclusion."

List:

- Five relevant government schemes or initiatives:
- Five benefits of SHGs:
- Three challenges associated with MFIs:
- Three measures to protect borrowers:
- Two Karnataka-specific examples or initiatives:

GS 2 – PYQ DIAGNOSTIC

QUICK KNOWLEDGE AUDIT

Area	Prepared	Needs work
Physical geography and World geography	☐	☐
Karnataka Geography	☐	☐
Indian Constitution and constitutional principles	☐	☐
Contemporary polity	☐	☐
Public administration and governance	☐	☐
International relations and global institutions	☐	☐

Question-wise preparation audit

Q. No.	Topic / PYQ	Marks	Self-rating (0–3)
1	Role of ocean currents and tides in global climatic regulation	10	
2	Changing patterns of human migration in the 21st century	15	
3	Urban expansion, land use and resource management	10	
4	Formation and location of deserts across the world	10	
5	Potential of inland waterways in India	15	
6	Karnataka's tourism potential and eco-tourism, heritage and adventure tourism	15	
7	Industrial backwardness and regional economic development	10	
8	Reasonable restrictions on freedom of speech under Article 19	10	
9	Independence of Election Commission and Public Service Commissions	10	
10	Directive Principles and their impact on socio-economic policies	10	
11	Basic Structure Doctrine and parliamentary sovereignty	15	
12	Role and neutrality of the Speaker in disqualification of MLAs	15	
13	Caste, reservation and democratic progress	15	
14	Comparison of Indian and American federal structures	10	
15	Lokpal, Lokayukta and accountability	10	
16	Traditional management tools versus agile frameworks	15	
17	UN and its effectiveness in global conflict resolution	15	
18	China's Belt and Road Initiative and India's foreign policy	15	
19	India's role in G20, BRICS and global economic governance	15	
20	Responsive administration and digital governance in crisis management	10	

Analyse your score

1. How many questions did you rate 3? _____
2. How many questions did you rate 0 or 1? _____
3. Which subject area has the maximum number of weak topics? Answer:_____

CAN YOU GENERATE RELEVANT CONTENT?

Question A – Geography and Natural Resources

Examine the potential of inland waterways in India as a cost-effective mode of transport. Why has India not been able to fully develop its waterway network?

Dimension	Points I Can Recall
Importance and potential	
Economic advantages	
Environmental advantages	
Infrastructure challenges	
Institutional and policy challenges	
Government initiatives	
Way forward	

Question B – Indian Constitution

The recent controversies around restrictions on free speech highlight the challenge of balancing individual freedoms with national security. Critically examine the scope of reasonable restrictions under Article 19.

Can you recall:

Content Requirement	My Knowledge
Relevant constitutional provisions	
Fundamental Rights involved	
Grounds for reasonable restrictions	
Important Supreme Court judgments	
Examples of conflicts between liberty and national security	
Safeguards against misuse	

Question C – International Relations

Q18. In the wake of China's expanding influence through initiatives like the Belt and Road Initiative (BRI), how should India recalibrate its foreign policy to maintain regional dominance?

Dimension	Points I Can Recall
Objectives of China's BRI	
Strategic concerns for India	
India's neighbourhood policy	
Alternative connectivity initiatives	
India's diplomatic and economic options	
Challenges and way forward	

REFLECTION

Can I move beyond defining a concept and explain its significance, challenges and implications?

GS 3 – PYQ DIAGNOSTIC

QUICK KNOWLEDGE AUDIT

Area	Prepared	Needs work
Science, technology and emerging applications	☐	☐
Biotechnology, vaccines and health	☐	☐
Energy resources and renewable energy	☐	☐
Agriculture, livestock and food systems	☐	☐
Environment, ecology and biodiversity	☐	☐
Pollution, waste management and conservation	☐	☐
Climate change and environmental governance	☐	☐

Question-wise preparation audit

Q. No.	PYQ Topic	Marks	Self-rating (0–3)
1	Nuclear energy: Potential, facts and fears	10	
2	India's pharmaceutical industry and its growth ecosystem	10	
3	Applications of Augmented and Virtual Reality	10	
4	Digital transactions: Types, technologies, merits and demerits	10	
5	Evolution of India's Science and Technology Policy	10	
6	E-governance, E-commerce and E-learning	15	
7	rDNA technology and vaccines	10	
8	Solar energy: Opportunities and challenges	10	
9	Corrosion of metals and its prevention	10	
10	Toxic metals in electronic products and their effects	10	
11	Lifestyle and cardiovascular diseases	10	
12	Cattle breeds and challenges in the dairy industry	10	
13	Precision farming of pulses and oilseeds	10	
14	Genetically Modified Organisms and regulations	10	
15	Bioremediation and solid waste management	10	
16	Biofertilizers and Nano fertilizers	15	
17	Primary production in terrestrial ecosystems	10	
18	Microplastics: Causes, consequences and solutions	10	
19	Conservation of lakes in Bengaluru	10	
20	Wasteland reclamation	10	
21	River-linking projects and environmental sustainability	15	
22	Climate change and India's preparedness	15	
23	National Clean Air Programme	10	

Analyse your score

1. How many questions did you rate 3? _____
2. How many questions did you rate 0 or 1? _____
3. Which subject area has the maximum number of weak topics? Answer:_____

CAN YOU GENERATE RELEVANT CONTENT?

Question 1 – Nuclear Technology

PYQ theme: Nuclear energy and technology

Question: Examine the significance of nuclear technology in meeting India's growing energy requirements. Discuss its potential, limitations and associated concerns.

Dimensions	**Points I can recall**
Basic concept	
Energy security	
Development potential	
Strategic significance	
Environmental benefits	
Challenges	
Way forward	

Question 2 – Solar Energy

Question: Discuss the role of solar energy in India's transition towards sustainable energy. Examine the opportunities and challenges in its large-scale adoption.

Dimensions	**Points I can recall**
Basic concept	
Energy security	
Environmental benefits	
Economic benefits	
Rural applications	
Government initiatives	
Challenges	
Way forward	

Question 3 – Biofertilisers and Nanofertilisers

Question: Explain the role of biofertilisers and nanofertilisers in improving agricultural productivity and promoting sustainable farming. Discuss their advantages and limitations.

Dimensions	**Points I can recall**
Basic concept	
Soil health	
Productivity	
Environmental benefits	
Economic benefits	

Examples	
Challenges	
Way forward	

MY PREPARATION AUDIT

My three weakest areas in GS-3:

1.
2.
3.

Am I able to connect scientific concepts with their practical applications?

□ Yes □ Partially □ No

Am I able to incorporate current developments into static syllabus topics?

□ Yes □ Partially □ No

REFLECTION

Can I explain technical concepts in simple language and connect them to society, economy, governance or the environment?

GS 4 – PYQ DIAGNOSTIC

QUICK KNOWLEDGE AUDIT

Area	Prepared	Needs work
Ethical concepts and values	☐	☐
Integrity, impartiality and objectivity	☐	☐
Empathy, compassion and emotional intelligence	☐	☐
Thinkers and philosophical perspectives	☐	☐
Attitude, aptitude and social influence	☐	☐
Ethical dilemmas and case-study approach	☐	☐

Question-wise preparation audit

Q. No.	PYQ Topic	Marks	Self-rating (0–3)
1	Conscience as a source of ethical guidance in public administration	10	
2	Ethical dilemma in flood relief, resource allocation and political pressure	20	
3	Ethical issues in experimental drugs, medical research and public safety	20	
4	Fairness and compassion in public service	10	
5	Difference between legal and ethical actions	10	
6	Family, society and development of ethical values	10	
7	Integrity in public administration	10	
8	Character and the ethical conduct of public servants	10	
9	Empathy, tolerance and welfare of weaker sections	15	
10	Homelessness, human dignity and administrative responsibility	20	
11	Balancing empathy with objectivity and impartiality	10	
12	Anti-encroachment, legal duty and compassion	20	
13	Conflict of interest, family loyalty and administrative integrity	20	
14	Emotional intelligence in sports	10	
15	Indian and Western philosophers and their application to public administration	10	
16	Social influence, persuasion and behavioural change	10	
17	Aptitude and attitude in civil services	15	
18	Ethical challenges of AI-based policing, privacy and accountability	20	

CASE STUDY APPROACH

CAN YOU HANDLE AN ADMINISTRATIVE DILEMMA?

Consider the following situation:

You are a District Collector in a flood-affected district. Relief materials are limited. Local politicians are pressuring you to prioritise their constituencies, while the media is questioning the transparency of relief distribution.

Answer the following briefly:

1. What are the ethical issues involved?

2. Which stakeholders are involved?

3. What ethical values should guide your decision?

4. What alternatives are available?

5. What would be your final course of action?

MY PREPARATION AUDIT

Assessment Parameter	Strong	Moderate	Weak
Understanding of ethical concepts	□	□	□
Constitutional values	□	□	□
Real-life administrative examples	□	□	□
Philosophers and moral thinkers	□	□	□
Examples from Karnataka administration	□	□	□
Relevant quotations	□	□	□
Application of ethics in administration	□	□	□
Case study answer writing	□	□	□

THREE BIGGEST CHALLENGES

1.

2.

3.

REFLECTION

Have I practised applying ethical principles to situations, or have I only memorised definitions?

BASELINE ANSWER-WRITING EXERCISE

QUESTION

THE CHALLENGES OF MAINS PREPARATION

Identify the real obstacles behind inconsistent progress

CHALLENGE	DO YOU FACE ANY OF THESE?	
CONTENT	☐ Vast syllabus ☐ Scattered sources ☐ Uncertainty about what to read	☐ Difficulty adding examples ☐ Difficulty preparing concise notes
ANSWER WRITING	☐ Difficulty understanding question demand ☐ Difficulty organising dimensions	☐ Difficulty writing introductions an conclusions ☐ Difficulty completing answers on
TIME MANAGEMENT	☐ Imbalanced paper coverage ☐ Weak revision cycles	☐ Backlogs ☐ Unrealistic daily schedules
EVALUATION	☐ Insufficient answer-writing practice ☐ Difficulty identifying mistakes	☐ Repeating the same errors
MINDSET & CONSISTENCY	☐ Procrastination ☐ Distractions ☐ Comparison with other aspirants	☐ Anxiety ☐ Frequent source changes ☐ Loss of accountability

MY THREE BIGGEST CHALLENGES

Challenge 1

_____

_____

Challenge 2

_____

_____

Challenge 3

_____

_____

WHAT NEEDS TO CHANGE?

One practical change I can make immediately:

_____

_____

KEY TAKEAWAY

The problem is not always a lack of effort. Sometimes, it is the absence of a clear, repeatable preparation system.

HOW TO WRITE A GOOD MAINS ANSWER

FROM UNDERSTANDING THE QUESTION TO PRESENTING A QUALITY ANSWER

A good answer must address the demand of the question, demonstrate conceptual clarity, include relevant dimensions and present information effectively.

FEATURES OF A GOOD ANSWER

Use this checklist while writing any KAS Mains answer.

1. Understand the Question – Decode Before You Write

- **Directive word:** What is the question asking you to do? Discuss, analyse, examine, evaluate, critically examine, comment, etc.
- **Main keyword:** Identify the central topic or concept.
- **Exact demand:** What are the specific aspects to be addressed? Causes, significance, challenges, impact, comparison or solutions?
- **Syllabus linkage:** Identify the relevant paper, section and unit.
- **Scope:** Understand the context, geographical focus, time period and limitations of the question.

2. Introduction – Set the Context

Begin with a relevant and meaningful opening using any one of the following:

- Definition or explanation of the core concept.
- Relevant fact, statistic or data.
- Constitutional or legal context.
- Historical background.
- Recent development or current-affairs reference.
- Report finding or significant observation.

Keep the introduction relevant, precise and directly connected to the question.

3. Body – Develop the Answer

Organise the answer under relevant dimensions. Select only those that suit the question.

Dimension	What to examine
Historical	Origin, evolution and background
Social	Society, inequality, inclusion and welfare
Political	Political institutions, representation and power
Economic	Growth, employment, investment and resources
Constitutional / Legal	Constitutional provisions, laws and rights, SC judgments
Administrative	Governance, implementation and institutional capacity
Geographical	Regional variations, location and resource distribution
Scientific / Technological	Innovation, applications and limitations
Environmental	Sustainability, ecology and climate implications

International	Global practices, cooperation and comparisons
Ethical	Justice, accountability, transparency and human values
Challenges	Structural, financial, institutional and implementation gaps
Solutions	Reforms, policy measures and practical interventions, Schemes, Policy

4. Value Addition – Make Your Answer Stand Out

Use relevant supporting material wherever appropriate.

- **Constitutional:** Articles, provisions, amendments and constitutional principles.
- **Legal:** Acts, policies, landmark Supreme Court judgments.
- **Institutional:** Committees, commissions and government organisations.
- **Reports:** Economic Survey, government reports, NITI Aayog, international reports.
- **Evidence:** Statistics, facts, surveys and credible data.
- **Examples:** Karnataka-specific, national and international case studies.
- **Historical:** Important events, personalities and historical references.
- **Current affairs:** Recent developments, government initiatives and policy changes.
- **Visual presentation:** Diagrams, flowcharts, maps, tables and relevant illustrations.

Do not force every type of value addition into every answer. Use only what strengthens the argument.

5. Conclusion – End with Direction and Purpose

Conclude with a short, constructive and forward-looking paragraph. You can use:

- **Way forward:** Practical reforms and future course of action.
- **Government response:** Existing initiatives and further improvements required.
- **Constitutional values:** Justice, liberty, equality, fraternity, dignity and inclusiveness.
- **Sustainable development:** Balance economic growth, social welfare and environmental protection.
- **Institutional approach:** Cooperation, accountability and effective implementation.
- **Balanced summary:** Reaffirm the central argument and provide a positive, realistic outlook.

Remember: A good answer is not about writing everything you know. It is about writing what the question demands, in a structured manner, supported by relevant evidence and a meaningful conclusion.

Directive Words list → Annexure 2

Before writing, spend a few seconds identifying these five things:

1. **Directive word** → What am I being asked to do?
2. **Main keyword** → What is the central topic?
3. **Question demand** → What specific aspects must I address?
4. **Dimensions** → Which perspectives, arguments or evidence are relevant?
5. **Conclusion** → Do I need to give a judgement, opinion, summary or way forward?

WRITING EXERCISE

QUESTION

SELF-ASSESSMENT

After completing your answer, assess yourself honestly.

Ability	Yes	Needs improvement
I understand the exact demand of the question.	☐	☐
I write a relevant and concise introduction.	☐	☐
I organise my answer using headings and subheadings.	☐	☐
I include relevant dimensions.	☐	☐
Did I use examples or case studies or Facts?	☐	☐
I write a meaningful conclusion.	☐	☐
I complete the answer within the prescribed time.	☐	☐
My handwriting and presentation are clear.	☐	☐

My three improvement priorities:

_____

_____

_____

KEY TAKEAWAY

Writing an answer is only the first step. Learning to evaluate, identify mistakes and improve consistently is what makes answer writing effective.

CONTENT DEVELOPMENT & MICRO-NOTES

WHAT SHOULD YOU COLLECT WHILE READING?

Keywords and concepts • Facts and statistics • Constitutional Articles and legal provisions • Scholars and thinkers • Schemes and policies • Reports and committees • Examples and case studies • Current affairs • Karnataka-specific information • Useful diagrams, flowcharts and maps.

Micro notes - 1

Micro notes - 2

HOW TO EVALUATE A MAINS ANSWER

Parameter	Weightage	What to look for
Relevance	10%	Does the answer address the exact demand?
Structure	20%	Is it logically organised with an appropriate introduction, body and conclusion?
Content	40%	Are arguments, facts, examples and dimensions adequate?
Comprehensibility & Presentation	30%	Is it clear, coherent, readable and well-presented?

**This is the institute's suggested workshop framework, not an official KPSC marking scheme.*

EVALUATION CHALLENGE

QUESTION

"Examine the significance of Parliamentary privileges in ensuring the independence and effective functioning of the legislature."

Marks: 10 | Suggested word limit: 150 words

Student: 1

Parliamentary privileges are special rights given to Members of Parliament. These rights are important for the functioning of Parliament. They help MPs to do their work without any problems.

Members of Parliament have freedom of speech in Parliament. They cannot be taken to court for anything they say or vote in Parliament. They also have certain protections regarding arrest in civil cases.

Parliament has the power to punish members and outsiders for breach of privilege. These privileges are necessary because MPs should be free to discuss important matters and question the government.

Parliamentary privileges are important for democracy. They protect Parliament and help it function properly. However, MPs should use these privileges responsibly.

Student 2:

Parliamentary privileges are special rights and immunities enjoyed by Parliament, its members and committees to enable them to discharge their constitutional functions independently. In India, these privileges are governed primarily by Article 105 of the Constitution for Parliament and Article 194 for state legislatures.

Their significance can be examined through the following aspects:

1. **Freedom of deliberation:** Article 105 protects freedom of speech in Parliament, subject to constitutional provisions and parliamentary rules.
2. **Legislative independence:** Members can participate in debates, question the executive and express opinions without fear of ordinary legal proceedings for protected parliamentary speech.
3. **Institutional autonomy:** Parliamentary privileges help protect the functioning of the House and its committees from undue external interference.
4. **Legislative discipline:** The House has powers to address breaches of privilege and maintain its authority and orderly functioning.

However, parliamentary privileges are not intended to place legislators above the law. Their exercise must remain consistent with constitutional values, democratic accountability and individual liberty.

Thus, privileges protect the legislature's institutional independence while enabling meaningful deliberation and executive accountability.

SCORE BOTH SCRIPTS

Parameter	Weightage	Student 1	Student 2
Relevance	10%		
Structure	20%		
Content	40%		
Comprehensibility & Presentation	30%		
TOTAL	100%		

Identify three weaknesses in Student 1:

_____

_____

_____

What makes Student 2 comparatively stronger?

_____

_____

_____

How could Student 2 be improved further?

_____

_____

TIME MANAGEMENT & DAILY PREPARATION SYSTEM

STUDY–REVISION–PRACTICE CYCLE

1. STUDY
Understand the topic and identify important syllabus components.

2. CONSOLIDATE
Prepare concise, answer-oriented micro-notes.

3. REVISE
Revisit the topic and recall important information.

4. PRACTISE
Attempt Mains questions within the prescribed time.

5. EVALUATE
Identify mistakes, understand feedback and improve.

YOUR 80-DAY KAS MAINS PREPARATION ROADMAP

The objective is to complete one thorough reading of the entire syllabus in the first 50 days and use the remaining 30 days for intensive revision and improvement.

Phase 1 – First Reading - 50 Days
Complete the entire syllabus once

- Cover all sections of GS1, GS2, GS3 and GS4, along with Essay preparation.
- Read from standard textbooks, class notes and prescribed study material or attend any crash course
- Understand concepts and develop relevant content.
- Prepare concise micro-notes for every topic.
- Practise daily tests and answer writing.

Phase 2 – Revision and Improvement - 30 Days

- Revise the entire syllabus using your micro-notes.
- Practise previous-year questions and answer writing.
- Take comprehensive tests from any good institute and get feedback.
- Improve speed, structure, presentation and content quality.

Your daily preparation cycle

1. **READ – Study the day's topic**: Read one planned portion of the syllabus from your textbook, class material or prescribed sources.
2. **UNDERSTAND – Develop conceptual clarity**: Identify the important concepts, arguments, dimensions, challenges and possible examination questions.
3. **PREPARE – Create micro-notes**: Convert your reading into concise revision notes. Include important facts, data, examples, diagrams and current-affairs connections.
4. **WRITE – Practise answer writing**: Dedicate 30 minutes or 1 hour every day to writing answers relevant to the topic or section being studied.
5. **REVISE – Consolidate your learning**: Briefly revise the day's content, improve your micro-notes and revisit mistakes from the test.

Your seven-day preparation cycle

Follow a six-day learning and practice cycle, followed by one day of comprehensive assessment.

Day	Your task
Day 1	Read, understand, prepare micro-notes, take a daily test and practise answers
Day 2	Cover the next portion; repeat the same cycle
Day 3	Cover the next portion; repeat the same cycle
Day 4	Cover the next portion; repeat the same cycle
Day 5	Cover the next portion; repeat the same cycle
Day 6	Complete the planned portion; revise and practise
Day 7	Comprehensive full-length or half-length test covering the entire section

Adjust the number of study days according to the size of the section. The last day assessment should cover everything planned in that cycle.

The reality check

Can you maintain this preparation cycle consistently for 80 days?

- Can you decide what to study every day?
- Can you complete the entire syllabus in the first 50 days?
- Can you prepare micro-notes from everything you read?
- Can you attempt a daily test and analyse your mistakes?
- Can you dedicate one hour every day to answer writing?
- Can you take a comprehensive test every week?
- Can you revise the entire syllabus during the final 30 days?

The challenge is not simply to study for 8–10 hours. It is to manage all these activities consistently, without allowing one part of your preparation to suffer.

This is where I can help – THE 50-DAY KAS MAINS BOOT CAMP

50 DAYS. 50 MODULES.

A STRUCTURED SYSTEM FOR KAS MAINS PREPARATION

50 Structured micro learning modules

50 Daily micro-tests

Daily Guidance and targets

Daily evaluation and feedback

What you get:

- Clearly structured daily learning modules.
- Crisp revision notes and micro-learning material.
- Daily tests based on the topics covered.
- AI-assisted answer evaluation and performance feedback.
- Progress tracking, rankings and guidance.
- A systematic approach to completing the syllabus and improving answer writing.

DON'T JUST MAKE A TIMETABLE. FOLLOW A SYSTEM.

To know more: Contact us at 6366294954 | 9632757615

Annexure: 1 - KAS MAINS 2026 – Syllabus → GS 1/2/3/4

PAPER – II: GENERAL STUDIES – 1

SECTION I: HISTORY AND CULTURAL HERITAGE (INDIA & KARNATAKA) 6 Units

Unit 1: Cultural Heritage of India

1. **Indus Civilization**
   - Distinction between Indus Civilization and Vedic Civilization.
   - Evolution of Varna and Jathi/Caste System.
   - Religious conditions and emergence of religious movements.
2. **Literature**
   - Ancient Sanskrit Literature: Vedic Literature, Epics and Puranas.
   - Their impact on the life and culture of Indian people.
   - Prose works on polity, ethics (Neeti), popular stories and Panchatantra (only important works).
   - Mughal contributions to literature.
3. **Science and Technology**
   - Mathematics, Astronomy, Physics, Chemistry, Botany, Zoology, Physiology and Medicine (including Surgery).
   - Shipbuilding, Mining and Metallurgy, Engineering and Architecture.
4. **Arts (Excluding Karnataka)**
   - Maurya and Gupta periods.
   - Khajuraho temples.
   - Jain temples at Mount Abu and Odishan temples.
   - Pallava, Chola and Pandyan contributions.
   - Mughal architecture.
   - Cathedral architecture: Bom Jesus – Old Goa, St. Paul's – Kolkata and St. Thomas – Chennai.
   - Painting: Ajanta frescoes, Mughal and Rajput schools of painting.
   - Dance and Music: Classical music and dance, Mughal contributions to music.
   - Folk arts of India.
5. **India's Cultural Contributions to the Outside World**
   - Central Asia, China, Japan, South-East Asia and Sri Lanka.
6. **Religions of India**

a. Hindu Dharma

- General characteristics and common beliefs.
- Purusharthas, rituals and ethics.
- Festivals and sacred days, pilgrimage and fairs.
- Hindu sects: Shaiva, Vaishnava and Shakta.
- Philosophy of the Upanishads and Bhagavad Gita.
- Yoga Philosophy of Patanjali.

b. Jainism

- Principles: Ratnatraya, code of morals, Equality (Samana) and Ahimsa.
- Sects: Digambara and Shwetambara.

c. Buddhism

- Four Noble Truths, Eightfold Path, Nirvana and moral doctrines.
- Sects: Hinayana and Mahayana.

d. Christianity

- Teachings of Jesus Christ.
- Christian doctrines and theology.
- Groups: Roman Catholic Church, Eastern Orthodox Churches and Protestant Churches.
- Missionary activities in India.

e. Islam

- Principles and practices: God, Confession of Faith and Five Pillars of Islam.
- Sacred places and days.
- Family system and Shariah.
- Sufis of Karnataka.
- Sects: Shia and Sunni.

f. Sikhism

- Principles, practices and evolution.

Unit 2: Towards Transforming Indian Society – Major Schools of Thought

1. Modern Indian History from the beginning of the 19th Century: Reforms and Reformers.
2. Eradication of social and religious wrongs.
3. The Vedas for All – The Casteless Society.
4. Ideal of Service.
5. Emancipation of the Depressed Classes.
6. Two-Nation Theory and Islamic Revivalism.
7. Empowerment of the Depressed Classes through Religion and Education.
8. Hindutva and Patriotism.
9. The Dravida Movement.
10. Struggle for Emancipation of Dalits and their Empowerment.
11. Socialist Approach and Total Revolution.
12. Gram Swaraj, Satyagraha and Bhoodana.

Unit 3: From Kadambas to the Hoysalas

1. Antiquity of Karnataka.
    - Kannada language and literature.
    - Extent of Kannadanadu.
    - State and District Gazetteers.
    - Museums and Archives in Karnataka.
    - Preservation and protection of historical monuments.
    - Work of the Archaeological Survey of India.
    - World Heritage Sites in Karnataka.
2. From Kadambas to the Hoysalas:
    - Contributions to architecture, sculpture, literature and religion.

Unit 4: The Vijayanagara Empire and Thereafter (1336–1799)

1. **Vijayanagara Empire**
    - Origin, aims and aspirations of the Empire.
    - Vidyaranya.
    - Political history: Harihara, Bukka, Immadi Devaraya, Krishnadevaraya and Aliya Ramaraya.
    - Battle of Talikote and its consequences.
    - Glory of the capital.
    - Administration, society, economy and religion.
    - Arts: Painting, music, dance, literature, architecture and sculpture.
    - Foreign accounts of Vijayanagara.
2. **Religious Sects**
    - Shankaracharya, Ramanujacharya and Madhwacharya.
    - Sri Basaveshvara, Veerashaivism and Vachana Movement.
    - Haridasa Movement.
    - Kalamukha, Shakta and Pashupatha sects.
3. **Bahmani Shahis and Adil Shahis**
    - Mahmud Gawan.
    - Contributions of the Bahmanis.
    - Adil Shahis of Bijapur: Contributions to literature and architecture.
    - Sufis in Karnataka.
4. **Other Important Rulers and Personalities**
    - Chikkadevaraja Wodeyar and his contributions.
    - Nayakas of Keladi and Chitradurga.
    - Rani Chennamma and Sangolli Rayanna of Kittur.
    - Yalahanka Nadaprabhu.
    - Hyder Ali and Tipu Sultan (1761–1799).

Unit 5: Modern Mysore (1799–1947)

1. Krishnaraja Wodeyar III and his contributions.
2. Armed rebellions in Karnataka against the British.
3. Commissioner's Rule (1831–1881).
4. Nizam's Rule in Hyderabad-Karnataka.
5. Progress of Mysore under the Dewans.

Unit 6: Freedom Movement in Karnataka and Unification (1885–1956)

1. Rise of Nationalism:
    - Pre-Gandhian Era (1885–1920).
    - Gandhian Era (1920–1948).
2. Freedom Movement in Hyderabad-Karnataka.
3. Important personalities in the Freedom Struggle.
4. Unification of Karnataka:

- Causes for the rise of the Unification Movement.
- Alur Venkatrao.
- Role of literacy, cultural associations and print media.
- Three stages in the Unification of Karnataka (1947–1956).

5. Social and Cultural Developments:
    - Spread of education by missionary and voluntary bodies.
    - Printing and the press.
    - Literary and scholarly studies.
    - New literary genres in Kannada literature.
    - Backward Class Movement.
    - Miller Committee Report.
    - Folk arts of Karnataka.

SECTION II: SOCIAL AND POLITICAL PERSPECTIVE

7 Units

Unit 1: Post-Independent Karnataka

- Towards political consolidation.
- Attempts of successive governments.
- Backward Classes and Social Justice.
- Reports of:
    - Havanur Committee.
    - Venkataswamy Committee.
    - Chinnappa Reddy Committee.
- Recent trends.
- Dalit Movement.
- Devaraja Urs and Land Reforms.
- Language Issue: Gokak Movement – Issues and Perspectives.
- Interstate Disputes:
    - Boundary disputes.
    - Mahajan Committee Report and its impact.
    - Water disputes.
- Farmer's Movement.
- Regional imbalance and Nanjundappa Committee Report.

Unit 2: Social Change and Movements

- Social structure and social change.
- Theories of social change.
- Social disorganisation and social movements.
- Directed social change.
- Social policy and social development.

Unit 3: Social Change and Modernisation

- Problems of role conflict.
- Intergenerational gap.
- Youth unrest and commercialisation of education.
- Emergence of India as an educational force.
- Changing status of women and social movements.
- Industrialisation and urbanisation.
- Role of pressure groups.
- Sanskritisation, Westernisation and Modernisation.
- Modernism versus Traditionalism.
- Current social evils:
    - Fundamentalism and terrorism.
    - Naxalism.
    - Nepotism.
    - Corruption.
    - Black money.

Unit 4: Government and Political System

- Legislature, Executive and Judiciary.
- Functioning of the democratic political system in a traditional society.
- Political parties and their social composition.

Unit 5: Decentralisation of Power

- Decentralisation of power and political participation.
- Union Government, Parliament and Cabinet.
- Supreme Court and Judicial Review.
- Centre-State Relations.
- State Government and role of Governor.
- Panchayati Raj.
- Class and caste in Indian politics.
- Politics of regionalism, linguism and communalism.
- Problems of secularisation policy and national integration.
- Political participation and voting.
- Vote-bank politics.

Unit 6: Socio-Economic System

- Jajmani System and its bearing on traditional society.
- Market economy and its social consequences.

- Occupational diversification and social structure.
- Profession and professionalisation.
- Role of trade unions.
- Social determinants and consequences of economic development.
- Economic inequalities, exploitation and corruption.
- Globalisation and its social impact.

Unit 7: Rural Social System and Rural Development

- Socio-cultural dimensions of village communities.
- Traditional power structure.
- Democratisation and leadership.
- Poverty, indebtedness and bonded labour.
- Social consequences of land reforms.
- Rural development projects.
- Green Revolution.
- New strategies of rural development.
- The changing rural scene.

SECTION III: INDIAN ECONOMY – PLANNING – RURAL DEVELOPMENT

8 Units

Unit 1: Indian Economy

- Post-Independence growth.
- Experience of agriculture, industry and tertiary sectors.
- Growth and distributive justice.
- Poverty and inequality.
- Growth of Karnataka Economy during the Plan Era.
- Growth, sectoral changes and linkages in the State Economy.

Unit 2: India and International Economic Relations

- Growth and trade.
- Volume, composition and direction of exports and imports.
- Domestic and foreign capital in economic development.
- Changes in India's foreign trade policy.
- Balance of payments and foreign exchange.
- Karnataka's exports: Volume, composition and direction.

Unit 3: Development Patterns and Disparities

- Disparities among regions and between rural and urban areas.
- Public policies to mitigate disparities.
- Prospects and problems of Special Economic Zones.
- Development disparities in Karnataka and public policies.
- Redressal of development disparities.
- Regional Development Boards.

Unit 4: Planning

- Planning goals, objectives and approaches.
- Achievements and failures of Five-Year Plans (I to VII).
- Development plans under the New Economic Policy regime (VIII Five-Year Plan onwards).
- Planning in Karnataka.

Unit 5: Decentralisation

- Pros and cons of top-down planning and bottom-up planning.
- Planning mechanisms and experience in Panchayati Raj Institutions.
- Planning and capacity building.
- Planning and financing.
- Decentralised planning in Karnataka.
- Resource mobilisation and devolution.
- District Planning Committee.
- State finances and local finances.
- State Finance Commission.

Unit 6: Rural Development

- Importance of agriculture in the national economy.
- Gandhian approach to rural development and land reforms.
- Size of farms and productivity.
- Problems of irrigation and dryland farming.
- Food security and rural credit.
- Agricultural marketing and agricultural labour.
- Rural industries and employment.
- Agricultural problems in Karnataka.

Rural Economic Infrastructure

- Energy, irrigation, transport, communication and markets.

Rural Social Infrastructure

- Housing, drinking water, sanitation and drainage.
- Rural health systems and their delivery.
- Development of economic and social infrastructure in Karnataka.
- Rural markets in Karnataka.
- Rural housing and healthcare schemes in Karnataka.

Unit 7: Rural Development Initiatives

- Poverty alleviation-cum-employment generation programmes.
- Five-Year Plans and inclusive growth.
- Rural financial institutions.
- Development and conservation of common property resources in rural areas:
    - Village grasslands and woods.
    - Water bodies.
- Provision of Urban Amenities in Rural Areas (PURA).
- Rural Development Schemes in Karnataka.
- Self-Help Groups and microfinance institutions in Karnataka.
- External assistance for rural tank rejuvenation, drinking water, sanitation and healthcare in Karnataka.

Unit 8: Data Collection, Analysis and Interpretation

Statistical Data

- Collection, interpretation and appreciation of statistical data.
- Study of graphs and charts:
    - Bar Graphs.
    - Line Graphs.
    - Pie Charts.
- Problems based on tabular and diagrammatic data.
- Data sufficiency in statistics.
- Problems based on probability.
- Permutations and combinations.

Quantitative Aptitude

- Number sequences and series.
- Averages.
- Number systems.
- Ratio and proportion.
- Profit and loss.
- Percentages.
- Time and work.
- Speed, time and distance.
- Simple interest.

Reasoning and Comprehension

- Analytical and critical reasoning.
- Reading comprehension.

PAPER – III: GENERAL STUDIES – 2

250 Marks | 3 Hours

SECTION I: PHYSICAL FEATURES AND NATURAL RESOURCES

Geography of the World

Unit 1: Lithosphere, Atmosphere and Hydrosphere

Lithosphere

- Place of Earth in the Solar System.
- Rocks.
- Earthquakes and volcanoes.
- Plate tectonics.
- Agents of erosion.

Atmosphere

- Structure and composition.
- Elements of climate and weather.
- Broad climatic types.

Hydrosphere

- World oceans.
- Salinity.
- Ocean currents and tides.
- Ocean deposits.

Unit 2: Physiography of Continents and Demographic Distribution

- Mountains, rivers, forests, grasslands and deserts.
- Human races.
- Population change, distribution and demographic transition.
- Density, sex ratio and quality of life.
- Life expectancy, literacy and standard of living.
- Migration.

Geography of India

Unit 3: Physical and Economic Geography of India

- Physiography of India.
- Climate, rivers, soil and natural vegetation.

Mineral Resources

- Iron ore and manganese.
- Copper and bauxite.

- Coal, petroleum and natural gas.
- Nuclear deposits.

Agriculture

- Major crops.
- Distribution and production of cereals, millets, oilseeds, plantation crops and commercial crops.

Indian Demography

- Growth, composition, distribution and density.
- Human Development Index.
- Demographic database.

Unit 4: Industrial Planning and Development

- Growth and distribution of major, medium, small and tiny industries.
- Industrial regions of India.
- Industrial infrastructure: Railways, roads and ports.
- Backward regions and rural industrialisation.
- Regional planning and development:
    - Tribal and hill areas.
    - Drought-prone areas.
    - Command areas and river basins.
- Classification of towns and cities.
- Urban structure.

Geography of Karnataka

Unit 5: Physical and Economic Geography of Karnataka

- Physiographic divisions.
- Climate and rivers.
- Rainfall distribution.
- Natural vegetation and soil.
- Agriculture and agro-climatic regions.
- Major crops, plantation and commercial crops.
- Mineral resources of Karnataka.

Sources of Power

- Hydro.
- Thermal.
- Solar.
- Nuclear.
- Wind.

Industries and Infrastructure

- Major, medium and small-scale industries.
- Agro-based industries.
- Transportation and communication systems in Karnataka.
- Geographic Information System (GIS).

Unit 6: Urban Land Use Policy and Urbanisation

- Demographic features.
- Literacy and urbanisation.
- Population problems and policies.
- City classification and urban spheres of influence.
- Rural-urban fringe.
- Problems of urban growth.
- Land use and town planning.
- Slums and urban housing.
- Intra-regional and inter-regional trade.
- Role of rural market centres.

SECTION II: OVERVIEW OF INDIAN CONSTITUTION

7 Units

Unit 1: Nature of the Constitution

- Constitutional developments.
- Salient features of the Constitution.
- Preamble.
- Directive Principles of State Policy.
- Indian Federation.

Unit 2: Fundamental Rights

- Right to Equality.
- Right to Freedom.
- Right against Exploitation.
- Right to Freedom of Religion.
- Cultural and Educational Rights.
- Right to Constitutional Remedies.
- Reasonable restrictions.
- Provisions for Scheduled Castes, Scheduled Tribes and Minorities.
- Reservations for SC/ST and OBCs.
- Prevention of SC/ST Atrocities Act.
- National and State SC/ST Commissions.

Unit 3: Distribution of Legislative Powers

- Distribution of legislative powers between the Union and States.
- Administrative and financial relations between the Union and States.
- Powers and functions of constitutional bodies.
- Powers and functions of:

- Governor.
- Council of Ministers and Cabinet.

- Judicial remedies.

Unit 4: Unicameral and Bicameral Legislatures

- Functions and crisis of accountability.
- Delegated legislation.
- Legislative procedures and committees of the legislature.
- Legislative and judicial control over delegated legislation.
- Judicial review of administrative action.
- Comptroller and Auditor General of India.
- Attorney General of India.

Unit 5: Important Constitutional Amendments

- Important amendments of the Constitution.
- Basic Structure Theory.
- Emergency provisions.
- Decentralisation.
- Panchayati Raj.
- 73rd and 74th Constitutional Amendments.

Unit 6: Welfare Mechanism in India

- Directive Principles of State Policy and their relationships.
- Right to Property.
- Election Commission.
- Public Service Commissions.
- Women's Commission.
- National and State Minorities Commissions.
- Backward Classes Commission.
- Human Rights Commission.
- Information Commission.
- Finance Commission.
- Planning Commission.
- National Development Council.

Unit 7: Services under the Union and State

- Constitutional provisions relating to Government and public servants.

SECTION III: PUBLIC ADMINISTRATION AND MANAGEMENT – INTERNATIONAL RELATIONS

7 Units

Unit 1: Private and Public Administration

- Role of administration in society.
- Public Administration as an art and a science.
- New Public Administration.
- New Public Management.
- Responsive Administration.
- Difference between administration and management.
- Difference between public and private administration.

Unit 2: Structure of Organisation

- Personnel.
- Financial administration.
- Administrative law.
- Maintenance of law and order.
- Administration for welfare.
- Issues of areas in Indian administration.
- Development administration.

Unit 3: Organisational Behaviour and Management Concepts

- Organisation structure, systems and processes.
- Strategies, policies and objectives.
- Decision-making.
- Communication.
- Centralisation and decentralisation.
- Delegation of authority.
- Responsibility and control.

Unit 4: Formal and Informal Organisation

Functional Management

- Finance.
- Human Resources.
- Marketing.
- Production.
- Leadership and motivation.

Unit 5: Management Tools and Techniques

- Decision-making under uncertainty.
- PERT and CPM.
- PIME.
- POSDCORB.
- SWOT Analysis.
- Performance standards and appraisal.
- PDCA Cycle.
- Personnel policies.
- Manpower policy and planning.
- Training and development.
- Conflict management.
- Management of change and development.
- Team building.

Quality Tools

- Brainstorming.
- Nominal Group Technique.
- Pareto Chart.
- Fishbone Diagram.
- Process Chart.

Unit 6: Administrative Reforms, Ethics and Values in Public Service

- Administrative reforms.
- Ethics and values in public service.
- Public relations.
- Good governance.
- Accountability and control.
- Programme monitoring and evaluation.
- Lokpal and Lokayukta.
- Redressal of citizens' grievances.
- District administration and Panchayati Raj System.
- Law and order and development functions.
- Development programmes.
- Welfare programmes for SC/ST and women.
- People's participation.
- Central and State Administrative Reforms Commissions.

Unit 7: United Nations and International Organisations

United Nations Organisation

- Origin and development of the UNO.
- Role in international relations.
- General Assembly.
- Security Council.
- Economic and Social Council.
- Trusteeship Council.
- International Court of Justice.
- UN Peacekeeping Operations.
- UN and disarmament.
- Future of the UN.

Specialised Agencies

- WHO.
- ILO.
- FAO.

International Organisations

- IMF.
- World Bank.
- ADB.
- WTO.
- EU.
- ASEAN.
- SAARC.
- AU.
- NATO.
- NAM.
- OPEC.
- G-8.
- IAEA.

Other Topics

- Role of developing countries in international relations.
- India and its neighbours.

PAPER – IV: GENERAL STUDIES – 3

250 Marks | 3 Hours

SECTION I: ROLE AND IMPACT OF SCIENCE AND TECHNOLOGY IN DEVELOPMENT OF INDIA, INFORMATION TECHNOLOGY IN PUBLIC DOMAIN

Unit 1: Basics of Science and Technology

- Classical and emerging areas of Science and Technology.
- Value addition by Science and Technology.
- Current Science and Technology developments in India.
- Importance of Science and Technology as an engine for national development.
- Industrial development and urbanisation.
- National Science and Technology Policy and changes in policy from time to time.
- Technology Missions.

Information and Communication Technology (ICT)

- Basics of computers.
- Communication, telephone and television.
- Broadband, internet and web.
- IT industries and BPO.
- Economic and employment growth.
- E-governance, E-commerce and E-learning.
- IT and rural applications.
- Digital divide and its prevention.
- Computers in mass media.

Unit 2: Space Science and Technology

- Brief history of global space programmes and current space programmes.
- Space programme in India:
    - INSAT.

- IRS Systems.
- EDUSAT.
- Chandrayaan-1.
- Future programmes.

- Applications of space technology in India, with special reference to educational, agricultural and other rural development activities.

Unit 3: Energy Resources

- Indian energy scenario:
  - Hydel.
  - Thermal.
  - Nuclear.
  - Renewable energy.
- Their potential, harnessing and options.
- Importance of renewable resources:
  - Solar.
  - Wind.
  - Small/Mini/Micro Hydel.
  - Biomass.
  - Waste-based energy.
  - Geothermal.
  - Tidal.
  - Hydrogen and fuel cells.
- Enabling legislations.
- Financial and procedural incentives.
- Business opportunities for investors.

Unit 4: Disasters, Pests and Pollution

- Climate change.
- Floods, cyclones and tsunamis.
- Natural and man-made disasters.
- Disaster management.
- Crop science in India.
- Fertilisers.
- Control of pests and crop diseases.
- Safe drinking water and supply.
- Sanitation and waste disposal.
- Urbanisation, industrialisation and pollution control.

Unit 5: Related Perceptions

- Universalising Science and Technology literacy.
- Technology with a human face.
- Human Development Index (HDI).
- Contribution to GDP growth.
- Facing global competition.
- Preservation and promotion of culture and indigenous knowledge.

Unit 6: Knowledge Society

- Human capital, its power, imparting education, skills and values.
- Role of knowledge in:
  - Economic growth.
  - Social development.
  - Cultural enrichment.
  - Political empowerment.
- Achieving goals through knowledge:
  - Eradication of poverty.
  - Universal primary education.
  - Gender equality.

Unit 7: Rural Upliftment and Science & Technology

- Advanced infrastructure in rural areas.
- Establishing physical, electronic, knowledge and economic connectivity.
- Regional language usage in ICT.
- Horticulture:
  - Hybrid seed production with R&D.
  - Fruit and vegetable processing plants.
  - Packaging and marketing.
- Agro-food processing:
  - Formation of village clusters.
  - Food storage and processing.
  - Food packaging and marketing.
- Biofuel cultivation and extraction.
- Scientific water harvesting.

SECTION II: ADVANCEMENT AND MODERN TRENDS IN NATURAL SCIENCES, LIFE SCIENCES, AGRICULTURAL SCIENCE, HEALTH AND HYGIENE

7 Units

Unit 1: Natural Science

Plants

- Crop plants.
- Forest species.
- Medicinal and aromatic plants.
- Usefulness of plants in human affairs.
- Photosynthesis and transpiration.
- Harmful plants.

Animals

- Common classification of animals.

- Domestic and wild animals.
- Usefulness of animals in human affairs.

Microorganisms

- Common bacteria, viruses and fungi.
- Their beneficial and harmful effects on mankind.

Unit 2: Agricultural Science

- Agricultural scenario and importance of agriculture in the national and state economy.
- Crop production and protection.
- Chemical fertilisers and vermicompost.
- Cost-benefit and investment analysis of agricultural enterprises.
- Programmes for production and productivity enhancement:
    - Green Revolution.
    - White Revolution.
    - Yellow Revolution.
    - Blue Revolution.
- Recent trends in organic farming and farm mechanisation.
- Farming systems and sustainability.
- Agro-processing and agro-based industries.
- Post-harvest technology and value addition.
- Management of land and water resources.

Unit 3: Horticulture and Sericulture

Horticulture

- Importance of horticulture.
- Floriculture, vegetables, fruits, plantation crops, spices, aromatic and medicinal plants.
- Hi-tech horticulture (greenhouse/polyhouse cultivation).
- Post-harvest management and value addition.
- Special promotional programmes for horticulture development.

Sericulture

- Importance of sericulture in India and Karnataka.
- Distribution of mulberry and non-mulberry sericulture.
- Area, production and productivity across states.
- Cocoon production.

Unit 4: Initiatives in Biotechnology

- Concept of biotechnology.
- Introduction and application of genetic engineering and stem cell research.
- Molecular breeding and marker-assisted selection.
- Transgenic plants (genetically modified) and their beneficial and harmful effects on the environment.
- Biotechnology in agriculture:
    - Biofertilisers.
    - Biopesticides.
    - Biofuels.
    - Tissue culture.
    - Cloning.
- Food biotechnology.
- Food safety and microbial standards.
- Food quality standards.
- Food laws and regulations.

Unit 5: Animal Husbandry (Veterinary, Dairy and Fishery Sciences)

Livestock

- Importance of livestock in the national and state economy.
- Important exotic and Indian breeds of cattle, buffalo, sheep, goat, swine and poultry.

Dairy

- Milk production management.
- Dairy and Milk Cooperative Unions.
- Their role in the rural economy.
- AMUL and KMF.

Fisheries

- Fisheries resources in India.
- Marine fisheries resources and potential.
- Exclusive Economic Zone of India.
- Coastal aquaculture and marine fisheries.
- Inland water resources.
- Commercially important fishes.
- Responsible fishing.
- Ornamental fish production.
- Value addition of livestock products and quality control.

Unit 6: Agricultural Development Policies, Programmes and Trade

- Salient features of National and Karnataka State Agricultural Policies.
- Agriculture Price Policy.
- National Seed Policy.
- Agricultural Credit Policy.
- National Agricultural Research System (NARS).
- Farmers' welfare programmes in India.
- Farm women development programmes.
- Agriculture under Five-Year Plans.
- Development and strengthening of agricultural marketing infrastructure.
- Grading and standardisation.
- Crop Insurance Schemes:
    - National Agricultural Insurance Scheme (NAIS).
    - Weather-Based Crop Insurance Scheme (WBCIS).
- Food security.
- National Watershed Development Programme.
- Export potential of agriculture, horticulture and livestock.
- Commercialisation and globalisation of agriculture.
- WTO and Agreement on Agriculture (AoA).

Unit 7: Health and Hygiene

Human Body Systems

- Digestive system.
- Circulatory system.
- Respiratory system.
- Excretory system.
- Reproductive system.

Systems of Medicine and Health Programmes

- Allopathic medicine.
- Indian systems of medicine.
- Naturopathy and Yoga (AYUSH).
- National Rural Health Mission (NRHM).
- National HIV Programme.
- Tuberculosis Programme.
- Preventive and Social Medicine (P&SM).

Diseases

- Communicable diseases.
- Epidemic diseases.
- Endemic diseases.
- Vector-borne diseases.
- Infections caused by different groups of microorganisms:
    - Gastroenteritis.
    - Cholera.
    - Tuberculosis.
    - Malaria.
    - Viral infections.
    - HIV.
    - Encephalitis.
    - Chikungunya.
    - Bird flu.
    - Dengue.
- Preventive measures during outbreaks.

Vaccines and Immunity

- Vaccines.
- Introduction to immunity.
- Production of DPT and rabies vaccines.
- Hepatitis vaccines.
- Application of immunological methods in diagnosis.
- Health awareness programmes.

SECTION III: CHALLENGES AND ISSUES OF DEVELOPMENT ON ENVIRONMENT AND ECOLOGY

6 Units

Unit 1: Environmental Segments

- Promotion and protection.
- Forest conservation and protection of wildlife.
- Project Tiger.
- National Parks and Sanctuaries.
- Impact of mining on forests and the environment.
- Red Data Book.
- Endangered species.
- Ecotourism.
- Other related current issues.

Unit 2: Natural Resources

Forest Resources

- Types and conservation of forests and forest resources.

Water Resources

- Flood and drought occurrences.
- Water resource management.

Land Resources

- Rainwater harvesting.
- Infrastructure development:
    - Dams.
    - Roads.
    - Railways.
    - Bridges.
    - Industries.
    - Urbanisation.
- Wastewater management.
- Acquisition and rehabilitation.
- Other issues due to human interventions and related current issues.

Unit 3: Ecosystem and Biodiversity

- Basic concepts of ecology.
- Ecosystem.
- Food chain.
- Biodiversity and its conservation.
- Biodiversity hotspots.
- Threats to biodiversity.
- Sustainable forest development and management.
- Intellectual Property Rights (IPR).
- Other related current issues.

Unit 4: Environmental Pollution and Solid Waste Management

Environmental Pollution

- Air pollution.
- Water pollution.
- Soil pollution.
- Noise pollution.
- Remedies and control measures.

Solid Waste Management

- Types of solid waste management.
- Factors affecting solid waste generation.
- Impact of solid waste.
- Recycling and reuse.
- Other related current issues.

Environmental Legislation

- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and Control of Pollution) Act.
- Water Pollution Cess Act.

Unit 5: Role of Information Technology in Environment and Human Health

- Global environmental issues.
- Climate change.
- Acid rain.
- Global warming.
- Wasteland reclamation.
- Watershed management.
- Watershed approach for sustainable development.
- Linking of rivers.
- Water crisis.
- Other related current issues.

Unit 6: State, Community and Civil Society Interface

- Joint Forest Management System.
- Community participation.
- Development, displacement and rehabilitation.
- Disaster management.
- Sustainable forest development.
- Floods, earthquakes, droughts and tsunamis.
- Global warming.
- Ozone layer.
- CFCs.
- Carbon credits.

PAPER – V: GENERAL STUDIES – 4

250 Marks | 3 Hours

SECTION I: ETHICS

- Essence, determinants and consequences of ethics in human action.
- Dimensions of ethics.
- Ethics in private and public relationships.
- Ethics in public administration.
- Status and problems of ethics in administration.
- Ethical dilemmas in government and private institutions.
- Laws, rules, regulations and conscience as sources of ethical guidance.
- Accountability and ethical governance.
- Strengthening ethical and moral values in governance.
- Ethical issues in international relations and funding.
- Corporate governance.
- Concept of public service.
- Philosophical basis of governance.

- Information sharing and transparency in government.
- Right to Information (RTI).
- Codes of ethics and codes of conduct.
- Citizen Charters.
- Work culture.
- Quality of service delivery.
- Utilisation of public funds.
- Challenges of corruption.
- Human values.
- Lessons from the lives and teachings of great leaders, reformers and administrators.
- Role of family, society and educational institutions in inculcating values.

SECTION II: INTEGRITY

- Integrity.
- Impartiality and non-partisanship.
- Objectivity.
- Dedication to public service.
- Empathy.
- Tolerance.
- Compassion towards weaker sections.

SECTION III: APTITUDE

- Aptitude and foundational values for civil services.
- Content, structure and function of aptitude.
- Relationship between aptitude, thoughts and behaviour.
- Moral and political attitudes.
- Social influence and persuasion.
- Emotional intelligence:
    - Its utility.
    - Its application in administration and governance.
- Contributions of moral thinkers from India and the world.
- Case studies based on the above issues.

Annexure: 2 - GUIDE TO DIRECTIVE WORDS

A directive word is the instruction in a question that tells you **how to approach the topic and what kind of answer to write**.

For example, the same topic can be asked in three different ways:

- **Explain:** Clarify how or why something happens.
- **Analyse:** Break it into parts and examine how those parts are connected.
- **Evaluate:** Judge its performance or effectiveness using evidence.

The topic may remain the same, but the answer must change according to the directive.

1. Explain and describe – Understand and present

Directive word	What the examiner expects
Define	Give the precise meaning of the term or concept.
What is?	State what the concept means, with its essential features.
Describe	Present the features, characteristics or sequence of something.
Explain	Clarify how or why something happens. Explain the reasons, process or mechanism.
Elucidate	Explain the statement or concept in greater detail and make it clear.
Elaborate	Expand the given point with details, arguments and relevant examples.
Clarify	Remove ambiguity and make the meaning of the statement clear.
Illustrate	Explain the point with suitable examples, cases or diagrams.
Demonstrate	Show how or why something is true through evidence, facts or examples.
Outline	Present only the main features or important points briefly.
Enumerate / List	List the required points in a clear and organised manner.
Highlight	Bring out the most important features, issues or achievements.
Identify	Point out or name the specific factors, issues or elements asked for.

2. Analyse and examine – Go deeper into the topic

Directive word	What the examiner expects
Analyse	Break the topic into different components and explain their relationships and interconnections.
Examine	Investigate the topic closely, considering its features, causes, implications and relevant aspects.
Discuss	Present a detailed, multidimensional discussion. Include relevant arguments and different perspectives, and arrive at a balanced conclusion.
Explore	Investigate different aspects, possibilities, implications or perspectives of the topic.
Investigate	Examine the issue systematically to identify causes, evidence and findings.
Interpret	Explain the meaning or significance of the given information, data or statement.
Account for	Explain the reasons or factors responsible for a particular situation or outcome.
Trace	Explain the development or evolution of something in chronological order.
Give an account of	Provide a systematic description of the topic, including important developments or features.
Bring out	Explain and emphasise the important aspects or underlying significance of the topic.

3. Evaluate and judge – Give an informed assessment

Directive word	What the examiner expects
Evaluate	Judge the effectiveness, success or significance of something using evidence and arguments.
Critically evaluate	Examine strengths and weaknesses, weigh the evidence and arrive at a reasoned judgement.
Assess	Determine the extent, importance or impact of something using relevant evidence.
Appraise	Make an informed assessment of the merits, limitations or overall value of something.
Review	Examine the issue or development, considering its progress, achievements, shortcomings and implications.
Comment	Present a reasoned opinion on the given statement, supported by facts and arguments.
Critically comment	Give a reasoned opinion after considering both supporting and opposing arguments.
Critically analyse	Break the issue into components, examine their relationships and expose limitations, gaps or contradictions.
Critically examine	Investigate the issue in depth, consider different sides and identify limitations before reaching a balanced conclusion.
Critically discuss	Discuss the issue from multiple perspectives, including strengths, weaknesses and counterarguments, and give a reasoned conclusion.

4. Justify and substantiate – Support your argument

Directive word	What the examiner expects
Justify	Support the given statement or position with logical arguments and evidence.
Substantiate	Prove or support the statement using facts, data, examples or evidence.
Validate	Establish the correctness or credibility of a statement using evidence.
Defend	Support a particular position against possible objections or counterarguments.
Prove	Establish that a claim is correct through convincing evidence or reasoning.
Do you agree / disagree?	Clearly state your position and support it with logical arguments, while acknowledging relevant counterarguments.

5. Compare and distinguish – Identify similarities and differences

Directive word	What the examiner expects
Compare	Identify similarities and differences between two or more things.
Compare and contrast	Explain both similarities and differences systematically.
Contrast	Bring out the differences between two or more things.
Distinguish	Clearly explain how two concepts or ideas are different.
Differentiate	Identify the distinguishing features of two or more concepts.
How is X different from Y?	Directly explain the major differences, preferably under common parameters.

6. Suggest and recommend – Propose solutions

Directive word	What the examiner expects
Suggest	Provide practical measures or solutions to address the issue.
Recommend	Propose suitable measures or policy changes based on the problem identified.
Propose	Present a specific plan, reform or course of action.
Indicate measures	List the steps or interventions required to address the issue.
How can...?	Explain the methods, mechanisms or strategies through which something can be achieved.
What steps should be taken?	Provide clear, practical and prioritised actions.
Discuss the way forward	Identify reforms, solutions and future strategies to improve the situation.

7. Extent-based questions – Measure the degree or significance

Directive word / phrase	What the examiner expects
To what extent?	Determine how far a statement is valid. Give supporting and opposing arguments before reaching a judgement.
How far?	Assess the degree to which something is true, successful or influential.
How significant?	Explain the importance or impact of something, supported by evidence.
How effective?	Assess whether something has achieved its intended objectives.
How successful?	Examine achievements against the intended goals and identify shortcomings.
Do you think...?	Give a clear, reasoned opinion supported by evidence and relevant perspectives.
Why?	Identify and explain the causes, reasons or factors behind an event or situation.
How?	Explain the process, mechanism or manner in which something occurs or is achieved.

8. Compound directives – Questions with more than one demand

Sometimes a question contains two or more instructions. Students must answer **each part separately**.

Question wording	What you must do
Examine the causes and suggest measures.	Explain the causes first, then provide solutions.
Discuss the achievements and challenges.	Present both achievements and shortcomings.
Analyse the impact and evaluate its effectiveness.	Explain the impact and then make an evidence-based judgement.
Explain the significance and examine the limitations.	Establish its importance and then discuss its weaknesses.
Critically examine and suggest reforms.	Present arguments on both sides, identify limitations and propose improvements.

Important exam rule

Do not miss the second instruction in a question. Underline every directive and divide the answer into separate parts if the question has multiple demands.

9. Important differences students must remember

These pairs are often confused in the examination.

Do not confuse	The difference
Explain vs Describe	Describe = What are its features? Explain = How or why does it happen?
Discuss vs Analyse	Discuss = Present a broad discussion and different perspectives. Analyse = Break it into parts and explain their connections.
Examine vs Evaluate	Examine = Investigate closely. Evaluate = Judge its performance or worth.
Assess vs Evaluate	Assess = Determine the extent or significance. Evaluate = Make a judgement based on merits, limitations and evidence.
Critically examine vs Examine	Critically examine = Examine in depth, including limitations and counterarguments.
Justify vs Substantiate	Justify = Give reasons to defend a position. Substantiate = Support a claim with evidence.
Compare vs Contrast	Compare = Similarities and differences. Contrast = Differences.
Comment vs Discuss	Comment = Give a reasoned opinion. Discuss = Present a wider, multidimensional discussion.
Illustrate vs Explain	Illustrate = Use examples to make the point clear. Explain = Clarify the concept or mechanism.



CONTACT US

+91-6366294954
+91-9632757615

HEAD OFFICE:
211, 5th Main Rd, Hampi Nagar,
Vijayanagar, Bengaluru - 560104

nammakpsc@gmail.com

www.nammakpsc.com

Location and student testimony

The dream to serve the nation is not just an ambition– it is a responsibility. It demands clarity, commitment, and the right direction. At NammaKPSC, we stand with you at every stage of this journey, guiding, mentoring, and supporting you.

THANK YOU