

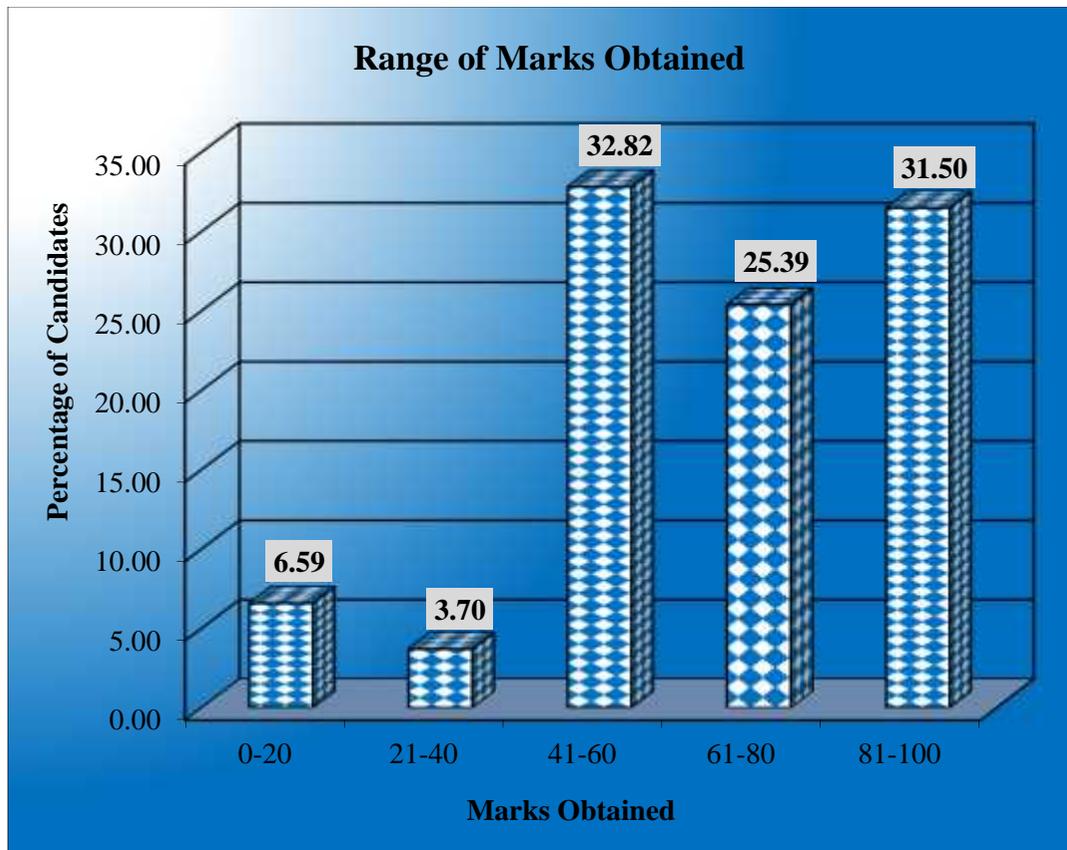
POLITICAL SCIENCE

STATISTICS AT A GLANCE

Total Number of students who took the examination	3,781
Highest Marks Obtained	100
Lowest Marks Obtained	1
Mean Marks Obtained	65.67

Percentage of Candidates according to marks obtained

Details	Mark Range				
	0-20	21-40	41-60	61-80	81-100
Number of Candidates	249	140	1241	960	1191
Percentage of Candidates	6.59	3.70	32.82	25.39	31.50
Cumulative Number	249	389	1630	2590	3781
Cumulative Percentage	6.59	10.29	43.11	68.50	100.00



B. ANALYSIS OF PERFORMANCE

PART I (Compulsory)

Question 1

[15 + 2]

Answer briefly each of the questions (i) to (xv).

- (i) State Aristotle's Theory of Cyclic Change.
- (ii) Give an example of a Federal State and a Quasi Federal State.
- (iii) Mention *any two* merits of a Parliamentary system of government.
- (iv) State *any two* conventions of the written constitution of the United States of America.
- (v) Define *cumulative vote system*.
- (vi) Explain the meaning of *Psychological Basis* for the organization of political parties.
- (vii) How has the judicial review undermined the legislature?
- (viii) What is the tenure of the President of USA? How many terms can the US President serve?
- (ix) Name the two conventions that are followed while appointing the British Prime Minister.
- (x) Explain the statement '*American President can pigeon hole any bill*'.
- (xi) Why is the judiciary in USA called the *two tier system*?
- (xii) State what is meant by *open trial system*.
- (xiii) Explain the meaning of *Jury System*.
- (xiv) What is *casteism*?
- (xv) State the importance of reforms in the education system to check communalism.

Comments of Examiners

- (i) While attempting this part, several candidates failed to mention the correct sequence of the forms of governments.
- (ii) Some candidates failed to differentiate between Federal and Quasi-federal states and therefore incorrect examples were given.
- (iii) While most candidates answered this question correctly, in some cases, merits and features were combined to make points.
- (iv) A number of candidates thought conventions to be written rules and wrote about checks and balances in USA.

Suggestions for teachers

- Explain the difference between the words, 'basis', 'typology' and cyclic theory' by tabular as well as pictorial analysis so that it registers in the minds of students.
- Clarify the difference between unitary, federal and quasi or semi-federal, with examples.
- Explain to students the difference between 'merits' and 'features'.

- (v) Some candidates confused 'cumulative vote system' with second ballot or limited vote system.
- (vi) A number of candidates did not know the meaning of 'psychological basis' for the organization of political parties and hence gave vague answers.
- (vii) Some candidates did not understand the meaning of 'undermined' and 'judicial review'.
- (viii) Several candidates were confused about the tenure of the President of U.S.A. The second part of the question was not answered by many candidates.
- (ix) Many candidates gave examples of conventions in UK, but not in specific the ones followed while appointing the British Prime Minister.
- (x) Some candidates confused 'pigeon hole any bill' with 'suspensory' and 'pocket veto' of the U.S President.
- (xi) Many candidates were not aware of the hierarchy of the judiciary in USA.
- (xii) A few candidates confused 'open trial' with 'open punishment'.
- (xiii) Some candidates gave examples of UK and confused 'Jury System' to be a group of judges or a bench system.
- (xiv) Some candidates explained the effects of casteism.
- (xv) While many candidates suggested reforms to check communalism, very few were able to suggest reforms in the education system to check communalism.

- Explain the difference between 'written' and 'unwritten' constitution.
- A chart on conventions of US, U.K. and India can be used effectively to minimize errors.
- Explain veto powers of U.S President clearly and precisely as they exist in different situations.
- Meaning of jury as a group of people giving opinion to judges should be explained to students.
- Give adequate training to students in understanding application based questions.
- Teach students to give precise, crisp and to the point answers in Part I.
- Teach students to understand the question and answer as per the requirements of the question.
- Train students in identifying key words in the question.

MARKING SCHEME

Question 1

- (i) Aristotle's Theory of Cyclic Change:
 Monarchy – Tyranny
 Aristocracy – Oligarchy
 Polity - Democracy
- (ii) Example of a Federal State and a Quasi Federal State:
 Federal State – USA, Canada, Switzerland, Australia, India
 Quasi Federal State - India
- (iii) Merits of a Parliamentary system of government:
 Merits - Harmony between legislature and executive.
 Executive responsible.
 Flexible - to make change in Executive
 Executive cannot be despotic.
 Public Opinion and opposition checks Government.

(any two)

- (iv) Conventions of the written constitution of the United States of America:
- Presidential cabinet
 - Judicial review
 - The office of the Speaker of the House of Representatives
 - Senatorial courtesy
 - Direct election
 - Party system (any two)
- (v) Cumulative vote system:
 Under Cumulative Vote system, Multi member constituencies are created. Each voter is given as many votes as is the number of representatives which are to be elected and each voter has the freedom either to give all his votes to any one candidate or to distribute his votes among as many candidates as he wishes.
- (vi) Psychological Basis for the organization of political parties means:
 Human nature has led to the organization of conservative parties which are orthodox and liberal parties which are pro-change. (Ideological basis and any other relevant point.)
- (vii) Judicial review undermining the legislature:
 The right of the courts to declare a law passed by the legislature as unconstitutional and hence reject it as null and void.
- (viii) Tenure of the President of USA:
 Four years.
The number of terms the US President can serve:
 The US President can serve for a maximum of two terms, i.e. eight years.
- (ix) The two conventions that are followed while appointing the British Prime Minister.
- Prime Minister is the leader of the majority party.
 - He must be a member of the House of Commons.
- (x) 'American President can pigeon hole any bill'.
 The President, being the executive, can kill the spirit of any bill by half-hearted implementation of the same.
- (xi) The judiciary in USA called the *two tier system* because:
 USA has the (1) Federal Judicial System and (2) State Judicial System. The former consists of the US Supreme Court, and other constitutional and legislative courts which interpret and apply Federal laws. In the latter, each state of the US federation has its own judicial system which can interpret and apply the law of the state in disputes involving that state.
- (xii) Open trial system:
 Everybody can hear and observe the case. The accused is not punished in secret and gets a full opportunity to defend himself. Provision for free legal aid to the poor and needy.
- (xiii) Jury System:
 Jury means a body of people discharging the responsibility of deciding the truth of some claim. Members of the Jury are selected at random out of common people who are not in any

way concerned with the case being heard. Generally, common persons from different activity are included in the Jury. The Jury assists the judges in taking decisions. In the criminal cases, all courts which can award punishment of more than three months are tried by Jury.

(xiv) Casteism.

Caste based behaviour and caste based decisions and policies constitute casteism in India.

(or any other relevant answer)

(xv) The importance of reforms in the education system to check communalism:

A secular environment should be created in schools, in order to promote goodwill and harmony. This can be ensured by providing text-books which do not carry material promoting communalism. Educational tours and exchange programmes will also help the candidates to understand each other better and promote communal harmony.

(any other relevant points)

PART II

SECTION A

Answer **two** questions

Question 2

- (a) C.F. Strong has suggested a modern classification of States. Explain the same, with the help of examples. [8]
- (b) Discuss *any six* merits of liberal democracy. [6]

Comments of Examiners

- (a) A number of candidates confused C.F Strong with Marriot. Some others made the table showing C.F. Strong's classification, but failed to elaborate on each point. Terms such as 'Nature of Legislature', 'Nature of Executive' and 'Nature of Judiciary' with all the subparts and examples were found to be missing in some answers.
- (b) A number candidates mixed up 'merits' and 'features' of democracy. In several cases the points were not adequately explained and at times, candidates repeated ideas in different points.

Suggestions for teachers

- Teach classification in a tabular form with meaning and example of each thinker separately.
- Importance/ features/ merits should be explained separately and the difference between them highlighted.

MARKING SCHEME

Question 2

(a) Modern Classification of States as suggested by C.F. Strong:

- (i) The nature of state to which the Constitution applies-- Unitary/federal
- (ii) The nature of constitution itself--- Flexible/Rigid (written/ unwritten).
- (iii)The nature of the legislature---suffrage, Single/multimember Constituency,
- (iv) Elective/non or partially elected second chamber. Popular checks/absence of it.
- (v) The nature of the executive--Parliamentary/Presidential.
- (vi)The nature of the judiciary-- Rule of law/Administrative law.

(Explanation of all points with appropriate examples such as - UK, USA, India, France, etc. are required).

(b) Merits of liberal democracy:

- (i) Representative and responsible government.
- (ii) Government based on public opinion
- (iii)Free and open struggle for political power
- (iv)Political education for the people
- (v) Peaceful change of government
- (vi)Accountability of the government.

(Six points with explanation are required. Any other relevant points may also be accepted)

Question 3

- (a) Distinguish between the *unitary form of government* and the *federal form of government*. [8]
- (b) Discuss *any six* merits of a Presidential form of government. [6]

Comments of Examiners

- (a) Some candidates wrote several points of difference between Unitary and Federal state but did not explain the meaning. Examples of different forms of governments were not given in many cases. Several candidates wrote examples as points of distinction, which is erroneous.
- (b) Many candidates confused 'features' of a Presidential form of government with its 'merits'. In several cases, the points were not adequately explained and at times, candidates repeated same ideas in different language.

Suggestions for teachers

- Teach students to write differences in a methodical manner, under the following headings: Definition, Meaning, Division of Power, Constitutions, Merits and Demerits.
- Train students in writing good meaningful answers.

MARKING SCHEME

Question 3

(a) Unitary form of government and the federal form of government.

1. On the basis of powers of centre and units: In Unitary type, all powers belong to the Central government. The powers and functions of provisional governments are given / delegated by the centre / government. But in federal form, the federal government of the federating units are independent of one another. There is a distribution of powers.
2. Nature of constitution: In a Unitary form, the constitution is generally flexible. It could be written or unwritten. But, in the Federal form, the constitution is unwritten and it is always rigid.
3. Role of Judiciary: In a unitary state, the judiciary is not considered interpreter / custodian of the constitution. There is no judicial review. But, in a federal form, the judiciary is the interpreter / custodian of the constitution. There is judicial review.
4. Citizenship: In a Unitary form, there is only a single citizenship. But in the federal state there is a double citizenship.
5. Composition of the second chamber: In a unitary form, there is no fixed principle. But in a federal form, all the units are given equal / proportional representation.

(Any four differences to be explained - examples to be given. Any other relevant points may be accepted)

(b) Merits of a presidential form of government

1. It ensures stable government
2. Most suitable for emergencies
3. It leads to the efficiency in administration
4. Less influence of parties
5. Based on the theory of separation of powers
6. Most suitable for multiple party system
7. Selection of capable men
8. Continuity of government policy
9. Good for countries with diverse groups.

(any six points with explanation)

Question 4

- (a) *The distinction between a written and an unwritten constitution is a false one.* [8]
Discuss this statement.
- (b) Explain *any three* merits and *any three* demerits of a rigid constitution. [6]

Comments of Examiners

- (a) A number of candidates wrote differences *between a written and an unwritten constitution* instead of explaining as to how the difference between written and unwritten constitution in a false one. Illustrations/ examples were not given by many candidates.
- (b) Most candidates answered this part correctly although a few candidates intermixed 'features' and 'merits'.

Suggestions for teachers

- Explain to students that in a statement based question, the statement has to be explained with appropriate examples.
- Highlight the differences between features and merits of a rigid constitution.

MARKING SCHEME

Question 4

- (a) Distinction between a written and an unwritten constitution is a false one because:

A written constitution means a constitution written in the form of a book or a series of documents combined in the form of a book. It is a consciously planned and enacted constitution which is formulated and adopted by a constituent assembly or a council committee or a legislature. An unwritten constitution is one which is neither drafted nor enacted by a Constituent Assembly. It is not written in the form of a book or one document. It is a product of slow and gradual evolution. The difference between written and unwritten constitutions is not organic. In a written constitution, the written parts are in majority and there are several unwritten parts in the form of conventions. In an unwritten constitution, most of the parts are unwritten in the sense that these are not written in the form of a book and these lay scattered in different documents. Along with it, in an unwritten constitution, conventions regulate most of the organisation and working of the government. Britain has an unwritten constitution. The USA has a written constitution, However, in both there are present a large number of unwritten conventions which regulate the organisation and working of their governments and political processes. "Written constitutions" observes *Bryce* "became developed by interpretations, fringed with decisions and enlarged by customs..." They work with the help of supplementations provided by conventions.

As such, no real and organic distinction exists between written and unwritten constitutions. C.F. Strong calls division between them as false, misleading and illusory. K.C. Wheare opines that the classification of constitutions between written and unwritten should be discarded as there is little distinction between countries with written and unwritten constitutions and those which have no written constitutions. Similar view have also been expressed by *Fine, Curtis, Bryce* and many others. We also accept the merit of such a logic.

In contemporary times, each democratic state has a written constitution. However, Britain continues to be an exception.

(Examples from the constitutions of India, U.K and U.S.A to be given.)

(b) Merits and Demerits of a rigid constitution:

Merits:

1. A rigid constitution is a source of stability in administration.
2. It maintains continuity in administration.
3. It prevents autocratic exercise of powers by the government.

Demerits:

1. It fails to keep pace with fast changing socio-economic environment and needs.
2. Due to its inability to change easily, it hinders the process of social and political development.
3. It can be a source of hindrance during emergencies.

(any other relevant point may be accepted)

SECTION B

Answer **three** questions.

Question 5

- (a) Explain how the system of checks and balances makes the theory of separation of powers workable in the United States. [8]
- (b) Why is Universal Adult Franchise the most accepted form of Representation in a modern state? [6]

Comments of Examiners

- (a) Several candidates did not know the concept of checks and balances as it works in USA. Instead, they explained separation of powers in detail.
- (b) Majority of the candidates were able to perform well in this question by applying common logic. However in some cases, the points were overlapping/ not arranged systematically.

Suggestions for teachers

- Make students aware of the fact that ‘Checks and Balances’ is a theory and ‘Separation of Power’ is practical application.
- Students should be instructed not to write vague points. Instead, various social and economic aspects of democracy should be explained in a logical manner.

MARKING SCHEME

Question 5

- (a) System of checks and balances makes the theory of separation of powers workable in the United States:

The Theory of Checks and Balances holds that no organ of power should enjoy unchecked power in its sphere. The power of one organ should be restrained and checked by the power of the other two organs. Thereby a balance should be secured which should prevent such organs from misusing its power.

The US constitution provides for a system of mutual checks and balances among the three organs of the government. The Congress, the President and the Supreme Court. The major checks of each organ over the other two organs can be described as under:

Congressional Checks upon the US President:

- All appointments made by the President require Senatorial approval
- All treaties made by the President require Senatorial ratification by a 2/3rd majority.
- The President depends upon the Congress for finances.
- The Congress has the power to remove the President through a process of impeachment.

Congressional Checks upon the Supreme Court and Other Courts:

- The Judges of the US Supreme Court are appointed by the President with the approval of the senate.
- The Judges can be removed from the office by the Congress through impeachment.
- The Congress alone has the power to ordain and establish new inferior-**subordinate Courts.**

Presidential Checks Upon the Congress:

- The President can use suspensory veto over the bills passed by the Congress.
- During the last 10 days of a session of the Congress, the President can kill the bills submitted to him for signatures by not signing them. It is called the Pocket Veto of the President.
- The President can pigeon-hole any law by half-hearted and lukewarm enforcement.

Presidential Checks Upon the Judiciary:

- The Judges are appointed by the President, with the approval of the Senate.
- The President, as head of the State, has the right to grant pardon, reprieve and amnesty to any criminal.

Judicial Checks over the Congress and the President:

- The US Supreme Court has the power to conduct judicial review over the laws of the Congress during the course of a litigation process. It can declare any law or any part of it, as unconstitutional, and reject it for future.

- The Supreme Court can, similarly, conduct a judicial review over the orders issued and adopted by the President.
- The Supreme Court acts as the guardian, protector and final interpreter of the Constitution.

(eight points to be given)

(b) Universal Adult Franchise is the most accepted form of Representation in a modern state because:

- In tune with Democracy--full participation of the people.
- Justified Right to Equality-- equal citizenship.
- Laws of state applies to all... right to vote.
- Political socialisation.
- Source of stability and better obedience to law.
- National integration.
- Less chance of revolution.
- Everyone pays tax so all enjoys rights to vote.
- Community feeling and security feeling for the minorities.
- Basis for all rights.
- Dignity and popular sovereignty.

(any six – any other relevant points may be accepted)

Question 6

- (a) What is meant by the *sovereignty of the British Parliament*? What are its limitations? [8]
- (b) Make a comparative study of US House of Representatives and the British House of Commons. [6]

Comments of Examiners

- (a) The first part of the question was not answered correctly by a number of candidates. Proper explanation of the concept of ‘sovereignty of the British Parliament’ was missing in many answers. A few candidates did not understand the meaning of the word ‘Limitations’.
- (b) This part was attempted well by a number of candidates.

Suggestions for teachers

- The need to focus on key issues in the syllabus must be reiterated at regular intervals.
- The difference between ‘dimensions’, ‘meaning’ and ‘limitations’ must be brought out clearly.
- Comparison of all Houses can be done in a tabular form so as to help students retain differences in a much better manner.

MARKING SCHEME

Question 6

(a) Sovereignty of the British Parliament and its limitations:

Parliamentary Sovereignty: is one of the salient features of the British political system. This means that the British Parliament is legally sovereign and has unlimited power to make, amend and unmake any law on any subject. However, in actual practice, there are several limitations on its sovereignty:

1. Conventions
2. Powerful, stable executive in the Parliament
3. Moral values of the British society
4. Complex laws catering to the needs of a welfare state requires delegated legislation
5. Manifestoes of the political parties (as government or as opposition)
6. Public opinion
7. International laws and Treaty obligations.

(Any four points to be adequately explained.)

(b) Comparative study of House of Representatives and the British House of Commons:

- Difference about their origin, size and tenure: British Parliament is the result of evolution and it is very old. The American Congress is the product of constitution. Article 1 of the Constitution provides for the House of Representatives. House of Commons has 650 members which keeps on changing and the House of Representatives has 435 members. The tenure of the House of Commons is 5 years while that of the House of Representatives is of 2 years.
- Difference in their Powers: There is a vast difference in the powers and position. There is a unitary form of government in England and the parliament can make laws on any subject. In America, there is a federal form of government and hence the Congress can make laws only on the federal subjects. In England, no distinction is made between constitutional law and ordinary law. American Constitution being a written constitution, makes a distinction between an ordinary law and a constitutional law. There is no judicial review in England whereas the Supreme Court of America enjoys this power and can declare a law null and void.
- Difference in their relations to Executive: England has a parliamentary form of government and so there is a close relationship between the executive and legislature. Executive (cabinet) is responsible to the House of Commons. It can oust the cabinet by passing a motion of no-confidence. As compared to this, there is no relationship between the executive and legislature in America. The House of Representatives has no control over the executive.
- Relations with the Second Chamber: House of Commons is more powerful than the House of Lords. House of Lords has the delaying power of 30 days over the money bills and one year over an ordinary bill. As compared to this, House of Representatives is a weak chamber. Senate can make any change in both money bills as well as ordinary bills passed by the House of Representatives.

(Any three powers and functions to be explained.)

Question 7

- (a) Explain the reasons why the power of the Executive has grown in recent years. [8]
- (b) State the main differences between the *political executive* and the *permanent executive*. [6]

Comments of Examiners

- (a) Many candidates confused ‘reasons for recent growth in power of the executive’ with ‘features/ functions’ of Executive. Several answered lacked the required points.
- (b) While most candidates did well in this question, a few got confused and wrote the differences between ‘real’ and ‘nominal’ executive rather than ‘political executive and the permanent executive’.

Suggestions for teachers

- Train students to prepare topics in such a manner that both short answer and long answer questions can be adequately answered.
- Help students understand the difference between different types of executives, using plenty of examples.

MARKING SCHEME									
Question 7									
(a)	<p>The reason for the growth of power of the Executive in recent years:</p> <ul style="list-style-type: none"> (i) Rise of Welfare State. (ii) System of Delegated legislation. (iii) System of Administrative Justice--quasi-judicial functions in complex industrial society, permits, licenses, quotas, tax cases. (iv) Important functions of Exec - finance, international relations, war and peace, treaty making fighting terrorism, fiscal management etc. (v) Planning functions - socio-eco development. (vi) Decline in the role of legislature, (vii) Availability of the services of the Civil Services. (viii) Control over Military and Police. (ix) Power to meet emergencies and provide relief. <p style="text-align: right;"><i>(any eight points with explanation)</i></p>								
(b)	<p><u>Main differences between political and permanent executive:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Political Executive</th> <th style="text-align: left;">Permanent Executive</th> </tr> </thead> <tbody> <tr> <td>Ministers</td> <td>Civil servants</td> </tr> <tr> <td>Political-party affiliations, leaders</td> <td>Non-political</td> </tr> <tr> <td>Policy formulation</td> <td>Advises, helps ,alternative policies</td> </tr> </tbody> </table>	Political Executive	Permanent Executive	Ministers	Civil servants	Political-party affiliations, leaders	Non-political	Policy formulation	Advises, helps ,alternative policies
Political Executive	Permanent Executive								
Ministers	Civil servants								
Political-party affiliations, leaders	Non-political								
Policy formulation	Advises, helps ,alternative policies								

Responsible and accountable to the public/legis.	Not responsible or answerable
Amateurs	Experts
Short tenure	Long tenure

(any six points)

Question 8

- (a) Discuss the functions of the Judiciary. [8]
- (b) Discuss the original and appellate jurisdiction of the Supreme Court of India. [6]

Comments of Examiners

- (a) Most candidates answered this part well but some wrote functions of Supreme Court of USA, India and UK.
- (b) This answer was attempted correctly by most candidates.

Suggestions for teachers

- Advise students to write different points instead of writing the same point differently.
- Every aspect of the topic as highlighted in the syllabus, must be comprehensively taught.

MARKING SCHEME

Question 8

(a)	<p><u>The functions of Judiciary:</u></p> <p>(i) Administration of Justice.</p> <p>(ii) Interpretation and application of Laws.</p> <p>(iii) Role in Law making.</p> <p>(iv) Equity legislation.</p> <p>(v) Protection of Rights.</p> <p>(vi) Guardian of the Constitution.</p> <p>(vii) Enforcement of Decisions and Judgements.</p> <p>(viii) Special role in Federation.</p> <p>(ix) Running Judicial Administration of the State.</p> <p>(x) Advisory function -- President/ Supreme Court.</p> <p>(xi) To conduct Judicial Probes.</p> <p>(xii) Miscellaneous Functions- local officials, licenses, patents, copy rights, trustees, etc.</p> <p style="text-align: right;"><i>(any eight points with explanation)</i></p>
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(b)	<p><u>Original and appellate jurisdiction of the Supreme Court of India.</u></p> <p><u>Original Jurisdiction:-</u></p> <p>i) Between Government of India and one or more states.</p> <p>ii) Between Government of India and one or more states on one side and one or more states on the other</p> <p>iii) Between two or more States-- only legal disputes, not political.</p> <p><u>Appellate Jurisdiction:</u></p> <p><u>Civil Cases--</u>1)-involves substantial question of law, 2) High Court feels case should go to Supreme Court.</p> <p><u>Criminal Cases--</u>1) HC has reversed order of acquittal of an accused and death sentence given. 2) HC has withdrawn for trial a case from subordinate court and awarded death sentence to the accused 3) HC certifies that the case is fit for appeal to the SC.</p> <p><u>In Constitutional Cases--</u> interpretation of Constitution.</p>
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Question 9

- (a) State *any two* consequences of regional imbalances. Suggest *six* steps for removing regional imbalances. [8]
- (b) Give *any six* ways to combat Separatism. [6]

Comments of Examiners

- (a) Many candidates stressed upon the causes instead of the consequences of regional imbalances as required.
- (b) Some candidates did not understand the meaning of 'combat' so they gave general statements rather than giving appropriate points. In several cases, 'separatism' as a concept was confused with religious differences and communalism.

Suggestions for teachers

- Examples of consequences or effects of Regional Imbalances should be given from different states of India so as to make it interesting and easier for students to grasp.
- Help students understand the meaning of terms such as, casteism, communalism, regional imbalance, separatism and so on. Tell students that same remedial measures or consequences cannot be written for all.

MARKING SCHEME

Question 9

(a)	<p><u>Consequences of regional imbalances and steps for removing regional imbalances:</u></p> <p><u>Consequences of Regional Imbalances:</u></p> <ul style="list-style-type: none">• Inadequate and slow development of national economy.• Source of regionalism and communalism.• Source of tensions and conflict.• Hindrances in the way of national integration and nation building.• Source of violence in society and politics. <p><u>Steps to be taken:</u></p> <ul style="list-style-type: none">• Area specific plans for socio-economic development of under-developed regions.• Special area development projects• Empowerment of local self-government intuitions• Effective use of Tribal Councils and Hill Councils.• Special efforts for development of education• Employment opportunities, particularly for weaker sections of society and rural people.• Special steps for boosting agriculture and rural development.• Positive role of political parties <p style="text-align: right;"><i>(Any other relevant points may be accepted.)</i></p>
(b)	<p><u>Steps to combat Separatism:</u></p> <ol style="list-style-type: none">1. People of India must come forward united to defeat the forces of separatism.2. Indian state must take stronger state action to eliminate the evil of separatism.3. There should be international cooperation to fight international terrorism which promotes separatism.4. There should be special steps for meeting cross border terrorism.5. Security system should be more efficient6. Rapid industrial, economic and technological development and spread of education to defeat the forces of separatism.7. There should be an efficient and accountable law and order machinery. <p style="text-align: right;"><i>(Any other relevant points may be accepted)</i></p>

GENERAL COMMENTS:

(a) Topics found difficult by candidates in the Question Paper:

- Jury System; Quasi Federal; Cumulative Vote System; Psychological basis; Pigeon hole a bill; Two tier System
- ‘Distinction between written and unwritten constitution is a false one’.
- Meaning of Sovereignty of British Parliament.
- Jurisdiction of Supreme Court of India.
- Ways to combat separatism.

(b) Concepts in which candidates got confused:

- Pocket veto and suspensory veto and pigeon holing a bill
- Jury and judges
- Appellate and Original jurisdiction
- Cumulative vote system and Second ballot system
- Term and tenure
- Federal and Quasi Federal
- Political and Permanent Executive with Real and Nominal Executive
- Separatism and Casteism

(c) Suggestions for candidates:

- Selective study should be avoided.
- Be aware of the day to day political, social and economic issues, both national and international.
- Comparative study of the political systems should be done with examples.
- Read the question paper well. Write the answers according to the requirements of the question.
- Write answers in points and explain the points. Substantiate the answers with examples. Do not write vague statements. Points should not be repeated.
- Time management skills must be developed.
- Lookup websites suggested by the teacher to supplement textual knowledge.