

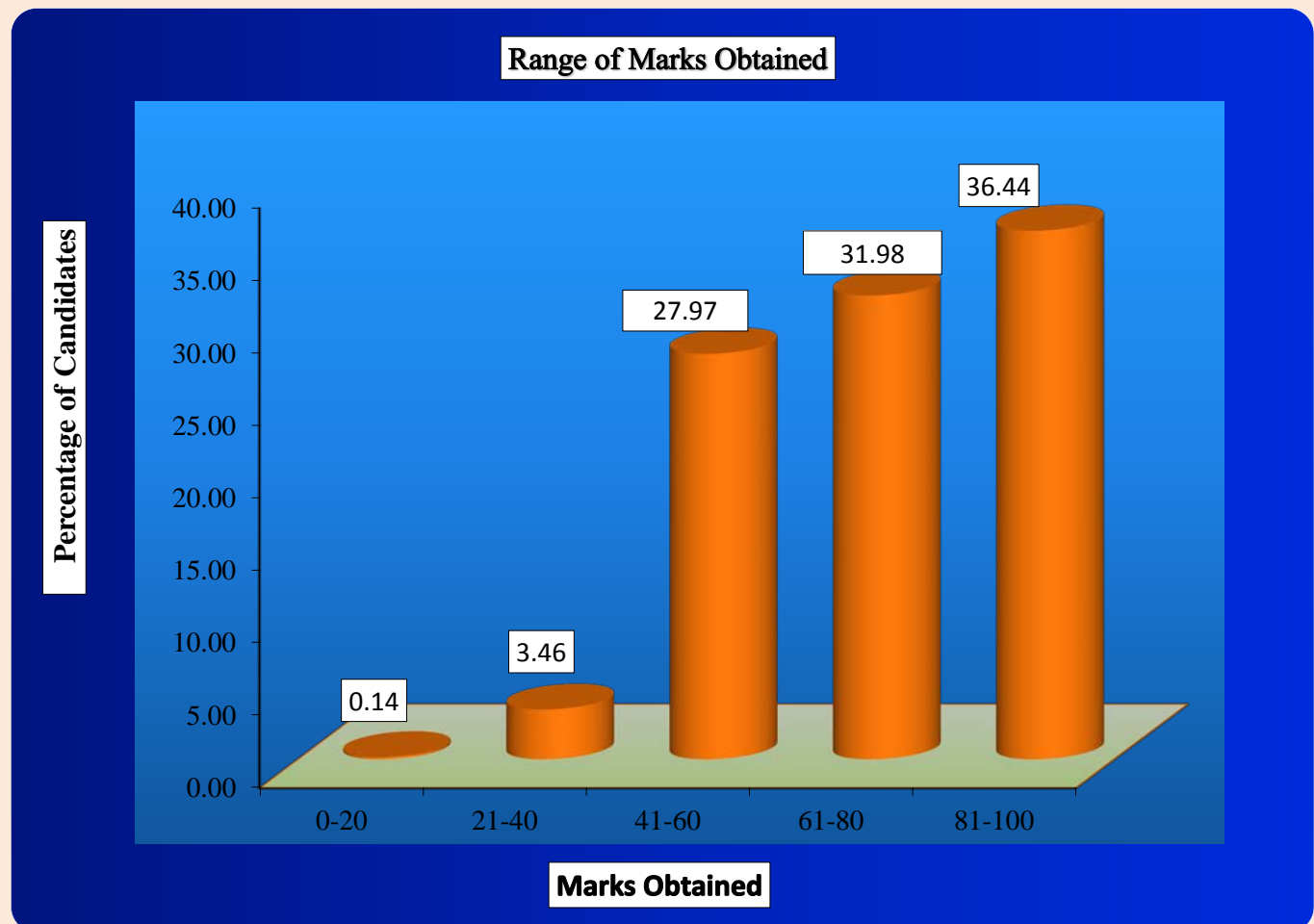
# POLITICAL SCIENCE

## STATISTICS AT A GLANCE

Total Number of students who took the examination	4,215
Highest Marks Obtained	100
Lowest Marks Obtained	18
Mean Marks Obtained	71.7

### Percentage of Candidates according to marks obtained

Details	Mark Range				
	<i>0-20</i>	<i>21-40</i>	<i>41-60</i>	<i>61-80</i>	<i>81-100</i>
Number of Candidates	6	146	1179	1348	1536
Percentage of Candidates	0.14	3.46	27.97	31.98	36.44
Cumulative Number	6	152	1331	2679	4215
Cumulative Percentage	0.14	3.61	31.58	63.56	100.00



# POLITICAL SCIENCE

## PART I (20 Marks)

Answer *all* questions.

### Question 1

[10 × 2]

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

- (i) On what basis are the states classified as *unitary* and *federal*?
- (ii) Differentiate between an *enacted constitution* and an *evolved constitution*.
- (iii) Explain briefly, the First-Past-the-Post system of election.
- (iv) What are the powers enjoyed exclusively by the Rajya Sabha?
- (v) Why are the civil servants called *politically neutral* members of the executive?
- (vi) What is the composition of the Supreme Court of India and the Supreme Court of the United States of America?
- (vii) Which fundamental right enables a person to petition the courts for issuance of writs?
- (viii) Give *any two* differences between the cabinet systems of India and the United States of America.
- (ix) Briefly explain the composition of the *Gram Panchayat*.
- (x) Mention *any two* forms of political violence in India.

### Comments of Examiners

- (i) Most of the candidates answered this question correctly. Several candidates wrote the definition of unitary and federal but did not write the basis of classification of states. Answers were limited to 'distribution of power' between Centre and state without specification about their set up. 'Centralization' and 'decentralization' was not used in explaining the answers.
- (ii) This question was well attempted by most of the candidates. Several candidates mentioned the word 'man made' while explaining this question. They did not mention 'constituent assembly' or 'council which is there to 'enact' a constitution.
- (iii) Majority of the candidates answered this part in a simple manner. Several candidates used 'relative majority' and some confused it with 'proportional representation', 'absolute majority' and 'second ballot'.

### Suggestions for teachers

- Tell students that incomplete answers are not acceptable. Ask students to use correct technical terms such as 'decentralization', 'delegation', 'devolution', 'divide' etc. Stress upon the importance of giving examples.
- Stress upon using key words in the answers,
- Explain all kinds of representation. Teach students the difference between 'relative majority' and 'absolute majority'.

- (iv) Most of the candidates answered this question correctly. However, some candidates mentioned the 'general powers' instead of 'exclusive powers' of the Rajya Sabha.
- (v) Instead of explaining why civil servants are called politically neutral members of the executive, a number of candidates wrote the features of the permanent executive. In some cases, candidates explained the method of appointment on the basis of merit.
- (vi) Many candidates gave incorrect composition (strength) of the Supreme Court of India and the Supreme court of USA.
- (vii) Some candidates did not mention the 'Fundamental Right' and wrote about 'writs'.
- (viii) Several candidates answered in terms of Council of Ministers in India and a few wrote points about Presidential cabinet in U.S. The words 'political homogeneity' and 'political heterogeneity' were missing in the answers.
- (ix) The number of seats reserved in Gram Panchayat were answered differently by many candidates. Some candidates got confused between 'Gram Panchayat', 'Gram Sabha', 'Panchayat Samiti' and 'Zila Parishad'.
- (x) Barring a few, majority of the candidates failed to explain this part with example. Some candidates wrote domestic violence, strikes and hartals as a form of political violence. Several candidates could not differentiate between political violence and communalism.

- Ask students to study 'Rajya Sabha' in detail. Specifically, explain the term 'exclusive'.
- Teach 'role' and 'functions' of the civil servants with necessary examples.
- Ask students to avoid generalized answers. Update students with latest details regarding number of members in various bodies.
- Teach students in detail about 'Fundamental Rights'.
- A thorough comparative study of the parliamentary and presidential systems should be done. Vagueness should be avoided.
- Detailed study of the topic should be done and specifics should be taught.
- Teach students the difference between social and political violence with examples of different forms of violence.
- Insist on reading newspapers for latest news.

<b>MARKING SCHEME</b>	
<b>Question 1</b>	
(i)	<p>Basis for classification of States into Unitary and Federal States:</p> <p>On the basis of the concentration (Unitary) or distribution of powers (Federal). Federal states are characterised by a <u>constitutional</u> division of powers between a federal (central) government and state/provincial governments. A unitary state may distribute powers through delegation or devolution.</p>
(ii)	<p>Differences between an <i>enacted constitution</i> and an <i>evolved constitution</i>:</p> <ul style="list-style-type: none"> <li>• An enacted constitution is the one made by a constituent assembly, convened for that specific purpose.</li> <li>• Evolved constitutions are the result of gradual historical evolution and cannot be</li> </ul>

	attributed to the work of a constitution-making assembly.					
(iii)	First-Past-the-Post system of election:  In the First-Past-the-Post system, the candidate who secures more votes than any other contestant is declared elected. He/she does not have to secure a majority of total votes cast. Indeed, a majority of the voters may not have voted for him/her. E.g. Lok Sabha.					
(iv)	Exclusive powers of the Rajya Sabha: <ul style="list-style-type: none"><li>• Can move a subject from the state list to the concurrent or union list if it deems it to be in the national level.</li><li>• Can create or abolish all-India services such as IAS, IPS, IRS, etc.</li></ul>					
(v)	Civil servants are called politically neutral members of the executive because: <ul style="list-style-type: none"><li>• Civil servants are selected, not elected.</li><li>• They enjoy security of tenure till retirement. Do not change with change of government.</li><li>• They advice and support elected Ministers irrespective of party affiliation.</li><li>• They keep away (under service rules) from political affairs. (Any two)</li></ul>					
(vi)	The composition of the Supreme Courts of India and USA:  India - One Chief Justice and thirty other judges  U.S.A- One Chief Justice and eight associate justices					
(vii)	Right to Constitutional Remedies`					
(viii)	Differences between the cabinet of India and the U.S.A: <table><tr><th>India</th><th>U.S.A.</th></tr><tr><td><ul style="list-style-type: none"><li>• Cabinet is a sub-set of the legislature.</li><li>• Cabinet members are members of Parliament or have to be selected in six months.</li><li>• Cabinet is responsible/answerable to parliament and subject to a vote of no-confidence in the Lok Sabha.</li><li>• A collective body governed by the principles of Ministerial responsibility and collective responsibility.</li></ul></td><td><ul style="list-style-type: none"><li>• Cabinet is a group of advisers to the President.</li><li>• Cabinet members are not members of the legislature and not responsible to it.</li><li>• Presidential authority over cabinet is supreme.</li><li>• Although, cabinet appointments require Senate approval, the President can 'hire and fire' at will.</li></ul><p>(Any two points)</p></td></tr></table>		India	U.S.A.	<ul style="list-style-type: none"><li>• Cabinet is a sub-set of the legislature.</li><li>• Cabinet members are members of Parliament or have to be selected in six months.</li><li>• Cabinet is responsible/answerable to parliament and subject to a vote of no-confidence in the Lok Sabha.</li><li>• A collective body governed by the principles of Ministerial responsibility and collective responsibility.</li></ul>	<ul style="list-style-type: none"><li>• Cabinet is a group of advisers to the President.</li><li>• Cabinet members are not members of the legislature and not responsible to it.</li><li>• Presidential authority over cabinet is supreme.</li><li>• Although, cabinet appointments require Senate approval, the President can 'hire and fire' at will.</li></ul> <p>(Any two points)</p>
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(ix)	<p>Gram Panchayat:</p> <ul style="list-style-type: none"> <li>• 5 – 31 members</li> <li>• 1/3<sup>rd</sup> (in some cases 1/2) seats reserved for women</li> <li>• Reservation for SC/STs exist in all states.</li> </ul>
(x)	<p>Forms of political violence in India:</p> <ul style="list-style-type: none"> <li>• Violence against women</li> <li>• Linguistic</li> <li>• Secessionist</li> <li>• Terrorist</li> <li>• Caste</li> <li>• Agitational</li> <li>• Electoral.</li> </ul> <p style="text-align: right;"><i>(any two may be stated with an example each)</i></p>

## PART II (60 Marks)

### SECTION A

*Answer **any three** questions.*

#### Question 2

- (a) What is meant by a *liberal democratic state*? Discuss *any four* features of such a state. [6]
- (b) Compare the federal systems of the United States of America and India. [6]

#### Comments of Examiners

- (a) Most of the candidates were able to answer this question correctly. Some candidates got confused between 'features' and 'merits'. The points were not explained adequately by many candidates.
- (b) Only a few candidates wrote this answer correctly. A number of facts were missing in many answers and in several cases general points were written. Instead of federal system of the U.S.A. and India, some candidates wrote about Parliamentary and presidential forms in details. Some candidates wrote only similarities while many wrote just the dissimilarities.

#### Suggestions for teachers

- Explain students the difference between 'features' and 'merits'.
- Explain each point in detail. The term 'compare' must be clearly dealt with. The 'quasi – federal' character of the Indian state should be emphasized highlighting both the unitary as well as the federal principles. 'Centripetal' and 'centrifugal' forces of the federation should also be explained.

MARKING SCHEME	
Question 2	
(a)	<p>A Liberal Democratic system is characterised by LIMITED, REPRESENTATIVE GOVERNMENT with an entrenched system of Fundamental or Basic Rights. It is also characterised by rule of law and a free press.</p> <p>Features:</p> <ul style="list-style-type: none"> <li>• Representative government</li> <li>• Civil liberties</li> <li>• Limited / constitutional government</li> <li>• Political participation</li> <li>• Role of CIVIL SOCIETY in the political process. <i>(Any four to be elaborated)</i></li> </ul>
(b)	<p>Comparison of American and Indian Federations:</p> <ul style="list-style-type: none"> <li>• The US is considered to be a classic federation while India is deemed quasi federal.</li> <li>• In the US, the constitution enumerates the powers of the federal government, allows for some implied (proper and necessary) powers and leaves ALL residual powers to the states. In addition to the federal constitution, each state has its own constitution, the provisions of which may not be repugnant to the Federal constitution. The judiciary is dual with a system of state and federal courts. The federal government may not intrude into the realm of the states, there is no provision for federal rule in the states.</li> <li>• In India, there are three lists; Union, State and Concurrent. The Union parliament may legislate on any subject in the Union and Concurrent lists. In the Concurrent list, where the union shares legislative competence with the states, union laws shall prevail in the event of a conflict. The number of subjects allocated to the union is significantly more, particularly if the concurrent list is also taken into consideration. The Rajya Sabha may move a subject from the state to the union or concurrent list if this is deemed to be in the national interest. Emergency provisions (Articles 352, 356 and 360) allow the Union government wide powers including the power, under Article 356, to take over the administration of a state. Similarly, if emergency is imposed under Article 352, the country effectively becomes a unitary state. The union has superior financial powers. Governors of the states are appointed by the President, significant in the light of Article 356 which provides for <u>President's rule in a state</u>.</li> <li>• Conclusion: The Indian constitution appears to be federal in form, but unitary in spirit. The US constitution provides for a more traditional and classic federal system.</li> </ul> <p><i>(any three points about each system and the use of word quasi-federal)</i></p>

### Question 3

- (a) Discuss briefly *three* kinds of Minority Representation. [6]
- (b) Explain what is meant by a *bi-party system*. Examine *any four* merits of this system. [6]

#### Comments of Examiners

- (a) Some of the candidates got confused between different kinds of representation. They wrote about other forms of representation rather than ‘minority representation’. ‘List system’ and ‘hare system’ were written as two separate points rather than two forms of proportional representation. Proper explanation was lacking in some of the answers.
- (b) This part was attempted well by most of the candidates.

#### Suggestions for teachers

- Explain the concept of ‘minorities’ clearly.
- Teach the merits and demerits of ‘Bi -party system properly.

### MARKING SCHEME

#### Question 3

(a)	<p>Methods of Minority Representation:</p> <ul style="list-style-type: none"><li>• Proportional representation</li><li>• Second ballot system</li><li>• Cumulative vote system</li><li>• Limited vote system</li><li>• Reservation of seats</li><li>• Nomination</li></ul> <p>(any three to be explained)</p>
(b)	<p>Two Party System:</p> <p>Meaning: A system in which two major parties compete for political power. Other parties may exist, but their influence is minimal, e.g. U.S.A.</p> <p>Merits:</p> <ul style="list-style-type: none"><li>• Clear choice for voters</li><li>• Stable government</li><li>• Strong and effective opposition</li><li>• Alternative government in waiting</li><li>• Effective in a parliamentary system</li><li>• Responsible government</li></ul> <p>(any four points to be stated and explained)</p>

#### Question 4

- (a) Discuss *three* disadvantages of a unicameral legislature. [6]
- (b) Explain why the United States Senate is considered to be the most powerful second chamber in the world. [6]

#### Comments of Examiners

- (a) Candidates were able to score marks in this question.
- (b) A number of candidates did not write those features which make the 'Senate' the most powerful second chamber in the world. Many candidates compared it with Rajya Sabha and some wrote composition and powers instead of giving reasons.

#### Suggestions for teachers

- While teaching, differentiate between general and special powers.
- Cite examples while teaching.

#### **MARKING SCHEME**

#### **Question 4**

(b)	<p>The US Senate is considered to be the most powerful second chamber in the World because:</p> <p>Composition: - Small, compact house</p> <ul style="list-style-type: none"><li>- Directly elected</li><li>- Each senator represents the whole state</li><li>- Longer tenure (6 years as opposed to the House of Representatives' tenure of 2 years)</li></ul> <p>Powers: - <u>Financial</u>:</p> <ul style="list-style-type: none"><li>▪ Coequal with the House except for the introduction of money bills.</li><li>▪ Senate can change everything in a money bill, except its title.</li></ul> <p>- <u>Ordinary Laws</u>: Coequal with the House.</p> <p>- <u>Constitutional Amendment</u>: Coequal with the House.</p> <p><u>Unique Powers</u>: Approval of Presidential appointments and approval of Treaties. There is no provision for JOINT SITTING in the US, so smaller size is NOT a disadvantage.</p> <p style="text-align: right;">(Any six powers)</p>
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### Question 5

- (a) Explain *three* legislative powers of the President of the United States of America. [6]
- (b) “..we have made his position one of authority and dignity. The constitution wants to create neither a real executive nor a mere figurehead..” (Jawaharlal Nehru). [6]

Discuss the constitutional position of the Indian President in the light of this statement.

#### Comments of Examiners

- (a) Some candidates got confused between ‘legislative’, ‘executive’ and ‘judicial powers of the U.S president. A few candidates wrote about the Indian president and many did not mention the ‘veto power’.
- (b) Majority of the candidates were confused between the ‘power’, ‘position’ and ‘constitutional position’ of the president of India. Candidates were not able to write six points.

#### Suggestions for teachers

- Explain all the different powers under separate headings. Explain legislative powers of the U.S. president in relation to the U.S congress.
- Teach student to answer application based questions. The points which prove the presidents nominal (constitutional) position should have been written. These kind of questions need class discussion. ‘powers’ do determine ‘the position’ but it has to be answered aptly provisions making the president a figure head should be taught with clarity.
- Changes brought about by the 42<sup>nd</sup> amendment should be made clear. President’s use of suspensory veto and discretionary powers must be explained.

### **MARKING SCHEME**

#### **Question 5**

- |     |   |
|-----|---|
| (a) | <p>Legislative powers of the US President:</p> <ol style="list-style-type: none"><li>1. Veto Powers: Veto which requires 2/3 majority of Congress to override.<br/>Pocket Veto, Suspensory veto, pigeon hole<br/>Threat of Veto, a tool, to influence legislation.</li><li>2. The President may send messages to Congress proposing some measures</li><li>3. He has the power to summon special sessions of Congress.</li><li>4. Delegated legislation – Congress passes law in general outlines, detailing is done by the President. He can make rules and regulations in the form of <u>Executive Orders</u>.</li></ol> |
|-----|---|

	(Any three to be explained)
(b)	<p>Article 75 of the Constitution makes it clear that there will be a Council of Ministers with a Prime Minister at the Head to aid and advise the President. It further states that the President shall be bound by this advice (42<sup>nd</sup> Amendment). The 44<sup>th</sup> Amendment added the provision that the President can ask the Council of Ministers to reconsider advice given but he is bound by any advice given after such reconsideration. Constitutionally, the President has the right to be informed of all deliberations of the Council of Ministers.</p> <p>The President may send a bill back to the Parliament for reconsideration. However, if the Parliament passes the same bill again, he has to give assent to the Bill.</p> <p>When no political party has a clear majority in the Lok Sabha, the President can exercise his discretion and decide who is in the best position to command a majority.</p> <p>(All the ceremonial powers as the constitutional head to be accepted.)</p> <p>The student can take any view on the question but the provisions cited above must be mentioned in the answer. Citing specific answer is not necessary but the provision must be touched upon.</p>

### Question 6

- (a) Critically evaluate the principles of Judicial Review, with reference to India. [6]
- (b) How is judicial independence ensured in the Constitution of the United States of America? [6]

### Comments of Examiners

- (a) Most of the candidates explained the meaning of 'Judicial Review' as one of their points. A few candidates wrote the critical evaluation of the 'judicial review' correctly.
- (b) Many candidates answered this question with reference to the Indian Judiciary rather than the judiciary of the United States of America.

#### Suggestions for teachers

- Explain the difference between 'principles' 'definition' and 'critical evaluation'. The students should be taught to answer what has been asked.
- Analytical study is a must. Points should be discussed thoroughly. Teach students the difference between the judicial systems of India and U.S.A.

### MARKING SCHEME

#### Question 6

(a)	<p>Judicial Review in India:</p> <ol style="list-style-type: none"> <li>Both, the Supreme Court and the State High Courts can exercise the power of judicial review.</li> <li>Judicial Review can be exercised with respect to: <ol style="list-style-type: none"> <li>All central and state laws</li> <li>Orders and ordinances of the executive</li> </ol> </li> </ol>
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	<ul style="list-style-type: none"> <li>(iii) Constitutional amendments</li> <li>(iv) Questions of law. It cannot be exercised with respect to political issues.</li> <li>(v) Judicial review not automatic laws / executive actions can only be challenged in the context of litigation.</li> </ul> <ol style="list-style-type: none"> <li>3. The Supreme Court can declare unconstitutional ALL or PART of a law. The latter is called the doctrine of severability.</li> <li>4. The reasons for exercising judicial review must be made clear by the Supreme Court by citing relevant articles.</li> <li>5. The impact of a law, before it was declared unconstitutional, remains.</li> <li>6. Judicial Review can also be exercised (after Keshav Nanda Bharti) if the Court feels a law violates the basic structure of the institution. This is called Basic Structure Review.</li> <li>7. The Supreme Court can revise its own Judicial Review decisions.</li> </ol>
(b)	<p>Judicial Independence – USA:</p> <ol style="list-style-type: none"> <li>1. Judges appointed by the President with the advice and consent of the Senate but cannot be removed by him.</li> <li>2. Security of Tenure.</li> <li>3. Judges hold office during good behaviour and can be removed only by a difficult process of impeachment.</li> <li>4. Judges choosing to retire, who have served 10-15 years, receive full salary for life.</li> <li>5. Judges receive a high salary which may not be modified to their disadvantage.</li> </ol>

## SECTION B

*Answer **any two** questions.*

### Question 7

- (a) Discuss the importance of the Preamble to the Indian Constitution. [6]
- (b) Briefly discuss the Directive Principles of the Indian Constitution. How are these principles implemented? [6]

### Comments of Examiners

- (a) A number of candidates wrote everything mentioned in the Preamble but could not explain the 'nature of state' and the importance of the Preamble properly. The scope of the question was not understood by many candidates.
- (b) Some candidates wrote the 'meaning', some the 'importance' and some the 'features of directive principles' of state policy. A few candidates wrote just the implementation.

#### Suggestions for teachers

- Different aspects of the Preamble should be highlighted. Teach the importance of the 'preamble' thoroughly.
- Ask students to answer all parts of the question. The chapter should be taught in totality.

<b>MARKING SCHEME</b>	
<b>Question 7</b>	
(a)	<p>Importance of the Preamble:</p> <ol style="list-style-type: none"> <li>1. The Preamble embodies the essence of objectives resolution of the Constituent Assembly.</li> <li>2. The Preamble serves two purposes: <ol style="list-style-type: none"> <li>(i) It indicates the source from which the constitution derives its authority.</li> <li>(ii) It states the objectives that the constitution seeks to establish and promote.</li> </ol> </li> <li>3. The Supreme Court of India has stated that the Preamble aids legal interpretation of the Constitution where the language is not clear. The Supreme Court has cited the Preamble in judgments.</li> <li>4. The Preamble outlines the philosophy of the constitution; it is the key to the constitution.</li> </ol> <p>Objectives and ideals to be mentioned and explained briefly.</p>
(b)	<p>Social Justice and Welfare Principles:</p> <ul style="list-style-type: none"> <li>- Raising the standard of living</li> <li>- Equitable distribution of resources</li> <li>- Promotion of international peace.</li> </ul> <p>Policies:</p> <ul style="list-style-type: none"> <li>- Uniform Civil Code</li> <li>- Prohibition of consumption of liquor</li> <li>- Promotion of cottage industries</li> <li>- Prevention of slaughter of useful cattle</li> <li>- Promotion of Village Panchayats.</li> </ul> <p>Projected/Proposed Rights:</p> <ul style="list-style-type: none"> <li>- Equal pay for equal work (for men and women)</li> <li>- Right against economic exploitation</li> <li>- Right to work</li> <li>- Right of children to free and compulsory education.</li> </ul> <p>Implementation:</p> <ul style="list-style-type: none"> <li>- Article 39(b) has been implemented through various land reform legislations.</li> <li>- 73<sup>rd</sup> amendment gave constitutional status to village Panchayats.</li> </ul> <p>Promotion of cottage industries through various boards like the Khadi and village Industries Board, Silk Board, Coir Board, etc.</p> <p>Article 21(a) was added making Right to Education a fundamental right.</p> <p><i>(The above or other examples may be cited and briefly explained.)</i></p>

### Question 8

- (a) Explain the main features of the 73<sup>rd</sup> Amendment to the Indian constitution, relating to Panchayati Raj institutions. [6]
- (b) Briefly explain, the composition and tenure of a Municipal Corporation. [6]

#### Comments of Examiners

- (a) Many candidates did not give the correct number of seats reserved for women. Some candidates wrote a population of two lakhs instead of twenty lakhs for Panchayat Samiti. Most of the candidates got confused between functions and features of Panchayat Raj institutions while some explained the Village Panchayat only.
- (b) Majority of the candidates explained the structure or composition but were not able to give the tenure of a Municipal Corporation.

#### Suggestions for teachers

- Teach students the three tier system of ‘Panchayati Raj’ in detail. (keeping the scope of syllabus in mind).
- The teachers could teach with the help of a flow chart.

### **MARKING SCHEME**

#### **Question 8**

(a)	<p>Features of the 73<sup>rd</sup> Amendment relating to Panchayati Raj institutions:</p> <ol style="list-style-type: none"><li>1. Strengthening of the Gram Sabha.</li><li>2. Streamlines the organisation and functioning of 3 Tiers – Panchayat, Panchayat Samhiti and Zilla Parishad.</li><li>3. Direct elections to Panchayats, Panchayat Samhiti and Zilla Parishad.</li><li>4. Reservation of seats in Panchayat institutions for women.</li><li>5. *1/3<sup>rd</sup> - 1/2 of the offices of Sarpanch and Heads of Panchayat Samitis and Zila Parishads reserved for women.</li><li>6. Panchayat institutions enjoy a fixed tenure of 5 years.</li><li>7. Conduct of elections made the responsibility of the state election commission.</li><li>8. Expansion of functions, greater financial autonomy for Panchayati Raj institutions. *1/3<sup>rd</sup> reservation for women within the reserved categories.</li></ol> <p style="text-align: right;">(any six points)</p>
(b)	<p>Composition and tenure of a Municipal Corporation:</p> <p>Each Municipal Corporation has the following Members:</p> <ol style="list-style-type: none"><li>1. Directly elected members from the area of the Municipal Corporation. Each ward elects one member.</li><li>2. Members of the legislative assembly who represent the area of the Municipal Corporation.</li></ol> <p>Reservation:</p>

	<ul style="list-style-type: none"> <li>- At least 1/3 of the seats are reserved for women.</li> <li>- Reservations also exist for SC and OBCs.</li> </ul> <p>Term: 5 years.</p> <p>One chairperson and Dy. Chairperson, called the Mayor and Deputy Mayor respectively.</p>
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### Question 9

- (a) Briefly examine the effects of communalism in India. [6]
- (b) Discuss briefly, *four* causes of regionalism in India. [6]

### Comments of Examiners

- (a) Many candidates got confused and wrote about 'causes' instead of 'effects' of communalism. Several candidates mentioned 'British legacy' and 'historical facts' as two different points. Some candidates who wrote about 'effects' of communalism failed to examine them correctly.
- (b) A number of candidates mentioned 'under development', 'improper development', 'religious factor' along with 'caste issues' as separate points. Very few candidates gave suitable examples under each heading. Some candidates wrote 'effects' instead of 'causes' while some candidates confused 'regionalism' with 'regional imbalance'.

#### Suggestions for teachers

- Explain the difference between 'causes' and 'effects'. They should be taught to 'examine'. Theoretical as well as practical should be understood well.
- The difference between 'regionalism' and 'regional imbalance' should be highlighted.
- Students should be encouraged to read newspapers.
- Practice should be given to students in writing answers and how to explain the points.

### **MARKING SCHEME**

#### **Question 9**

(a)	<p>Effects of Communalism in India:</p> <ul style="list-style-type: none"> <li>- Rise of communal politics / organization of political parties on a communal basis</li> <li>- Candidate selection on communal basis</li> <li>- Communal voting</li> <li>- Polarisation of society along communal lines</li> <li>- Ghettoisation of communities</li> <li>- Distraction from development issues</li> <li>- Radicalisation within communities.</li> </ul>
(b)	<p>Causes of Regionalism in India:</p> <ul style="list-style-type: none"> <li>• Statehood movements triggered by perceptions of neglect by the central or state government (e.g. Telangana).</li> <li>• Inter-state disputes. (e.g. Tamil Nadu and Karnataka – Cauvery water)</li> </ul>

- Sons-of-soil policies or “anti-outsider” politics
- Language chauvinism / linguistic regionalism.
- State / central government neglect of tribal communities, displacement of tribal communities due to mining, etc. (e.g. Jharkhand)

*(Note: This is an open ended question. The above or related points may be cited and explained with examples.)*

## **GENERAL COMMENTS:**

### **(a) Topics found difficult by candidates:**

- Question 1 (iii): The term ‘the first past the post.’.
- Question 1 (vii): The fundamental right that enables a person to petition the courts for issuance of writs.
- Question 1 (viii): Differences between the cabinet systems of India and U.S.A.
- Question 1 (x): Forms of political violence in India.
- Question 2 (b): Compare the federal systems of the U.S.A and India.
- Question 5 (a): Legislative powers of the president of U.S.A.
- Question 5 (b): ‘Constitutional position’ of the Indian president.
- Question 6 (a): Critical evaluation of ‘Judicial Review’ in India.
- Question 7 (a): Importance of the ‘Preamble’ of the Indian constitution.

### **(b) Concepts in which candidates got confused:**

- ‘Cabinet’ systems of India and U.S.A.
- Civil servants being ‘politically neutral’.
- Basis of classification pertaining to ‘unitary’ and ‘federal forms’.
- Features’ and ‘merits’ of liberal democratic state.
- ‘Powers’ and ‘position’ of the Indian President.
- ‘Functions’ and ‘composition’ of the Municipal Corporation.
- ‘Causes’ and ‘effect’ of regionalism and communalism.
- Exclusive powers of the Rajya Sabha.
- Minority representation.
- Terms such as ‘compare’, ‘implication’, ‘position’, ‘critical evaluation’ and ‘importance’

### **(c) Suggestions for candidates:**

- Do not resort to selective study. Do regular revision.
- For clarity of concepts, learn to do comparative analysis and understand the meaning of key words.
- Read the newspaper regularly and listen to the news.
- Give examples to substantiate the answers.
- Read the question thoroughly – understand what is asked and then answer.
- Heading writing is insufficient. The heading need to be explained clearly.
- Key words should be learnt and the length of the answer should be in proportion to the marks allotted.