

# Analysis of Pupil Performance

ISC Year 2018  
Examination

Humanities  
&  
Commerce

POLITICAL SCIENCE



*Research Development and Consultancy Division*  
Council for the Indian School Certificate Examinations  
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**Year 2018**

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## FOREWORD

This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) of the Research Development and Consultancy Division (RDCD) of the Council and her team, who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

**October 2018**

**Gerry Arathoon  
Chief Executive & Secretary**

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website [www.cisce.org](http://www.cisce.org).

The documents include a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2018 have a component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2018 Examinations, but also provide information on how they have performed within the Region or State, their performance as compared to other Regions or States, etc. It will also help develop a better understanding of the assessment/ evaluation process. This will help teachers in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2018 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2018 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of, Dr. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

*October 2018*

*Shilpi Gupta*  
*Deputy Head - RDCD*

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# INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ISC Year 2018 Examination. The details of the Quantitative and the Qualitative analysis are given below.

## Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

## Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with \* mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ISC Year 2018 Examination.

The analysed data has been depicted in a simple and user-friendly manner.

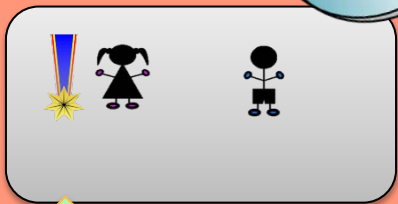
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

**Comparison on the basis of Gender**

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	11.91*
Boys	1,051	60.1	0.42	

\*Significant at 0.05 level

**Girls performed significantly better than boys.**



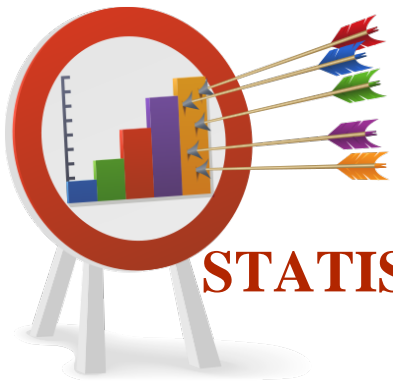
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.

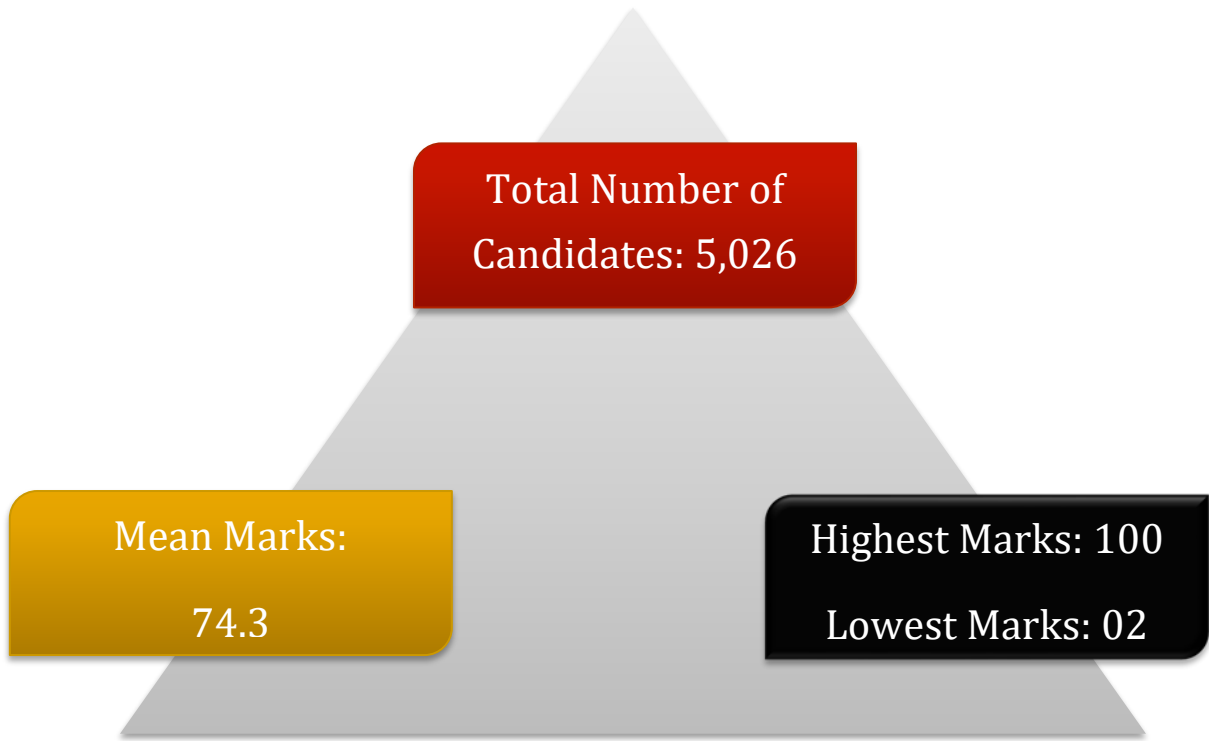
## Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.

# QUANTITATIVE ANALYSIS



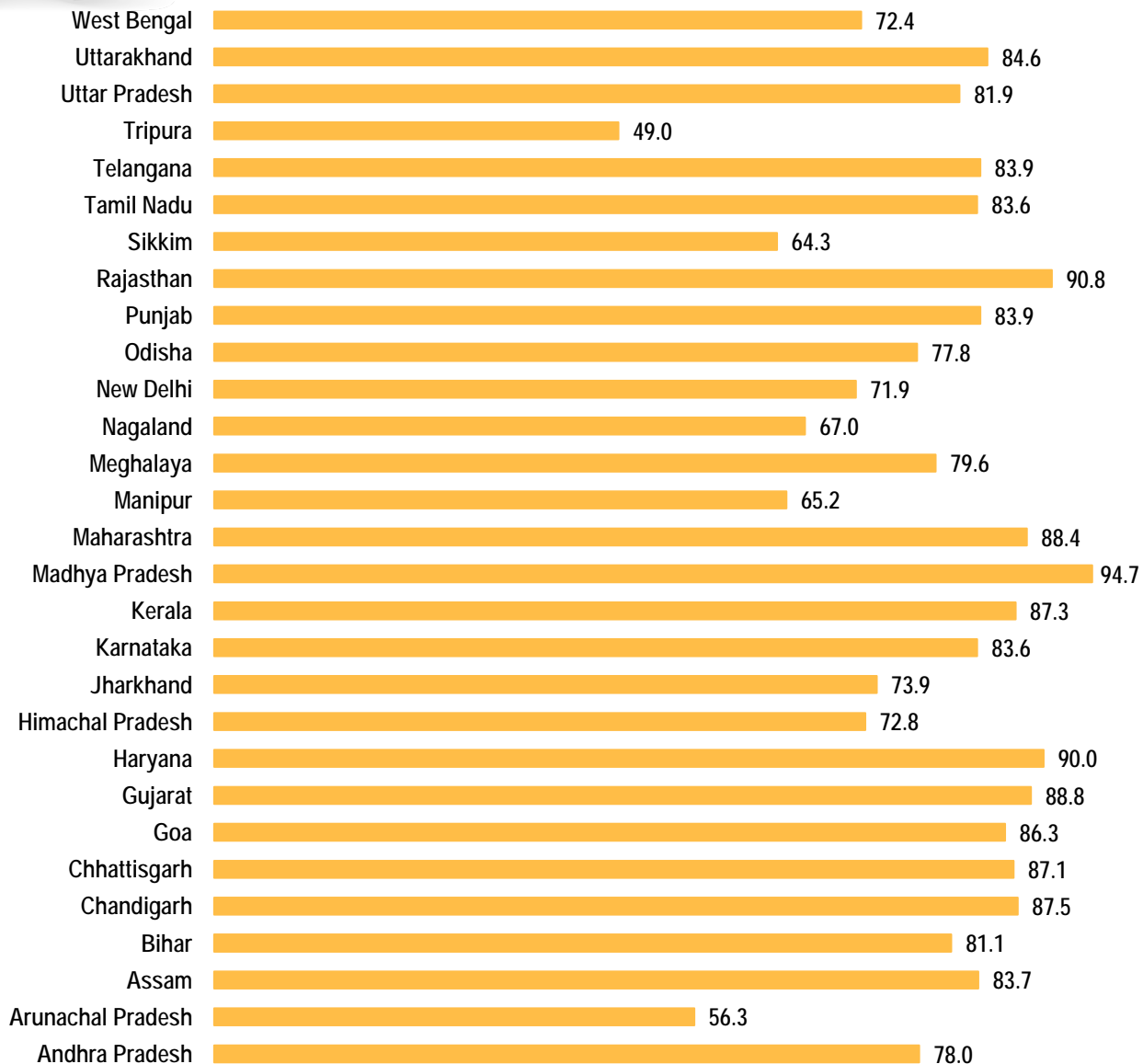
## STATISTICS AT A GLANCE







## PERFORMANCE (STATE-WISE)



**The States of Madhya Pradesh, Rajasthan and Haryana secured highest mean marks.**



## GENDER-WISE COMPARISON



### GIRLS

Mean Marks: 76.5

Number of  
Candidates: 3,476



### BOYS

Mean Marks: 69.3

Number of  
Candidates: 1,550

### Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	3,476	76.5	0.33	11.58*
Boys	1,550	69.3	0.52	

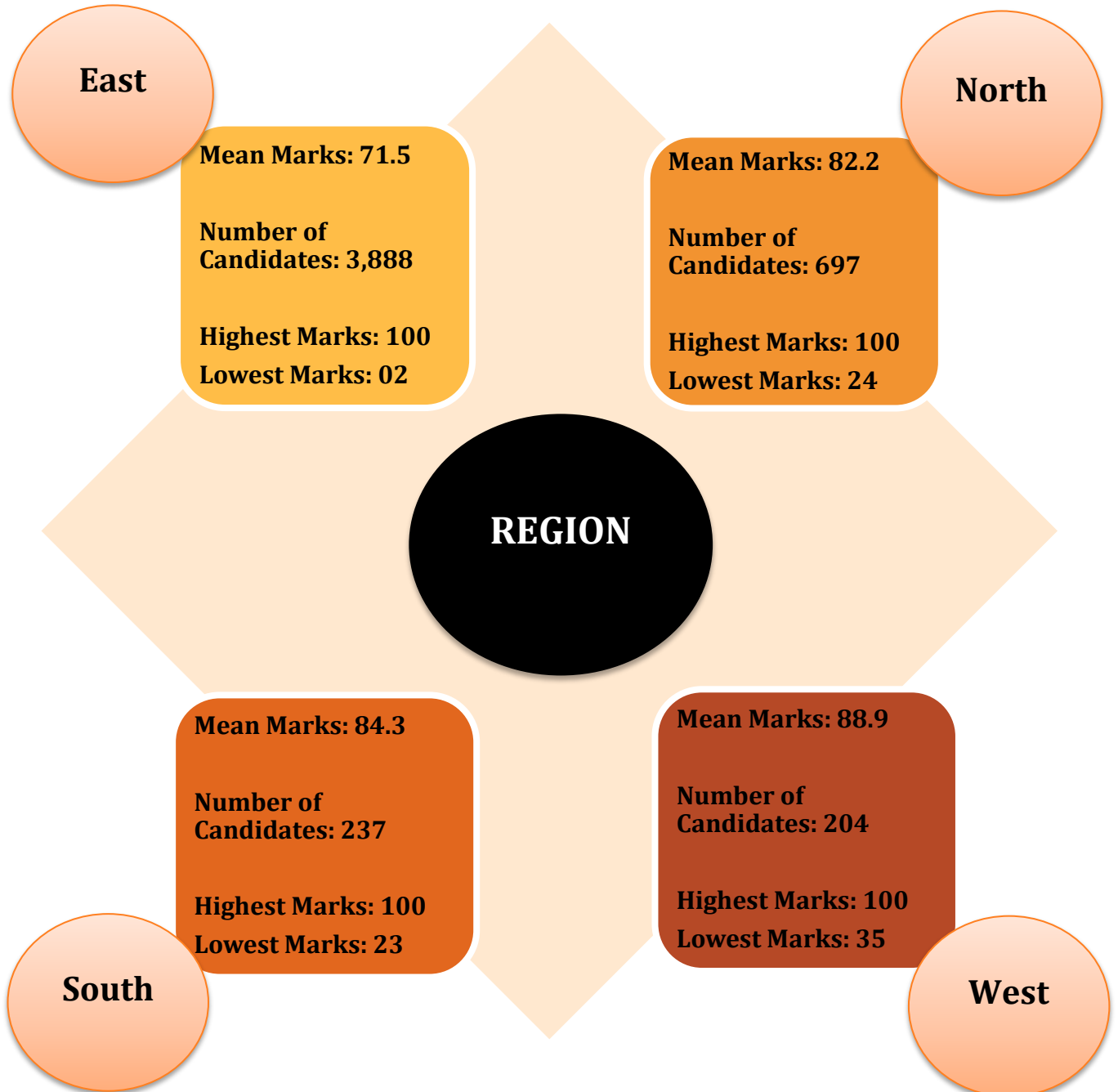
\*Significant at 0.05 level

**Girls performed  
significantly better than  
boys.**

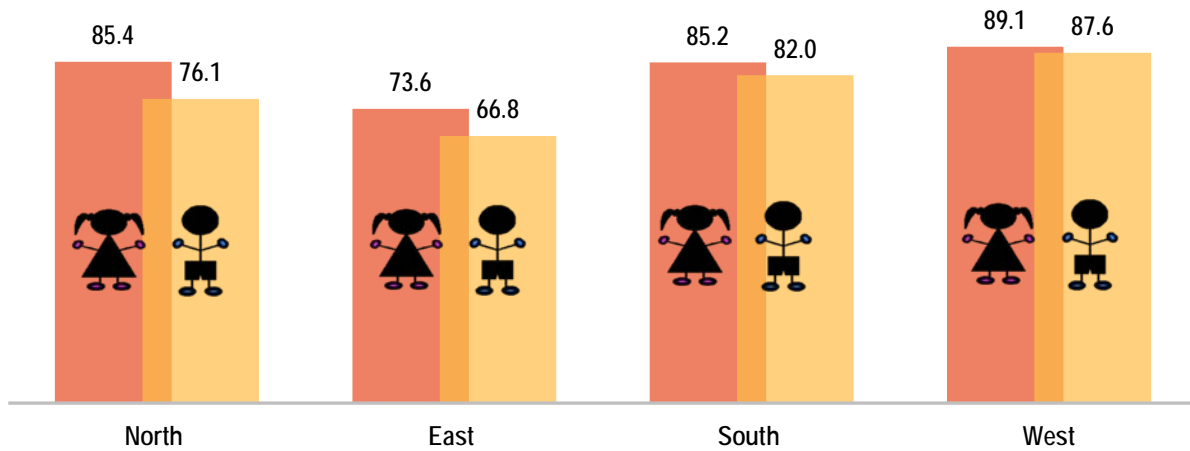




## REGION-WISE COMPARISON



## Mean Marks obtained by Boys and Girls-Region wise

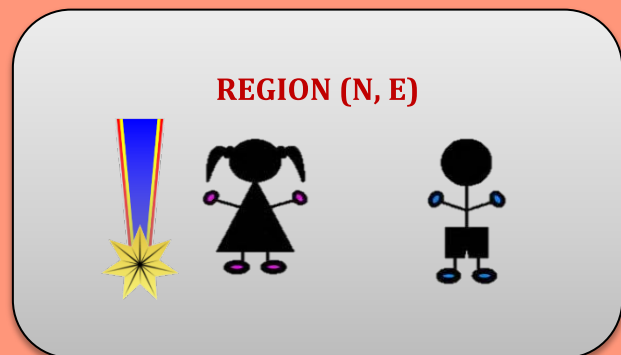


### Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	459	85.4	0.76	6.12*
	Boys	238	76.1	1.32	
East (E)	Girls	2,674	73.6	0.38	9.70*
	Boys	1,214	66.8	0.58	
South (S)	Girls	171	85.2	1.06	1.46
	Boys	66	82.0	1.98	
West (W)	Girls	172	89.1	0.85	0.74
	Boys	32	87.6	1.85	

\*Significant at 0.05 level

**The performance of girls was significantly better than that of boys in the northern and eastern region. In other regions no significant difference was observed.**





## MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

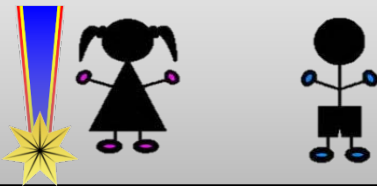
Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	1,762	92.1	0.14	2.65*
	Boys	539	91.3	0.26	
Bottom Range (0-20)	Girls	4	18.3	1.44	0.97
	Boys	7	14.9	3.20	

\*Significant at 0.05 level

### Marks Range (81-100)

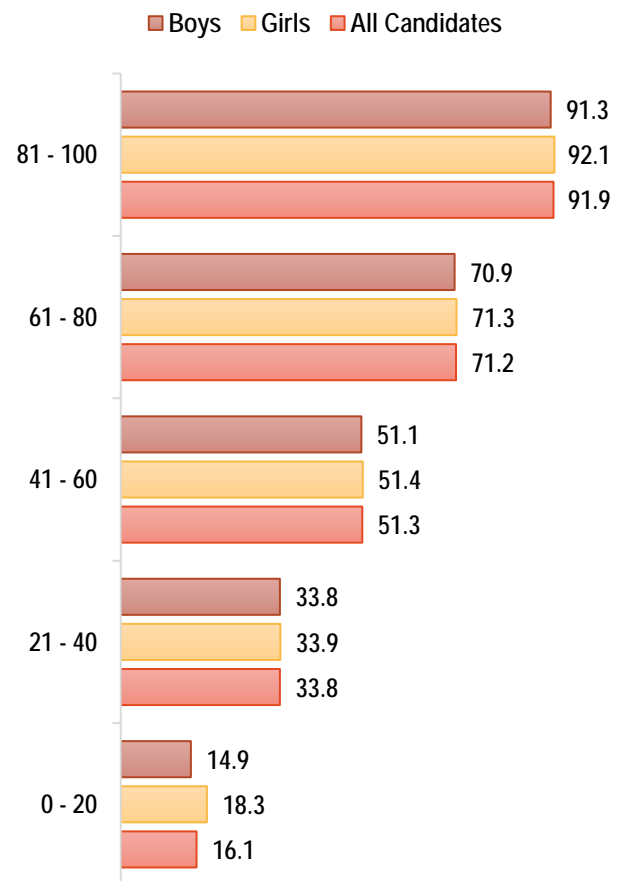
Performance of girls was significantly better than the performance of boys.

### Marks Range (81-100)



### Marks Range (0-20)

No significant difference was found in the performance of girls and boys in the bottom marks range.



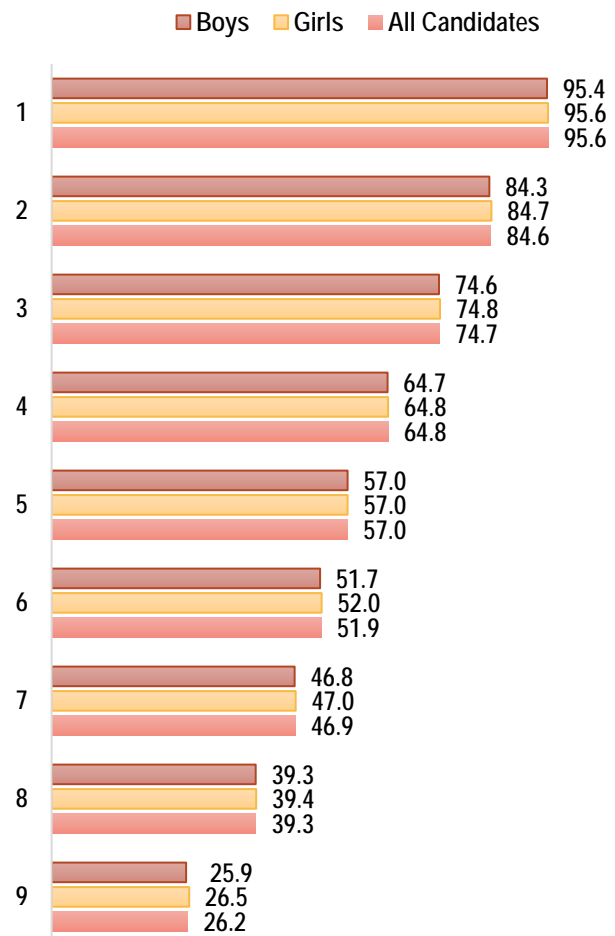


# GRADES AWARDED: COMPARISON GENDER-WISE

Comparison on the basis of gender in Grade 1 and Grade 9

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	1,162	95.6	0.09	1.30
	Boys	331	95.4	0.19	
Grade 9	Girls	76	26.5	0.43	0.66
	Boys	65	25.9	0.67	

**No significant difference was observed between the average performance of girls and boys.**



# QUALITATIVE ANALYSIS

## PART I (20 Marks)

*Answer all questions.*

### Question 1

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

[10 × 2]

- (i) India is described as *a federal state with subsidiary unitary features*. Identify *two* of these unitary features.
- (ii) What are *conventions*?
- (iii) Distinguish between *direct* and *indirect* elections.
- (iv) Explain the composition of the U.S. Senate.
- (v) State *two* legislative powers of the President of India.
- (vi) What is meant by *Judicial Review*?
- (vii) What is the purpose of *Directive Principles* in the Indian constitution?
- (viii) Mention *any two* words that were added to the Preamble by the 42<sup>nd</sup> Amendment to the Constitution of India.
- (ix) What is meant by *regionalism* in the context of Indian democracy?
- (x) With respect to the 73<sup>rd</sup> Amendment to the Constitution of India, what is the significance of the Eleventh Schedule?

## Comments of Examiners

- (i) Most of the candidates were able to answer this question. However, a few candidates were confused between *federal features* and the *subsidiary unitary features* in India, which are a part of its federal structure and makes it a quasi-federal state.
- (ii) Most candidates were able to write the correct answer. However, some candidates wrote conventions as treaties and agreements or meetings held for making amendments. A few candidates got confused with *conventions of the constitution* and *conventions with reference to political parties* while choosing the stages of presidential election in the USA.
- (iii) Many candidates were unable to write the correct meaning of *indirect election*.
- (iv) Most of the candidates were able to answer this question. However, a few candidates were unsure of the meaning of *composition* and thereby wrote the number 435 as the composition of the U.S. Senate. A few candidates wrote that the President and the Cabinet comprise the Senate.
- (v) Majority of the candidates, instead of writing the legislative powers of the President of India, wrote the executive, judicial and emergency powers. Some candidates did not know the difference between introducing a money and passing a money bill.
- (vi) Majority of the candidates wrote the meaning of Judicial Review correctly. Some candidates, however, got confused between *Judicial Review* and *Revisory jurisdiction of the courts*. A few candidates wrote on the other powers of the judiciary like Advisory Function and Interpretation of Constitution.
- (vii) Many candidates wrote only *welfare of the state* as a purpose of *Directive Principles* in the Indian constitution and did not mention purposes like *yardstick* and *guidelines*, etc. to the government. Several candidates, instead of writing the purposes of *Directive Principles* in the Indian constitution, wrote its various types.
- (viii) Majority of the candidates answered this sub-part correctly. Some candidates, however, instead of writing *socialist*, *secular* and *integrity*, wrote *socialism*, *secularism* and *integration*. A few candidates wrote all the ideals and objectives of the Preamble.

## Suggestions for teachers

- Make a flow chart to explain how India is a quasi- federal state having federal features as well as subsidiary unitary features.
- Teach the complete meaning of the term *conventions* with examples from the constitutions of U.K., U.S.A and India.
- Explain the difference between constitutional conventions and political conventions with examples.
- Teach the concept of elections with proper examples.
- Clearly explain the meaning of composition and complete composition.
- Clarify the Presidential functions under specific heads.
- Explain in detail, the concept of Judicial Reviews - its origin and its usage in India and in the U.S.A.
- Clearly explain the purpose and significance of *Directive Principles* in the Indian constitution with reference to the socio-economic welfare provisions. This will enable students to differentiate between *Directive Principles* in the Indian constitution and Fundamental Rights.
- Point out the changes brought about by the 42<sup>nd</sup> Amendment Act.
- Clearly explain the terms which challenge the Indian Democracy like regionalism, casteism, etc.
- Explain the importance of the Eleventh Schedule.
- Associate the Eleventh Schedule with 73<sup>rd</sup> Amendment Act clearly telling the students about the 29 subjects that were added to the jurisdiction of Panchayats.
- Tell the students to read and understand the questions before



- (ix) Majority of the candidates wrote incomplete answers. Several candidates confused *Regionalism* with *religion* and *regional imbalance* and wrote the answer accordingly.
- (x) Many candidates were unable to explain the significance of the Eleventh Schedule with respect to the 73<sup>rd</sup> Amendment to the Constitution of India. Some candidates wrote the changes brought about by the 73<sup>rd</sup> Amendment while a few candidates wrote its features and functions.

## MARKING SCHEME

### Question 1

(i)	<ol style="list-style-type: none"> <li>1. Large number of subjects in the Union List</li> <li>2. Union laws will prevail over state laws in subjects on the Concurrent List</li> <li>3. The Rajya Sabha can move a subject from the state list to the concurrent list if it is deemed to be in the national interest.</li> <li>4. Emergency Provisions, particularly Art.356</li> <li>5. Single Citizenship</li> <li>6. State Governors are appointed by the Union government.</li> <li>7. Governor may reserve certain state laws for the assent of the President.</li> <li>8. Common All India services.</li> <li>9. Single integrated Judiciary.</li> </ol> <p style="text-align: right;"><i>(Any two)</i></p>
(ii)	<p>Conventions are unwritten rules of political morality which are followed by successive governments, though they are not found in statutes or the constitution. These non-legal rules are usually upheld by a sense of constitutional propriety or practical circumstances. Conventions exist in all constitutional systems, but they are more significant in unwritten constitutions. e.g. in the UK the monarch does not attend meetings of the cabinet; the monarch does not withhold assent to any law passed by parliament.</p>
(iii)	<p><i>Direct</i> and <i>indirect</i> elections: In direct elections, the voters choose their representatives by voting for them directly. e.g. Lok Sabha. In indirect elections, representatives/functionaries are chosen by some form of Electoral College (or through intermediaries) and not by the people directly. e.g. the President of India, members of the Rajya Sabha.</p>
(iv)	<p>Composition of the Senate: The Senate consists of 100 members. Two Senators are directly elected by each of the 50 states, irrespective of size or population. The composition of the senate is based on parity-representation for the states.</p>
(v)	<p>Legislative power of the Indian President: Dissolution of the Lok Sabha / nomination of 12 members to the Rajya Sabha and 2 members to the Lok Sabha / sending messages to parliament / giving assent to laws / summoning and proroguing parliament/ordinances issued by him/money bill can be introduced with his prior consent. <span style="float: right;"><i>(Any two of the above)</i></span></p>
(vi)	<p>Judicial Review: The power of the judiciary (generally the Supreme Court) to declare whole or part of a statute or executive action <i>ultra vires</i> the constitution, because it violates constitutional provisions.</p>

(vii)	Purpose of <i>Directive Principles</i> in the Indian Constitution: To guide the government for socio-economic welfare functions. To provide guidelines (or directives) for the development of state policy that is aligned to the values of the constitution.
(viii)	The following words were added to the Preamble by the 42 <sup>nd</sup> Amendment to the Constitution of India: Socialist, secular and integrity (Any two)
(ix)	<i>Regionalism</i> in the context of Indian democracy: The meaning of regionalism could range from love for one's region to privileging one's region over the nation, with respect to loyalty. (Any other relevant answer)
(x)	The Eleventh Schedule lists 29 subjects that have been constitutionally distributed to rural local bodies. To improve the Panchayati Raj for the wellbeing of people.

## PART II (60 Marks)

### SECTION A

*Answer any three questions.*

### Question 2

- (a) Explain *three* differences between *parliamentary* and *presidential* forms of government. [6]
- (b) Explain *four* features of an *Authoritarian State*. [6]

### Comments of Examiners

- (a) Though majority of the candidates wrote the answer as per the requirement of the question, a few candidates repeated the points regarding relationship between legislative and executive, real head and nominal head; fixed tenure and non-fixed tenure. Some candidates were unable to explain the points of distinction properly or simply wrote examples without proper explanation. A few candidates wrote the merits and demerits of the *Parliamentary* and *Presidential forms* of government while a few others wrote the distinction between *unitary* and *federal* states. Some of them just mentioned the features of the *parliamentary* and *presidential* forms of government, without distinguishing between them.
- (b) Majority of the candidates were unable to explain the points. Several candidates found it difficult to

### Suggestions for teachers

- Make a flow chart to teach the differences between parliamentary and presidential forms of government under different headings.
- Explain each point of difference with examples.
- Advise the students to refrain from writing only the headings or one-line answers.
- Explain in detail, the differences between dictatorship, totalitarian and authoritarian state with examples.

explain the features of an *Authoritarian State* as they could not draw the thin line of demarcation between dictatorship, totalitarian and authoritarian state.

## MARKING SCHEME

### Question 2

(a)

	<b>Presidential</b>	<b>Parliamentary</b>
1	Single Unified Executive	Nominal and Real Executive
2	Complete Separation of powers between the Executive and the Legislature	Organic Non-Separation and Functional Separation of the Executive and the Legislature
3	Fixed Tenure for the Executive and Legislature	Tenure of the real executive conditional on confidence of the lower house. The Lower House may be dissolved prematurely.
4	Cabinet is an advisory body for the President	Cabinet as a collegiate body (with ministerial and collective responsibility)
5	Responsibility of cabinet members to the president	Collective/ministerial responsibility to parliament (mainly the lower house)
6	Political Heterogeneity	Political Homogeneity

*(Any three points)*

(b)

Features of an Authoritarian State:

Four of these features or combinations may be stated and explained:

1. Government from above, authority exercised without consent.
2. Authority emphasised over individual liberty; some (circumscribed) civil liberties may be tolerated.
3. Limitations on political competition: political parties, elections. Regular controlled elections may be held.
4. Use of coercion, both overt and covert.
5. Dominated by a traditional or modernizing elite; power is often gained by a military coup
6. Monopoly of power by one group (Junta Civilian).
7. No overriding ideology or comprehensive doctrine, emphasis on staying in power

Examples: military juntas of Latin America, Pakistan at various times, Myanmar, Gulf countries, China & North Korea

### Question 3

(a) Explain the following kinds of constitutions:

[6]

- (i) Written
- (ii) Unwritten

- (iii) Enacted
  - (iv) Evolved
- (b) Is the distinction between a *written* constitution and an *unwritten* constitution a real one? Discuss. [6]

### Comments of Examiners

- (a) Majority of the candidates did not write a complete and comprehensive answer as either the examples were missing, or the explanations lacked key words. Some candidates did not explain *Enacted Constitution*. Some candidates wrote that the written constitution is always rigid and cannot be amended.
- (b) Majority of the candidates only explained the differences between written and unwritten constitution but did not justify whether the difference was *real* or *not*.

### Suggestions for teachers

- Teach students the names of the countries which have written and unwritten constitutions.
- Explain the key words in the definitions of different kinds of constitutions, elaborating on the key points and correlating them with examples.
- Stress that the difference between *written* and *unwritten* constitution is only of degree and not of kind.
- Point out that there is always overlapping between the features of *written* and *unwritten* constitutions and that there is no constitution in its pure form.
- Discuss application-based questions in class.

## MARKING SCHEME

### Question 3

- |     |  |
|-----|--|
| (a) | <p>Kinds of constitutions: <i>written, unwritten, enacted and evolved</i>.</p> <ol style="list-style-type: none"> <li>1. Written: where the constitution is found in a single, enacted document, drafted by a constituent assembly or similar body.</li> <li>2. Unwritten: a constitution that was not prepared by a constituent assembly but draws on multiple sources: statutes, judicial decisions, conventions, customs and usages (both written and unwritten).</li> <li>3. Enacted: a constitution that was drafted and adopted by a constituent assembly constituted for the purpose. e.g. The constitution of India or the United States.</li> <li>4. Evolved: a constitution that has come into existence over time, drawing on multiple sources and historical events, one that cannot be associated with the work of a single-constitution making body.</li> </ol> <p style="text-align: right;"><i>(All four points)</i></p> |
| (b) | <p><i>This is an open-ended question.</i> The key point that must be mentioned is that written constitutions rely on unwritten conventions and unwritten constitutions have written parts. Therefore, the difference is one of degree not of kind. Conventions of written constitutions</p>  |

(inviting the leader of the majority party to become the Prime Minister in India, Senatorial courtesy in the United States) can be cited as examples. Similarly, written portions of an unwritten constitution (Magna Carta, various statutes in the UK) can also be cited to illustrate the point.

## Question 4

- (a) What is a *political party*? Explain *four* functions of political parties. [6]
- (b) Explain *two* merits and *two* demerits of *multi-party* system. [6]

### Comments of Examiners

- (a) Very few candidates wrote a complete definition of *political party*. Majority of the candidates either repeated the functions of political parties or wrote vague explanations of the functions.
- (b) A number of candidates, instead of writing the merits and demerits of the multi-party system, wrote the merits and demerits of the Bi-party system. Many candidates wrote the same points for merits as well as demerits.

### Suggestions for teachers

- Explain in detail the definition of political party.
- Clarify the nature and features of political parties before explaining their functions.
- With the help of a flow chart and examples, explain the reason for a particular point to be either a merit or a demerit of the multi-party system.

## MARKING SCHEME

### Question 4

- (a) A political party is an association that is formed, often on an ideological basis, which seeks to gain and retain political power in a country/state/region.  
(*alternative definitions that capture the key points may be accepted*)
- Their functions include:
1. Interest Articulation/Aggregation
  2. Political Education/Socialisation/Recruitment
  3. Leadership Training
  4. Policy Formation
  5. Representation/Elections
  6. Government Formation/Opposition (*Any four*)
- (b) Merits and demerits of multi-party system:
- Merits:
1. Well suited to diverse societies
  2. Greater choice for voters
  3. Enables cooperation and coalition building
  4. Checks arbitrariness of the government. (*Any two*)
- Demerits:
1. Instability
  2. Unprincipled/opportunistic alliances

3. Hung legislatures leading to ineffectiveness
4. Defection and horse-trading/corruption
5. Confusing for voters.

(Any two)

## Question 5

- (a) Explain *three* functions of the Lok Sabha. [6]
- (b) Discuss the changing role of the Prime Minister of India in the coalition era. [6]

### Comments of Examiners

- (a) Majority of the candidates could not explain *three* functions of the Lok Sabha. Many candidates wrote the financial powers under the legislative functions and *vice-versa*. Several candidates were not able to explain the *constituent* and *executive* powers in detail. Some candidates explained those powers which were beyond the requirement of the question. Only a few candidates wrote well-balanced answers.
- (b) With the exception of a few candidates, most candidates wrote only the powers and functions of the Prime Minister and not the changing role or the reasons for the changing role of the Prime Minister in the coalition era. Several candidates were unclear about the meaning of *coalition era*.

### Suggestions for teachers

- Explain all the functions of the Lok Sabha in detail. Clarify the difference between theoretical functions of the legislature and a specific function of the Lok Sabha.
- Encourage students to watch telecast of Lok Sabha sessions on television.
- Organise a Mock Parliament for the students in school.
- Give sufficient practice to students to write the answers as per the requirements of the question.
- Explain the term Coalition along with its importance in the Indian politics especially with reference to the past and the present scenarios.
- Use time-line while explaining the changing role of the Indian Prime Minister.

## MARKING SCHEME

### Question 5

- (a) Powers of the Lok Sabha:
1. Law Making
  2. Control of the Executive
  3. Electoral Functions
  4. Constituent Functions
  5. Financial Functions
  6. Forum for National Debate/Ventilation of Grievances
  7. Judicial Powers
  8. Emergency Powers
  9. Miscellaneous Powers

	<i>(Any three)</i>
(b)	<p>Changing role of the Prime Minister of India, in the coalition era:</p> <p>The key point is that in the era of coalition politics, the authority of the PM is diminished. In choosing cabinet members, allocating portfolios, and making policy the freedom of the PM to act is limited by compulsions of coalition politics. Small regional parties wield disproportionate influence in cabinet decision makers. The capacity of the PM to manage the cabinet determines his success. Examples from the experience of the UPA and NDA may be cited.</p>

## Question 6

- (a) Distinguish between *judicial activism* and *judicial restraint*. [6]
- (b) Critically examine *any three* powers of the Supreme Court of the United States. [6]

### Comments of Examiners

- (a) Very few candidates attempted this question. Some of the candidates who did attempt, wrote the differences between *judicial activism* and *judicial restraint* only on the basis of their meaning and definition. None of the candidates made any reference to Lok Adalat, PIL while explaining judicial activism and also did not mention writs, etc. while explaining judicial restraint. The idea of Judges not actively interfering in policy making was also not mentioned.
- (b) Many of the candidates who attempted this question did not critically examine the functions of US supreme court but wrote its functions randomly. Some candidates wrote the functions of the Supreme Court of India. A few candidates, instead of writing on the Original and Appellate Jurisdiction of the US Supreme Court, wrote on its other general powers like guardian of Fundamental Rights (protector) and of the constitution.

### Suggestions for teachers

- Explain the importance of PIL, fast track courts etc.
- Stress upon the usage of writs with current examples.
- Give case studies to students for conceptual clarity.
- Emphasise the importance of the primary powers of the US Supreme Court such as original and appellate.
- Tell students that the term 'critically examine' called for an appraisal of the powers of the US Supreme Court highlighting criticism and justification.

## MARKING SCHEME

### Question 6

(a)	<p><i>Judicial activism</i> and <i>judicial restraint</i>:</p> <p>The following is a suggested approach. Alternative approaches deploying similar key points may also be accepted.</p> <p>Judicial Restraint is a theory of judicial interpretation that encourages judges to limit the exercise of their own power. It asserts that judges should hesitate to strike down laws unless they are obviously unconstitutional. The principle of restraint urges judges to refrain from</p>
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deciding legal issues, and especially constitutional ones, unless the decision is necessary to the resolution of a concrete dispute between adverse parties.

The courts should hesitate to use judicial review to promote new ideas or policy preferences. In short, the courts should interpret the law and not intervene in policy-making.

Judges should always try to decide cases on the basis of:

- The original intent of those who wrote the constitution.
- Precedent – past decisions in earlier cases.
- The court should leave policy making to others.

According to Black’s Law of Dictionary judicial activism is a “judicial philosophy which motivates judges to depart from traditional precedents in favour of progressive and new social policies”.

Judges should act more boldly when making decisions on cases:

- Law should be interpreted and applied on ongoing changes in conditions and values.
- As society changes and their beliefs and values change, courts should then make decisions in cases that reflect those changes.

According to the idea of judicial activism, judges should use their powers to correct injustices, especially when the other branches of government do not act to do so.

Examples of judicial activism are the decisions by the Indian Supreme Court in Maneka Gandhi’s case as well as its decisions relating to Article 21 of the Indian Constitution, etc.

(b) The powers of the United State Supreme Court:

1. Original Jurisdiction: cases involving ambassadors, where a state is a party, disputes between states or between the United States and one or more states
2. Appellate Jurisdiction: where a constitutional principle is at stake
3. Interpreter/Guardian of the United States constitution
4. Judicial Review following Marbury v. Madison (1803)

(Any three)

## SECTION B

*Answer any two questions.*

### Question 7

- (a) Discuss *any three* salient features of the Constitution of India. [6]
- (b) Explain *any three* rights conferred under the *Right to Freedom of Religion* in the Constitution of India (Articles 25-28). [6]



## Comments of Examiners

- (a) A number of candidates did not write the salient features of the Constitution of India as given in the scope of the syllabus and wrote the *ideals and objectives* of the Preamble separately, like, sovereign, socialist, secular, democratic and republic.
- (b) Very few candidates understood the question and could answer it correctly. Majority of the candidates split one right into four points. They emphasised on preach, profess and practise any religion without giving a proper explanation.

### Suggestions for teachers

- Ask students to refer to the salient features as given in the scope of syllabus.
- Explain all the rights in detail.

## MARKING SCHEME

### Question 7

(a)	<p>Salient features of the Constitution of India:</p> <ul style="list-style-type: none"> <li>• Drawn from many sources</li> <li>• Federal structure with unitary spirit</li> <li>• Partly rigid and partly flexible</li> <li>• Fundamental Rights and Duties</li> <li>• DPSP</li> <li>• Parliamentary form of government</li> <li>• Bicameral Legislature</li> <li>• Universal Adult Franchise</li> <li>• Single, integrated and independent judiciary</li> <li>• Judicial Review</li> <li>• Emergency Powers</li> <li>• Features of Preamble</li> <li>• Single Citizenship</li> <li>• India is a sovereign, socialistic Democratic Republic</li> <li>• Special position of SC/ST</li> </ul> <p style="text-align: right;"><i>(Any three)</i></p>
(b)	<p>Rights conferred under Right to Freedom of Religion (Articles 25-28)</p> <ol style="list-style-type: none"> <li>1. Freedom of conscience and free profession (Art.25)</li> <li>2. Freedom to manage religious affairs (Art.26)</li> <li>3. Freedom from payment of taxes for promotion of any particular religion (Art 27)</li> <li>4. Freedom from attendance at religious instruction in educational institutions supported wholly or partly by the State. (Art.28)</li> </ol> <p style="text-align: right;"><i>(Any three)</i></p>

## Question 8

- (a) Explain the Three-Tier system of Panchayati Raj under the 73<sup>rd</sup> Amendment to the Constitution of India. [6]
- (b) Discuss *three* challenges faced by rural local self-government after the passage of the 73<sup>rd</sup> Amendment to the Constitution of India. [6]

### Comments of Examiners

- (a) Majority of the candidates did not know the composition of the three-tier system of Panchayati Raj under the 73<sup>rd</sup> Amendment to the Constitution of India. They wrote about the functions and features of the Panchayati Raj. Some candidates were confused between *Gram Sabha* and *Gram Panchayat*.
- (b) Many candidates, instead of writing the challenges faced by the rural local self-government, wrote the challenges faced in villages, like sanitation, health, educational facilities.

### Suggestion for teachers

- Teach the three-tier system of the Panchayati Raj with the help of a flow chart / PPT.
- Specify, with examples, the challenges faced by the administration and the people.
- Instruct students to read and understand the questions before attempting them.

## MARKING SCHEME

### Question 8

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|-----|---|
| (a) | <p>The Three-Tier system of Panchayati Raj under the 73<sup>rd</sup> Amendment to the constitution of India:</p> <p>Three Tier System (Panchayati Raj)</p> <ol style="list-style-type: none"> <li>1. Gram Sabha: village level, directly elected, reservations for women(1/3<sup>rd</sup>), SC/ST. Gram Panchayat is the executive organ of the Gram Sabha.</li> <li>2. Panchayat Samhiti: block level (taluk level in some states): 6-10 members directly elected, one person for approximately 15000 population; representatives elected by Sarpanches of Panchayats, local MLAs and MLCs<br/>1/3 (now 1/2) of seats reserved for women, reservation for SC/STs. Term: 5 years</li> <li>3. Zilla Parishad:             <ol style="list-style-type: none"> <li>i) 10-25 directly elected members, one representative for 50,000 members</li> <li>ii) All Chairpersons of Panchayat Samhitis falling within the Zilla.</li> <li>iii) MPs, MLAs representing the area and MPs and MLAs whose names are registered as voters within the Zilla.<br/>1/3<sup>rd</sup> (now 1/2) seats reserved for women, SCs/STs in proportion to their population.</li> </ol> </li> </ol> |
| (b) | <p>Challenges faced by rural local self-government after the passage of the 73<sup>rd</sup> Amendment.</p> <ol style="list-style-type: none"> <li>1. Inexperienced Representatives</li> <li>2. Groupism/Factionalism/Casteism</li> <li>3. Lack of Funds</li> <li>4. Party politics</li> <li>5. Government interference/bureaucratic delays</li> <li>6. Corruption</li> </ol> <p style="text-align: right;">(Any three)</p>  |

## Question 9

- (a) Explain the meaning of *communalism* and discuss its effects on the functioning of Indian democracy. [6]
- (b) Discuss the role of *caste* in Indian politics. [6]

### Comments of Examiners

- (a) Most of the candidates were unable to explain the meaning of *Communalism*. Some candidates misinterpreted communalism and wrote either on *communism* or *community*. Some candidates wrote the causes of communalism instead of its effects. In a few answer scripts, there was no mention of *religion*.
- (b) Several candidates attempted this question correctly but, in many cases, there was either a repetition of the points being discussed, or the points given were irrelevant. A few candidates misinterpreted *casteism* with *communalism* and *caste* with *religion*. Some candidates, instead of discussing the role of caste in Indian politics, discussed the four Varanas.

### Suggestions for teachers

- Emphasise the importance of the topic *on Indian Democracy*, especially in the present times.
- Clearly explain the term ‘communalism’ with reference to religion which will enable students to understand its effects.
- Teach the role, causes and effects of caste in Indian politics by giving examples from Indian states and by drawing references from political socialisation, leadership recruitment, electoral politics, caste violence, etc.

## MARKING SCHEME

### Question 9

(a)	<p>Communalism entails privileging one’s own religion which is used as the predominant lens to understand all social and political issues. It posits the notion of the “other” referring to faith communities other than your own. An individual’s faith community becomes the primary source of identity, interest articulation and aggregation. This impacts society and politics in significant ways.</p> <p>Effects of communalism include the following:</p> <ol style="list-style-type: none"> <li>1. Polarisation of society along communal lines</li> <li>2. Communalisation of politics: vote bank politics</li> <li>3. Communal violence</li> <li>4. Ghettoisation of communities</li> <li>5. Communalisation of secular issues</li> <li>6. Communalisation of History</li> <li>7. Communalisation of leadership</li> <li>8. Communalisation of Political Parties, groups</li> <li>9. Religious Orthodoxy</li> <li>10. Communalisation in Political struggle</li> <li>11. Poverty and underemployment</li> </ol> <p style="text-align: center;"><i>(These are suggested points. Alternative approaches may be accepted.)</i></p>
(b)	<p>Role of Caste in Indian Politics:</p> <ol style="list-style-type: none"> <li>1. Political socialisation along caste lines</li> </ol>

2. Role of caste in leadership recruitment
3. Political parties based on caste mobilisation
4. Caste in elections/government making
5. Caste violence
6. Pro and anti-reservation movements

(Any three)

**Note: For questions having more than one correct answer/solution, alternate correct answers/solutions, apart from those given in the marking scheme, have also been accepted.**

## GENERAL COMMENTS

### Topics found difficult by candidates

- Question 1(vi): Judicial Review.
- Question 1(vii): Directive Principles (purpose).
- Question 1(viii): 42<sup>nd</sup> Amendment to the constitution of India.
- Question 1(x): Significance of the Eleventh schedule.
- Question 3 (b): Distinction between a written constitution and an unwritten constitution a real one.
- Question 5 (b): Changing role of the Prime Minister of India in the Coalition Era.
- Question 6 (a): Judicial activism and judicial restraint.  
(b): Critically examine any three powers of the Supreme Court of the United States.

### Concepts in which candidates got confused

- India is described as a federal state with subsidiary unitary features.
- Authoritarian State.
- Enacted Constitution and Evolved Constitution.
- Salient features of the Constitution of India.
- Challenges faced by rural local self-government after the passage of the 73<sup>rd</sup> Amendment.
- Communalism.
- Caste.

### Suggestions for students

- Avoid selective study.
- Be aware of the current affairs, changes in India as well as in the whole world.
- Read newspaper and listen to the news (national and international) daily.
- Participate in group discussions and classroom debates.
- Do a lot of reference work.
- Understand the concepts and apply them while writing the answers.
- Practise application-based questions.
- Solve the past years' papers.
- Utilise the reading time judiciously.
- Understand the differences between the requirements of an objective question and a subjective question and how these are to be answered.