

B. ANALYSIS OF PERFORMANCE

PART I (Compulsory)

Question 1

[15 + 2]

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

- (i) Explain in brief the classification of states as suggested by Pindar and Thucydides.
- (ii) Mention the difference between a *totalitarian state* and an *authoritarian state*.
- (iii) How is liberal democracy a representative government?
- (iv) Mention *four* essential features of a federation.
- (v) Why is it necessary to have a written constitution in modern times?
- (vi) Define the theory of *Separation of Powers*.
- (vii) Why is bi-party system considered best for parliamentary form of government?
- (viii) State *two* duties of an elected representative.
- (ix) Explain the meaning of *Positive Dimension of Sovereignty of British Parliament*.
- (x) Mention *any two* privileges of the members of House of Lords.
- (xi) What is the role of civil servants in law-making?
- (xii) State the judicial powers of the President of India.
- (xiii) What is *Equity Legislation*?
- (xiv) Explain the meaning of *Rule of Law*.
- (xv) Mention the different steps taken by the constitution of India to combat untouchability.

Comments of Examiners

- (i) Many candidates failed to mention the basis of classification as suggested by Pindar and Thucydides. Some did not write the perverted forms and some confused them with Plato and Aristotle.
- (ii) Majority of the candidates answered this question correctly but some missed writing 'limited openness' under the authoritarian state with dictatorship.
- (iii) A few students defined liberal democracy rather than giving the reason for why it is a representative government.

Suggestions for teachers

- Each philosophic classification, the basis of classification and the types should be explained in detail. The difference should be explained with the help of examples.
- The students should be taught to understand the question and answer as per the requirements of the question.

- (iv) Some students confused the 'essential features' with the 'conditions necessary for success of a federation' and 'merits of a federation'.
- (v) Many candidates defined a written constitution but did not mention its necessity in modern terms.
- (vi) Instead of writing on the Separation of Powers between the three organs, a few candidates wrote on the division of powers between the centre and the state or power of lower and upper house of Parliament. Some candidates defined checks and balances.
- (vii) Many candidates did not justify why bi-party system is best for Parliamentary form of Government and instead wrote the merits of Parliamentary government. Some others confused it with multi-party system.
- (viii) Majority of the candidates wrote this answer correctly. A few candidates did not understand the meaning of 'elected representative'.
- (ix) A number of candidates were not able to answer this question satisfactorily.
- (x) Majority of the candidates made wild guesses and many got confused between the 'powers' and the 'privileges' of the members of the House of Lords.
- (xi) A few candidates could not differentiate, between the 'political' and 'permanent' executive.
- (xii) Many candidates wrote about the President's power to appoint judges and did not mention the power to grant pardon, reprieve, respite, etc.
- (xiii) Majority of the candidates confused 'equity' with 'equality' before law.
- (xiv) This question was answered correctly by most of the candidates except for some who confused 'rule of law' with 'role of law'.
- (xv) Majority of the candidates misunderstood the question. They failed to write the steps taken by the Indian Constitution to combat untouchability and gave general remedies for untouchability.

- Importance/merits should be explained separately and the difference made clear to students.
- Precise definitions should be taught and difference between different terms should be highlighted.
- Explain to students that the 'Why' in the question has to be justified logically and it requires comprehensive study.
- Each term connected with the chapter should be made clear. Sometimes easy concepts are taken for granted and not explained.
- Functions of bureaucrats/civil servants and how is it different from political executive should be made clear and specific.
- The teachers should explain the different powers of the President in detail.
- Students should be given precise explanation about the function of the judiciary.
- Students should be taught the difference between the terms 'rule' and 'role'.
- Provisions of the Indian Constitution to combat untouchability should be discussed clearly.

MARKING SCHEME

Question 1.

- (i) Pindar and Thucydides: classified the states into Monarchy, aristocracy, democracy, polity, tyranny, oligarchy and as to whether the states obeyed laws or not.
- (ii) The difference between the two is one of degree and not of kind. In authoritarian state, unlike the totalitarian one, the state control over the people is not total but excessive. Limited openness is permitted.
- (iii) The government in liberal democracy is elected by the people, hence it is the representative of the people.
- (iv) Division of powers between the centre and states; written constitution; rigid constitution; supremacy of the constitution; impartial supreme judiciary, dual administration; dual citizenship; bicameral legislature; equality of all states. *(any four points)*
- (v) A written constitution is supreme and the government has to work according to its provisions. It cannot be changed easily.
- (vi) Separation of powers means that the three organs of the government, i.e. legislature, executive and judiciary should perform their functions separately because concentration of power in a single hand leads to despotism.
- (vii) Bi-party system leads to a clear victory of one of the two major political parties so there is no confusion.
- (viii) He acts as a trustee and delegate of the people; maintains continuous links with his constituency; has won a mandate to carry out a set of policies for the development of his constituency. *(any two points)*
- (ix) It means the unlimited law-making power of the British Parliament as Britain is a Unitary State.
- (x) Absolute freedom of speech, no member can be arrested during the session of the House; can go directly to the monarch and discuss matters of public interest; each member has the right to get record his dissenting opinion; right to surrender their peerage and the seat in the House of Lords within 12 months of the inheritance of their peerage under the Reluctant Peerage Act, 1963. *(any two points)*
- (xi) They draft the bills which the ministers submit to the legislature for law-making. They have indirect role in law-making.
- (xii) The President of India has the power to grant pardon, reprieve, respite, suspension, commutation or remission in respect of criminals facing death sentences, offences against laws made under the union and the concurrent list and in all cases of punishment by a court martial. All mercy petitions depend on President's own discretion and he can seek advice of the Supreme Court.
- (xiii) When a law is silent and ambiguous or appears to be inconsistent with some other law of the land, the judges depending upon their sense of justice, fairness, impartiality, honesty and wisdom decide cases. This becomes law making and is termed as *Equity Legislation*.

- (xiv) The concept, English in origin, essentially prohibits arbitrary actions by the government against an individual. Thus, no individual may be deprived of his life or property save through due process.
- (xv) Untouchability stands constitutionally prohibited and is a crime punishable by law. There is single uniform citizenship, equal rights and universal adult franchise.

PART II
SECTION A

Answer two questions.

Question 2

- (a) Explain the classification of states and governments as given by Stephen Leacock. **[8]**
- (b) Discuss *any six* essential features of a Presidential form of government. **[6]**

Comments of Examiners

- (a) Some candidates wrote the classification of C.F. Strong, Marriot and other modern classifications. The basis of division by Leacock was not explained properly by several candidates. Examples were not given. Terms like 'limited monarchy', 'republic' 'unitary', 'federal' and others were not explained.
- (b) Many candidates confused the 'features' of a Presidential form of Government with the 'merits'. Some candidates wrote the features of Parliamentary form of Government. In several cases, points were not adequately explained and at times, candidates repeated ideas in different language.

Suggestions for teachers

- While discussing the classification given by different thinkers, mention examples by giving the names of countries for each type. Students should be told to explain the terms so as to bring out the differences.
- Give practice to students in writing answers. Ask them to give relevant answers, explaining the points.

MARKING SCHEME

Question 2.

- (a) As an alternative to the classification into monarchy, aristocracy and democracy, Leacock proposed the following classificatory scheme which includes all the existing forms of governments:

- (1) Democratic and (2) Despotic.

These are further classified into:

- (i) Limited Monarchy (ii) Republic.

These can be further subdivided into:

- (1) Unitary (2) Federal

These can be subdivided into:

- (i) Parliamentary (ii) Presidential

(each pair has to be explained with appropriate examples)

- (b) 1. No difference between Nominal and Real Executive
2. Separation of powers between the legislature and the executive.
3. Fixed tenures of the Executive and the legislature.
4. Cabinet works as an advisory body to the President.
5. The ministers are responsible to the President.
6. Political heterogeneity.

(explain the points)

Question 3

- (a) Discuss the various conditions which are essential for the success of a federation. [8]
(b) Give *any six* problems faced by federal governments. [6]

Comments of Examiners

- (a) Many candidates confused 'conditions essential for a federation' with 'features' and 'merits' of a federation. Some candidates wrote about co-federation. Several candidates just wrote three or four points without giving any explanation.
(b) Very general and repetitive points were written by a number of candidates. 'Problems of developing states' were mistaken by some candidates as 'problems faced by federal governments'. The points were not explained and in some cases, candidates gave wrong explanation to points which were correct.

Suggestions for teachers

- The difference between 'features', 'essential conditions' and 'merits of a federation' must be highlighted.
- Explain to students that learning the points is not enough. The points should be learnt along with proper explanation.
- Teach the difference between 'problems of developing states' and 'problems faced by federal governments'.

MARKING SCHEME

Question 3.

- (a) Desire for union, preservation of individuality, political maturity and education; geographical contiguity; community of race, language, culture and religion, approximate equality of units; similarity of political institutions and alert political parties; similarity of social institutions and Economic development.

(any eight points to be explained)

- (b)
1. The problems of clear cut and settled division of powers between the centre and the federating states.
 2. Settling centre-state disputes.
 3. Securing harmonious, cooperative, healthy and competitive relations between the centre and states.
 4. Overcoming regional imbalances and regionalism.
 5. Securing a strong central government without limiting the autonomy of the states.
 6. Coordinating the policies and actions of the centre and the states.
 7. Nation-building and national integration.
 8. Maintaining the unity and integrity of the people of the federation.
 9. Maintaining the sanctity and supremacy of the constitution of the federation.
 10. Making quick decisions and to secure a full mobilisation of resources particularly during times of an emergency.

(any six points)

Question 4

- (a) (i) What are the essential features of: [8]
- (1) a *written* Constitution
 - (2) an *unwritten* Constitution
- (ii) Why is the distinction between them a false one?
- (b) Explain *any three* merits and *any three* demerits of a *rigid* Constitution. [6]

Comments of Examiners

- (a) (i) Most candidates wrote the definition of written and unwritten constitution as features. Some candidates wrote the merits.
- (ii) Candidates seemed to be confused between unwritten constitution, rigid and flexible constitution. In some cases, enough examples were not given by candidates.
- (b) This question was mostly answered correctly but many candidates did not give adequate explanation.

Suggestions for teachers

- Teachers should make students aware that ‘definition’ and ‘features’ are not the same. The points should be explained properly.
- The difference between all types of constitutions should be specified clearly and with examples.

MARKING SCHEME

Question 4.

- (a) Essential features of a written Constitution:
1. Written in the form of a book or document.
 2. An enacted constitution made by a constituent assembly or a council or convention of the people acting through their representatives.
 3. Less flexible with a special procedure for amending the constitution.
 4. It is definite and can be quoted. *(any three points)*

Essential features of an unwritten constitution:

1. Not written in the form of a book.
2. Is the result of slow and gradual process of constitutional evolution.
3. Depends mostly on conventions
4. It cannot be produced in evidence.
5. The institutions of the government owe their existence and working to historical charters, rules, precedents and experiences. *(any three points)*

The distinction between a written and an unwritten constitution is a false one because:

1. In the written constitution, the written parts are in majority but there are several unwritten parts in the form of conventions, e.g. U.S.A. has a written constitution but it also has a large number of unwritten conventions.
2. In an unwritten constitution, most of the parts are unwritten but there are many written documents, e.g. Britain has a Magna carta, the Petition of Right, the Bill of Rights which are available in written form.

(any two points)

- (b) Explain *any three* merits and *three* demerits of a rigid constitution:

Merits of a Rigid Constitution are:

1. Is a source of stability in administration.
2. Maintains continuity in administration.
3. It cannot become a tool in the hands of the party exercising the power of the state at a particular time.
4. It prevents autocratic exercise of powers by the government.
5. A rigid constitution is ideal for a federation. *(any three points)*

Demerits of a Rigid Constitution:

1. It fails to keep pace with fast changing socio-economic environment and needs.
2. Because of its inability to change easily, it hinders the process of social and political development.
3. It can be a source of hindrance during emergencies.
4. Its inability to change easily can lead to revolts against the government.
5. A rigid constitution is a source of conservativeness. It becomes old very soon and fails to keep pace with times.

(any three points)

SECTION B

Answer **three** questions.

Question 5

- (a) What is the theory of *checks and balances*? Explain how it has been implemented in the US Constitution. [8]
- (b) Explain *any six* merits of a multi-party system. [6]

Comments of Examiners

- (a) The two basic principles of checks and balance were not written by most candidates. Some candidates wrote about the powers and functions of different organs.
- (b) Majority of the candidate wrote this answer correctly. However, some gave examples which made no sense.

Suggestions for teachers

- The teachers should lay emphasis on the basic principles.
- The various checks implemented in the US constitution should be discussed in detail and candidates made to write accordingly.
- Various party systems should be explained thoroughly.

MARKING SCHEME

Question 5.

- (a) The theory of checks and balances holds that no organ of power should enjoy unchecked power in its sphere. Power of one organ should be restrained and checked by the power of other two organs. The theory has two basic principles:
1. Power corrupts and absolute power corrupts absolutely.
 2. Power alone is the antidote to power. The US Constitution provides for a system of mutual checks and balances among the three organs of the government:
 - a. The congressional checks upon the US President are: all appointments made by the President require Senatorial approval. All treaties made by the President require Senatorial ratification; President depends upon Congress for finances; Congress removes the President by impeachment; Congress alone can declare war, it can institute investigation committees and can propose amendments to the constitution.
 - b. Congressional checks upon the Supreme Court and other Courts are: Judges are appointed by the President with the approval of the Senate. The judges can be removed by the Congress through impeachment; Congress alone can establish new Courts.
 - c. Presidential Checks upon the Congress are: The bills signed by the President become laws; the President can exercise suspensory veto and pocket veto on the bills passed by the congress; he can pigeon hole any bill.
 - d. Presidential checks upon the Judiciary are: The judges are appointed by the President; the President has the right to grant pardon, reprieve and amnesty to any criminal.

- e. Judicial checks over the Congress and the President are: The Supreme Court has the power to conduct judicial review over the laws of the Congress; it conducts judicial review over the order issued and adopted by the President; the Supreme Court is the guardian of the constitution and the impeachments are presided over by the Chief Justice of the Supreme Court. Besides these inter-organ checks, there are the following checks: The federal and the state governments check each other; the House of Representatives and the Senate check each other; the House of Representatives is elected after every two years.

(the candidates should try to write about various checks of the three organs)

(b) Merits of a multi-party system are:

1. Natural for a society with socio-economic cultural diversities.
2. More choice for the voters
3. Compels the political parties to cooperate and form alliances.
4. Ruling parties or alliances cannot behave in an arbitrary way.
5. Several alternative governments can be formed.
6. More political education for the people.
7. The Nation remains free from rigid groupism.

(any six points to be explained)

Question 6

- (a) Explain how the lower house of the parliament exercises control on the Executive in India. [8]
- (b) *The US senate is the strongest second chamber in the world.* Discuss. [6]

Comments of Examiners

- (a) It seems that many candidates did not understand the question. They wrote how the President is controlled. They did not write about the various ways in which the executive is controlled or explain the various motions, debate on President's Address etc. Moreover, the explanation given at times was not specific.
- (b) Majority of the candidates answered this question correctly.

Suggestions for teachers

- Teachers should be highlight the ways in which the legislature can control the executive both in the parliamentary and presidential form of government.
- The students should be taught the comparative part very thoroughly.

MARKING SCHEME

Question 6.

(a) The Union Council of Ministers is collectively responsible before the House of the People, i.e. the Lok Sabha for all its acts of omission and commission. The ministers remain in office so long as they enjoy the confidence of majority in the Lok Sabha. The methods by which the lower house exercises control over the executive is as follows:

1. Question Hour
2. Debate on the President's Address
3. Defeat of Money Bills leads to the defeat of the government
4. Calling Attention, Adjournment, Cut, Censure, and No-confidence Motions.
5. Statement and explanation of the working of various departments.

(all the points to be explained in detail)

(b) *The US senate is the strongest second chamber in the world:*

The US constitutional system is the strongest second chamber in the world. The reasons are:

1. Unlike the House of Representatives, the senate enjoys three special powers regarding appointments, treaties and impeachments.
2. The House is a small chamber with parity representation, representing a whole state.
3. It has co-equal powers with the House of Representatives except with respect to introduction of money bills.
4. As there is no provision for a joint-sitting in the event of a deadlock, the mutual superiority of the House is not an advantage.
5. All legislation requires the approval of both Houses. Even in the case of money bills, the senate can change everything but the title.
6. The joint conference committee method of conflict resolution tends to favour the Senate because of its long tenure, wisdom and experience.
7. Unlike the House of Representatives, the senate is a quasi-permanent House.
8. Unlike the other upper houses, the senators are directly elected by the people.
9. The power of the senate has increased more due to the solidarity and unity of the senators.
10. The senators get proportionately more time to speak.

(any six points to be explained and other similar arguments can also be accepted)

Question 7

- (a) What are the different functions performed by the Executive in modern times? **[8]**
- (b) Explain the *three* important rights exclusively exercised by the British Monarch. **[6]**

Comments of Examiners

- (a) Some candidates wrote the functions of the political executive while some wrote the functions of the permanent executive. Several candidates wrote about the executive functioning in a parliamentary system while others wrote only about the Presidential system.
- (b) Very few candidates could answer this question correctly. They wrote common powers and position of the monarch. Candidates seemed to have totally neglected or overlooked this topic.

Suggestions for teachers

- Tell candidates that questions like these have to be answered from a general point of view. The points have to be specific and explained in detail.
- Selective study should be discouraged.

MARKING SCHEME

Question 7.

- (a) The different functions are:

Policy making; enforcement of laws; appointment making, treaty making, defence, war and peace functions; foreign policy-making and the conduct of foreign relations; functions relating to law making; law making under the system of delegated legislation, financial functions; judicial functions, and the grant of titles and honours.

(any eight points to be explained)

- (b) Three exclusive rights of the British Monarch are:

1. Right to be consulted.
2. Right to Encourage.
3. Right to warn.

(all three points have to be explained)

Question 8

- (a) Discuss the powers of the Supreme Court in the USA. **[8]**
- (b) What are the features of Judicial Review in India? **[6]**

Comments of Examiners

- (a) Though many candidates answered this question correctly, the original jurisdiction and the appellate jurisdiction of the U.S Supreme court were left out in some answers. Several candidates confused it with the Supreme Court of India. Clarity and objectivity was lacking in answers.
- (b) Majority of the candidates did not give a proper explanation and failed to write the 'procedure established by law' as an important feature of the judicial review in India.

Suggestions for teachers

- The students should be made conversant with the specific function of courts in India, U.K and USA.
- Every aspect of judicial review in India and US should be explained in detail.

MARKING SCHEME

Question 8.

(a) The powers of the Supreme Court in the USA are:

1. Original Jurisdiction: in cases which concern ambassadors and foreign agents; those in which state is a party and disputes between two or more states and the disputes between the United States on the one side and one or more states on the other side.
2. Appellate Jurisdiction: in cases for review directly from the State courts; cases from federal district courts; receives petitions against the decisions given by Federal courts of Appeals and to review the decisions of the Courts of claims and the courts of customs and patent appeals.
3. Interpreter of the constitution
4. Guardian of the constitution
5. Role in development of the constitution
6. Guardian of Fundamental Rights
7. Role in law-making.

(any four points to be explained in detail)

(b) Features of Judicial Review in India are:

1. Both the Supreme Court and High Courts exercise the power of Judicial Review.
2. Judicial review can be conducted in respect of all central and state laws.
3. It cannot be conducted in respect of the Acts incorporated in the 9th Schedule of the Constitution.
4. Judicial Review applies only to the question of law.
5. Judicial Review is not automatic
6. The Supreme Court decides the validity of the law.

(The points to be explained)

Question 9

- (a) Give *any eight* remedial steps for meeting the evils of communalism. **[8]**
- (b) Suggest *any six* measures to eradicate economic inequality. **[6]**

Comments of Examiners

- (a) Majority of the candidates scored in this question by applying common sense and logic. However, some did not understand the meaning of 'remedy' and did not write adequately. Overlapping of points was another common phenomenon.
- (b) While most of the candidates answered correctly some candidates confused 'Economic inequality' with all other types of inequalities. A few candidates confused 'eradicate' with 'effect' of economic inequality.

Suggestions for teachers

- Help students in understanding the terms - causal / reasons, effects and remedial measures / solutions to evils like communalism.
- Terms like 'effect' and 'eradicate' should be made clear.

MARKING SCHEME

Question 9.

- (a) Remedial steps for meeting the evils of communalism are:

1. Reforms in the Education system.
2. A Directed Socialisation Process.
3. Proper use of Mass Media.
4. Determined fight against poverty and under development.
5. Awareness of duties.
6. Use of social service schemes in education.
7. Legal ban on all communal organizations.
8. Peace and Brotherhood committees in local areas.
9. Special police and effective use of local administration.
10. Special courts for punishing communal rioters.
11. Involvement of NGOs.
12. Keeping religion separate from politics.
13. Review of Reservation policy.
14. Preservation of communalisation of history.
15. Popularization of the Principle of Unity in Diversity.

(any eight points to be explained)

- (b) The measures to eradicate economic inequality are:

1. Control of population.
2. Value based education system.
3. Promoting the interest of peasants and other weaker sections of the society.
4. Vocationalisation of education.
5. Development of rural infrastructure.

6. Increasing employment opportunities.
7. A well-planned policy towards the establishment of special economic zones.
8. Empowering the Panchayati Raj.
9. Empowering the women.
10. Effective implementation of policies and accountability of government and the bureaucracy.
11. Unity of people against the forces of terrorism which are trying to destroy Indian economy.

(any six points to be explained)

GENERAL COMMENTS:

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

- Q.1 (ii) Difference between a totalitarian state and an authoritarian state.
- (iv) Four essential features of a federation.
- (vii) Why is bi-party system considered best for Parliamentary form of government?
- (ix) Positive Dimension of Sovereignty of British Parliament.
- (x) Any two privileges of the members of House of Lords.
- (xii) Judicial powers of the President of India.
- (xiii) Equity Legislation
- (xv) Steps taken by the constitution of India to combat untouchability.
- Q.4.a (ii) Distinction between written and unwritten constitution a ‘false’ one.
- Q.6 (a) Lok Sabha exercising control over the executive.
- Q.7.(b) ‘Three’ exclusive rights of the British Monarch.
- Q.8.(b) Features of Judicial Review in India.

(b) Concepts between which candidates got confused:

- Features of a federation, conditions essential for the success of a federation.
- Constitutional provisions of India to combat untouchability.
- Separation of powers and checks and balances.
- Different functions performed by the Executive in modern times.
- Features of Judicial Review in India.
- ‘Remedial’ steps for meeting the evils of Communalism.
- Measures to ‘eradicate’ economic inequality.

(c) Suggestions for students:

- Selective study should be avoided.
- Be aware of the day to day political, social and economic activities – national and international.
- Substantiate the answers with examples.
- Comparative study of the political systems should be done with examples.
- Read the question paper well.
- Write answers in points and explain the points.
- Do not write vague statements.
- Points should not be repeated.
- Understand the question before answering it.