

Analysis of Pupil Performance

**ISC Year 2017
Examination**

**Humanities
&
Commerce**

POLITICAL SCIENCE



Research Development and Consultancy Division

**Council for the Indian School Certificate Examinations
New Delhi**

Year 2017

Published by:

Research Development and Consultancy Division (RDCD)

Council for the Indian School Certificate Examinations

Plot No. 35-36, Sector VI

Pushp Vihar, Saket

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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) and the Research Development and Consultancy Division (RDCD) of the Council 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.

November 2017

**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.

The document includes 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 2017 have a new 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 2017 Examinations, 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 them 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 2017 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History & Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economics Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2017 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory and Practical), Chemistry (Theory and Practical), Biology (Theory and Practical), 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. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George, who have done a commendable job in preparing this document. The statistical data pertaining to the ICSE and the ISC Year 2017 Examinations has been provided by the IT section of the Council for which I would like to thank Col. R. Sreejeth (Deputy Secretary - IT), Mr. M.R. Felix, Education Officer (IT) – ICSE and Mr. Samir Kumar, Education Officer (IT) - ISC.

November 2017

*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 2017 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 2017 Examination.

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

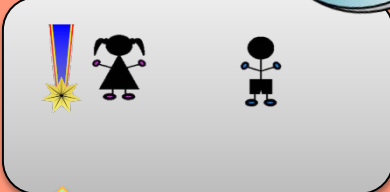
Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

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.



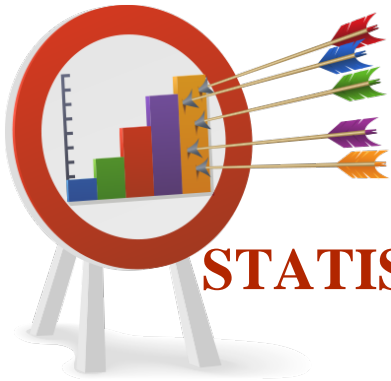
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.

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.

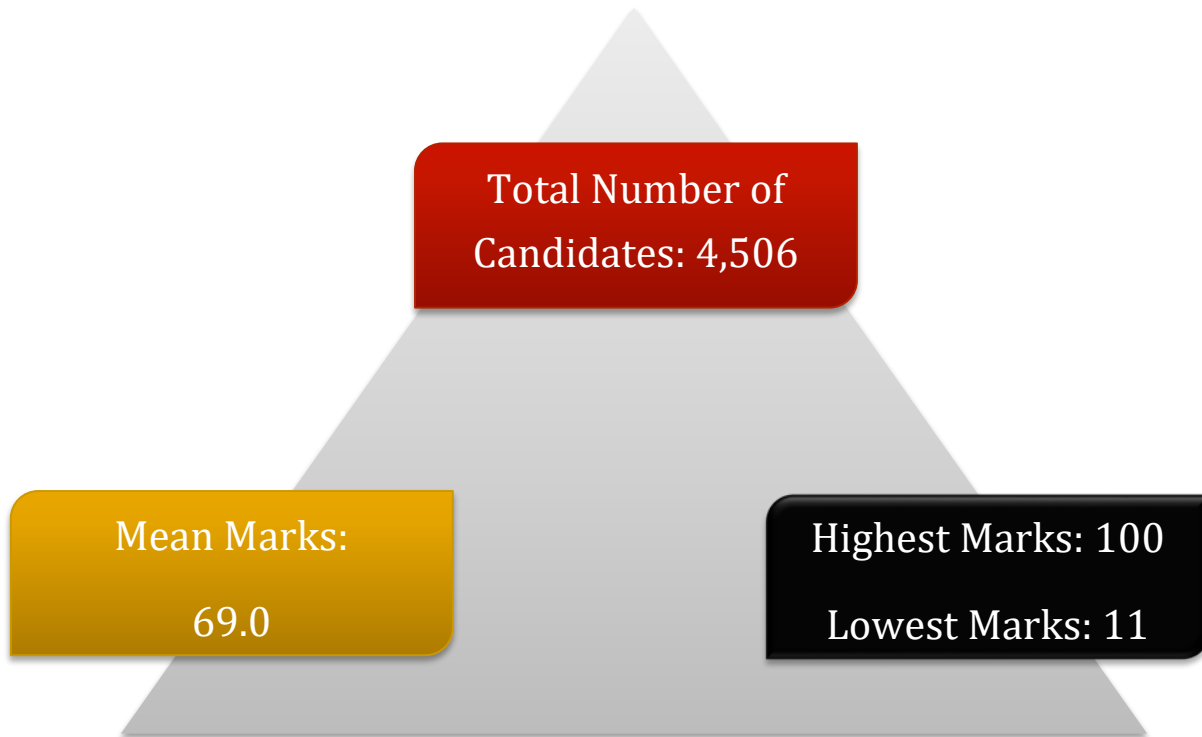
Qualitative Analysis

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

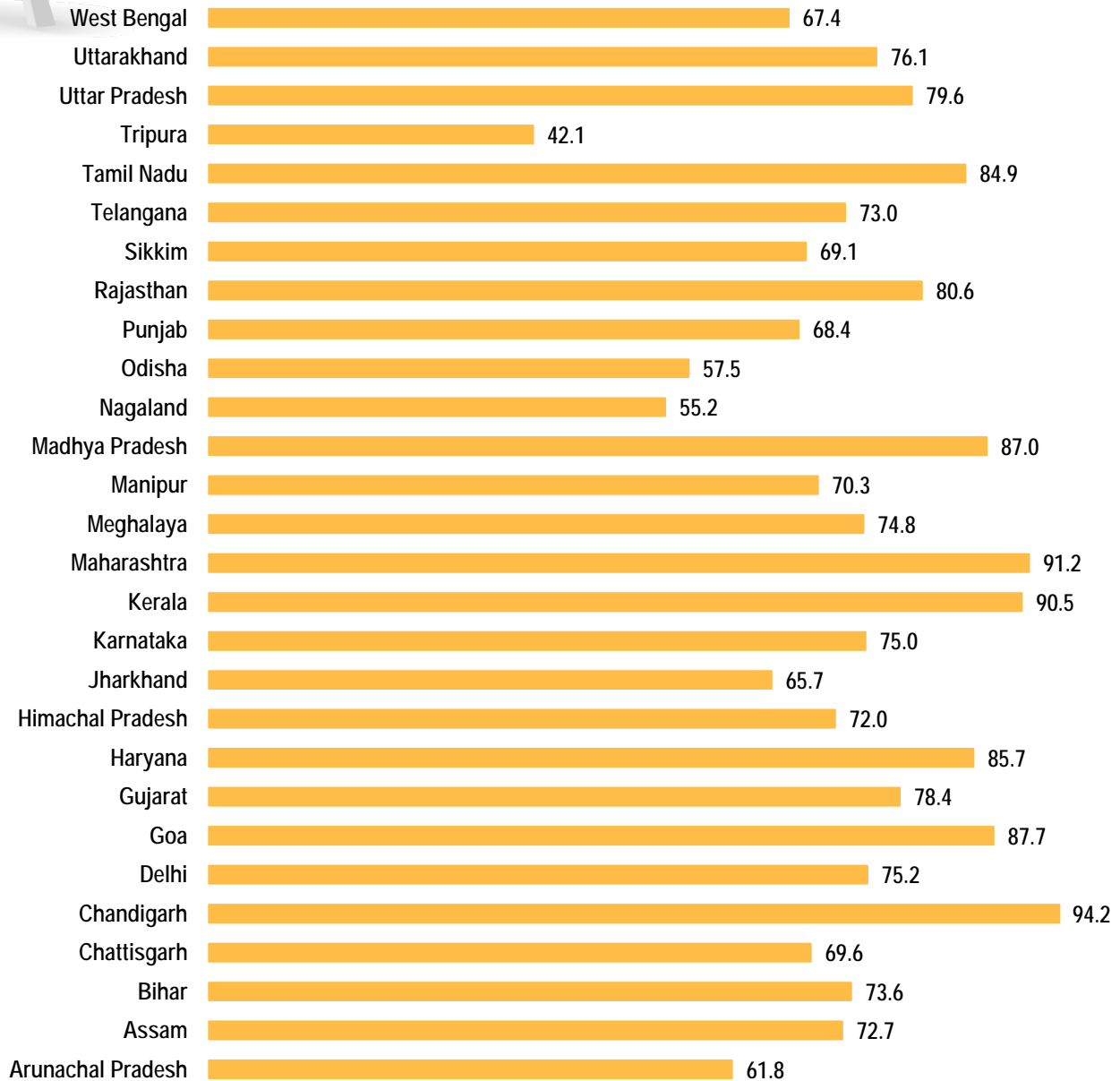


STATISTICS AT A GLANCE





PERFORMANCE (STATE-WISE)



The States/UTs of Chandigarh, Maharashtra and Kerala secured highest mean marks.



GENDER-WISE COMPARISON



GIRLS

Mean Marks: 71.1

Number of
Candidates: 3,166



BOYS

Mean Marks: 64.1

Number of
Candidates: 1,340

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	3,166	71.1	0.34	11.42*
Boys	1,340	64.1	0.51	

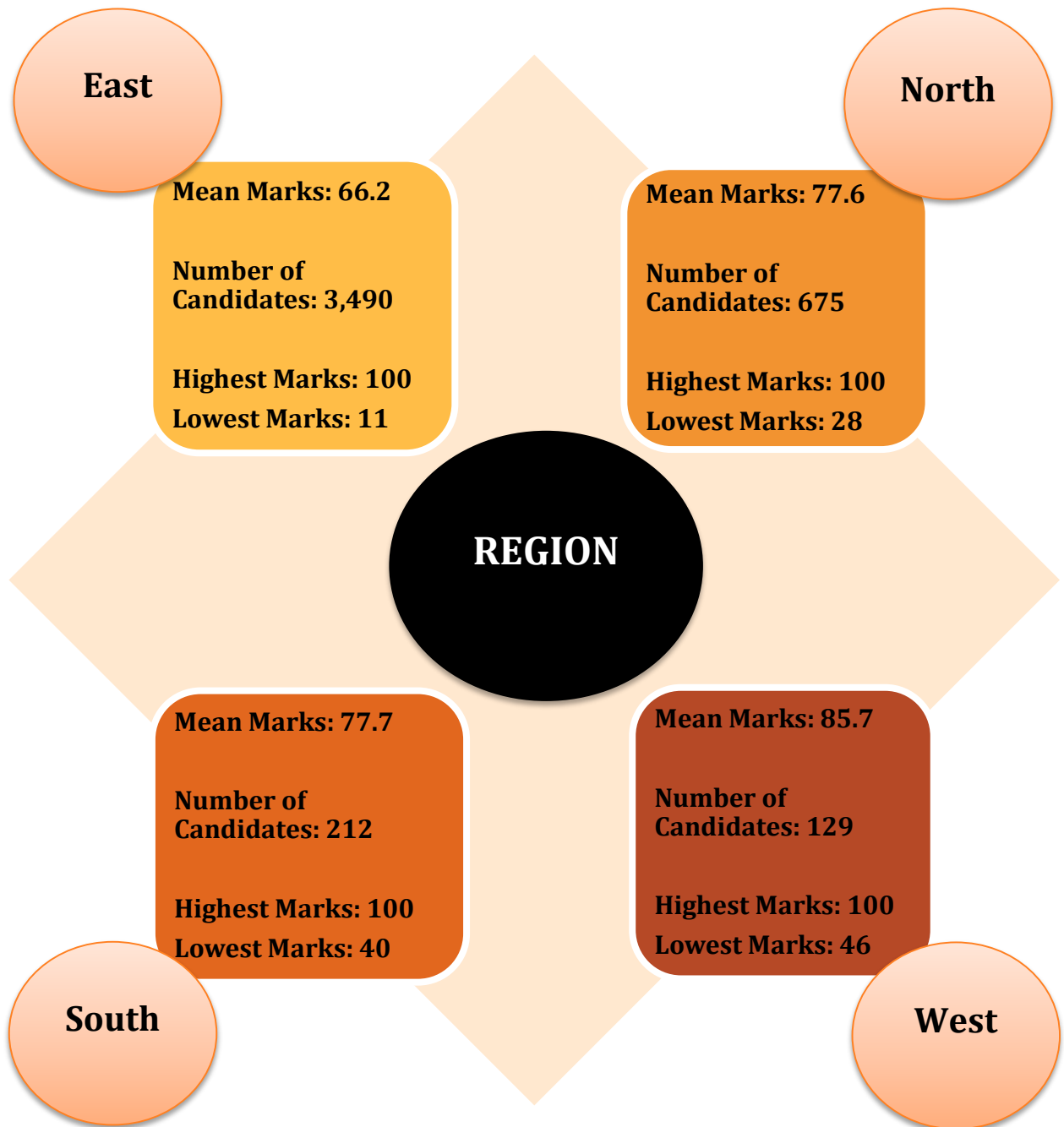
*Significant at 0.05 level

**Girls performed
significantly better than
boys.**

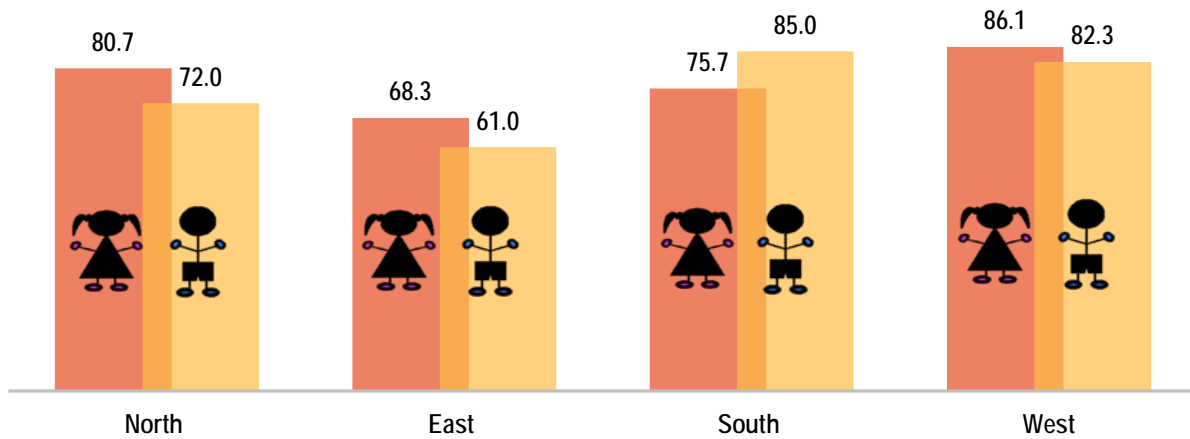




REGION-WISE COMPARISON



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	434	80.7	0.74	6.68*
	Boys	241	72.0	1.07	
East (E)	Girls	2,451	68.3	0.39	10.56*
	Boys	1,039	61.0	0.57	
South (S)	Girls	165	75.7	1.38	-4.20*
	Boys	47	85.0	1.74	
West (W)	Girls	116	86.1	1.14	1.05
	Boys	13	82.3	3.42	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in the northern and eastern region. However, in southern region boys performed significantly better than girls.

REGION (N, E)



REGION (S)





MARK RANGES : COMPARISON GENDER-WISE

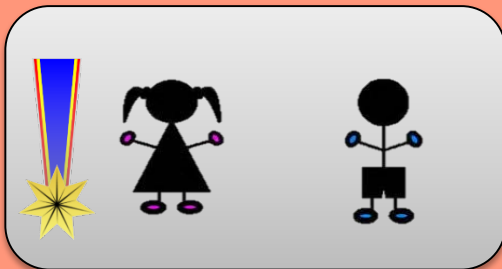
Comparison on the basis of gender in top and bottom mark ranges

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	1,232	90.8	0.16	2.66*
	Boys	300	89.8	0.34	
Bottom Range (0-20)	Girls	5	16.8	1.40	0.07
	Boys	3	16.7	1.09	

*Significant at 0.05 level

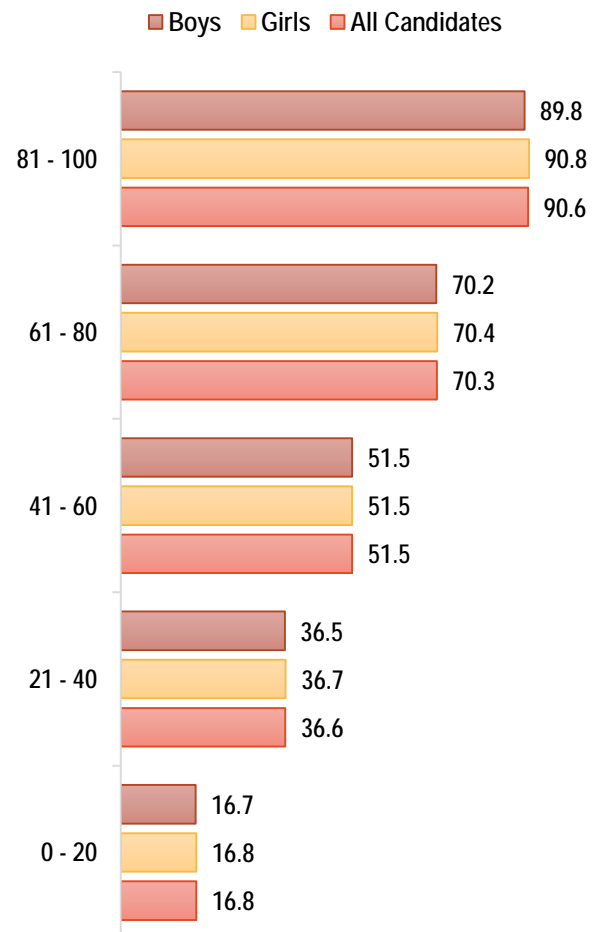
Marks Range (81-100)

Performance of girls was significantly better than the boys.



Marks Range (0 -20)

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



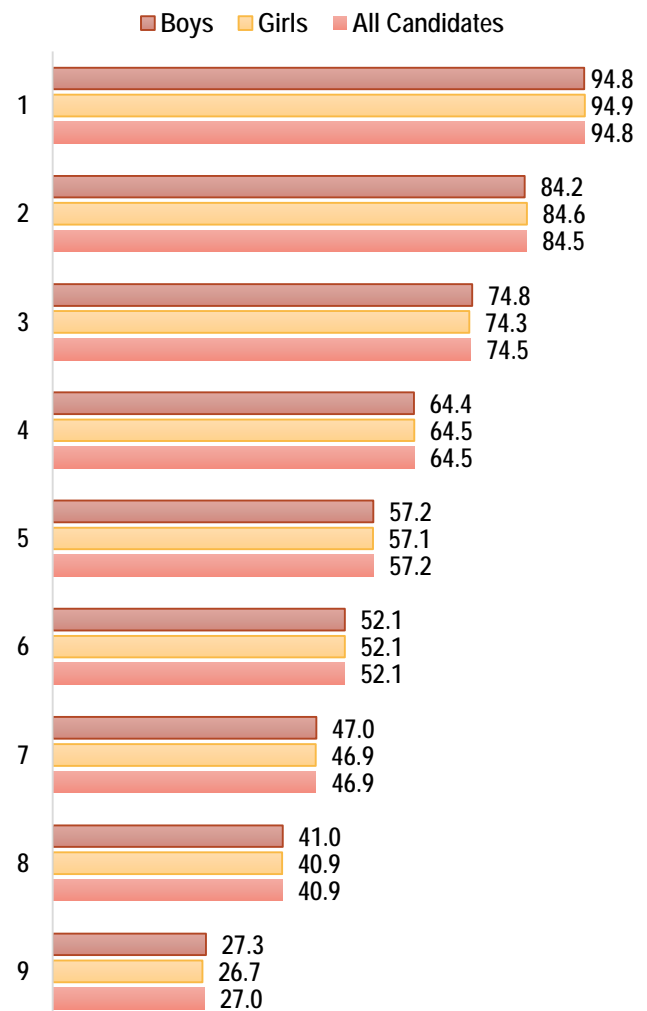


GRADES AWARDED : COMPARISON GENDER-WISE

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

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	727	94.9	3.52	0.01
	Boys	153	94.8	7.61	
Grade 9	Girls	73	26.7	3.14	-0.12
	Boys	55	27.3	3.68	

In Grade 1 and Grade 9 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) State *two* features of a *liberal democratic state*.
- (ii) Distinguish between a *flexible constitution* and a *rigid constitution*.
- (iii) Distinguish between *bi-party system* and *multi-party system*.
- (iv) Give *one* reason why it is important for a federal state to have a bicameral legislature.
- (v) Distinguish between *political executive* and *permanent executive*.
- (vi) In which landmark case was *judicial review* first exercised by the Supreme Court of the United States?
- (vii) Why is November 26 celebrated as *Constitution Day* in India?
- (viii) Which fundamental right was removed by the 44th Constitutional Amendment?
- (ix) Briefly explain the composition of the Zila Parishad.
- (x) What is meant by *communalism*, in the Indian context?

Comments of Examiners

- (i) Most of the candidates answered this question correctly. Several candidates wrote ‘merits’ instead of ‘features’. A number of candidates wrote the ‘headings’ instead of self-explanatory sentences.
- (ii) While answering this part, majority of the candidates stressed on the basic definition. Many candidates did not elaborate or substantiate it with examples.
- (iii) Majority of the candidates answered this part correctly. Some candidates got confused between ‘one party’ and ‘bi-party system’.
- (iv) The concept was not clear to many candidates. Very few candidates wrote that ‘one house represents the state’. Hardly any candidate wrote ‘the sovereign status’ of the states. Many candidates wrote merits of bi-cameral legislature only.
- (v) Many candidates answered this part correctly. However, a few candidates wrote examples without any explanation.
- (vi) A large number of candidates answered this part incorrectly.
- (vii) Majority of the candidates could not differentiate between ‘adopted/enacted’ and ‘enforced’.
- (viii) Most of the candidates answered this part correctly.
- (ix) Though many candidates gave the correct answer some candidates wrote ‘functions’ instead of ‘composition’ of the Zila Parishad.
- (x) Most of the candidates could write this answer correctly. However, some candidates confused ‘communalism’ with ‘communism, regionalism, caste and class’. Several candidates were not able to explain the meaning of communalism.

Suggestions for teachers

- Clearly explain the difference between ‘merits’ and ‘features’.
- Stress upon the use of keywords. Ask students to answer with reference to the question.
- Explain party and party systems of India and other countries clearly.
- Teach concepts such as ‘judicial review’ with source and history.
- Ask students to give examples.
- Give a comprehensive idea about fundamental rights.
- Ask students to read the question carefully.
- The demand of the question should be understood clearly. The students should be taught not to waste their time and each and every aspect of the topic should be explained.
- Explain in detail the chapter on ‘Indian Democracy’ to the students.

MARKING SCHEME

Question 1

(i)	<p>A liberal democratic state is characterised by many features. Any two of the following may be cited:</p> <ul style="list-style-type: none"> • An entrenched system of civil liberties/fundamental rights/basic freedoms with a mechanism for their protection. • Representative government based on universal adult franchise. • Limited Government, based on separation of powers, an independent judiciary, rule of law and various forms of checks and balances (such as civil society, political pluralism)
(ii)	A flexible constitution is one that can be amended by a process identical to (or very similar to) the process prescribed for ordinary law. This kind of constitution does not substantially

	differentiate between ordinary law and constitutional law. A rigid constitution will prescribe a much more difficult process for amendment. For example, in the United States constitution, a constitutional amendment requires approval by 2/3 rd s of both houses of Congress and then must be ratified by 3/4ths of the states.
(iii)	A two party system is one in where political life is dominated by two major parties, power often alternating between them. Other parties do exist but their political role is limited. A multi-party system is one where numerous parties compete for political power and no two are dominant. In parliamentary systems, robust multi-party systems are also characterised by coalition governments.
(iv)	The second chamber in a federal system, plays the important function of <i>representing the states</i> (or federating units). A classic example of this is the United States Senate which gives equal representation to all 50 states, irrespective of size. Although, parity is not always granted to states in the upper house, the second chamber often ensures a voice for the constituent units of a federation in the federal legislature.
(v)	The political executive (in liberal democratic states) refers to that part of the executive that is elected (either directly or indirectly) and serves in office for a fixed term and must seek reelection thereafter. The permanent executive refers to the bureaucracy or civil service who serve permanently (until retirement) and who carry out the policy objectives of the political executive. Example: The Prime Minister and Council of Ministers (political) and the civil services such as the IAS, IPS, IRS etc. which constitute the permanent executive.
(vi)	The landmark case in which <i>judicial review</i> first exercised by the Supreme Court of the United States was: Marbury vs. Madison, 1803
(vii)	November 26, 1949 was the date on which the constitution was adopted and enacted by the Constituent Assembly.
(viii)	The fundamental right that was removed by the 44 th Constitutional Amendment was: The Right to Property.
(ix)	The composition of the Zila Parishad is as follows: <ul style="list-style-type: none"> • 10-25 members elected directly by all voters falling within the area of the Zila Parishad. Approximately 50,000 voters elect one representative. • All Chairpersons of Panchayat Samithis falling within the area of the Zila Parishad. • MPs and MLAs representing the area • MPs and MLAs who names are registered in any constituency with the Zila Parishad area. • Women representation • SC/ST representation • OBC representation
(x)	Communalism, in the Indian context, refers to an approach to society and politics that privileges religion over all other markers of identity. This leads to the characterisation of other religious groups as “the other”, to identity politics based on <i>us</i> and <i>them</i> . In the context of majoritarian politics this could lead to religious minorities being described as second class citizens.

PART II (60 Marks)

SECTION A

Question 2

- (a) What are the characteristics of a *federal* state? [6]
- (b) Explain why India is characterised as a *quasi-federal* state. [6]

Comments of Examiners

- (a) This question was mostly attempted correctly but some candidate wrote the headings only without giving any explanation.
- (b) A large number of candidates wrote about the federal features of India. Unitary features were not mentioned to bring out the features which make India quasi-federal.

Suggestions for teachers

- Ask students to give proper explanation for subjective answers with suitable examples.
- Help students to understand the features of a quasi-federal state like India.
- Draw out differences between federal and quasi-federal.
- Highlight unitary features in the context of India.

MARKING SCHEME

Question 2

(a) The characteristics of a federal state are as follows:

- Two sets of governments, a division of powers between a federal/union government and state/provincial/cantonal governments. This division is usually secured through a written constitution.
- Units have autonomy in the areas given to them.
- Federal units have constitutional status.
- This system is characterised by supremacy of the constitution.
- A federal supreme court is both guardian of the constitution and settles disputes between the units or between the units and the federal government.
- The constitution is usually rigid as the federating units have some say in the amending of the constitution.

It is important to note that the above are general characteristics. Considerable variation exists in the implementation of these characteristics in various systems. The United States and Switzerland may be cited as a classic/ textbook federations while India is a hybrid, sometimes called quasi-federal.

(b)	<p>Although the Indian constitution is federal in form, it does possess several features that may be construed as unitary. These include:</p> <ul style="list-style-type: none"> • The Union can legislate on a total of 149 subjects (Union 97+ Concurrent 52). Union laws prevail over state laws with respect to subjects on the Concurrent list. • Emergency provisions under Articles 352, 356 and 360 have the effect temporarily creating a unitary state in many ways. • State Governors are appointed by the President and serve during his pleasure. • The Rajya Sabha can pass a resolution by a 2/3rds majority that a subject on the State List can be legislated on by the Union Parliament if it is deemed to be in the national interest. • The President can constitute an Inter-State Council under Article 263 to resolve inter-state disputes. • Single integrated Constitution for both the Union and the States. • Single integrated judiciary. • The senior bureaucracy in states is composed of officials from All-India services • Single Election Commission for both the Union and the States. • Certain bills can be reserved, by the Governor, for the assent of the President. • Grants-in-Aid are made by the Union to the States. • Finance Commission to look at Union-State financial relations is appointed by the Union.
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Question 3

- (a) Discuss *three* merits and *three* demerits of the *First-Past-the-Post* system. [6]
- (b) Explain the rationale for minority representation in the legislature. [6]

Comments of Examiners

- (a) Most of the candidates answered this question correctly.
- (b) A large number of candidates explained the types of minority representation and not its ‘relevance’ or the ‘rationale’ for minority representation in the legislature.

Suggestions for teachers

- Teach merits and demerits of First-Past-the-Post system with the help of recent trends in the election system.
- Explain the need for minority representation in the legislative.

MARKING SCHEME

Question 3

- | | |
|-----|---|
| (a) | <p>Merits:</p> <ul style="list-style-type: none"> • FTP is a very simple and easy-to-understand system. • It can be easily operationalised. Proportional representation systems are complex and difficult to implement. • It is democratic in the sense that it encourages wide participation. • In a parliamentary system it ensures stability as the fractured legislature of a proportional representation system will lead to highly unstable coalitions. |
|-----|---|

	<p>Demerits:</p> <ul style="list-style-type: none"> • Vote-seat gap: disproportion between popular votes and the seats won. Examples may be cited of various Lok Sabha elections where, for example, in 2014 the BJP won 282 seats with just 31% of the popular vote. • It prevents representation of certain parties despite their winning a significant percentage of the popular vote. For example, in the 2014 Lok Sabha election, BSP got 6% of the popular vote but did not win a single seat. • In a particular constituency, a person winning even 25% of the vote can win the election. In other words, a person can be elected despite a majority of voters having voted against him/her.
(b)	<p>Rationale for minority representation in Legislature:</p> <ul style="list-style-type: none"> • Minority representation gives minorities a voice in legislatures. This gives them a role in the making of laws that will apply to them. • It is a safeguard against majoritarianism where the majority may unthinkingly impose their will on the minority. • It is related to the entrenchment of rights that is a hallmark of a liberal democratic state. • It represents the diverse and plural nature of society. It furthers the <i>politics of recognition</i>. • It recognises that minorities are often socially, culturally and economically marginalized.

Question 4

- (a) Explain the important functions of the Lok Sabha. [6]
- (b) Compare the relative positions of *the Rajya Sabha* and the *United States Senate* in their respective systems. [6]

Comments of Examiners

- (a) This question was largely attempted well by candidates.
- (b) Very few candidates understood the question and could answer it correctly. The answer required comparison of the two houses in their respective systems which includes the other two houses too.

Suggestions for teachers

- Ask students to explain the points adequately.
- Teach students how to deal with questions which require a two-way comparison of the houses of legislature.

MARKING SCHEME

Question 4

(a)	<p>Functions of the Lok Sabha:</p> <ul style="list-style-type: none">• Representation• Ventilation of Grievances• Control of the Executive: question hour, adjournment motion, calling attention motion, cut motion, no-confidence motion• Forum of national debate• Financial Powers: budgetary role• Constituent Powers• Law Making, including approval of ordinances• Judicial Powers: impeachment function• Electoral Functions: election of the President and Vice President• Approval of Declaration of Emergency
(b)	<p>Relative Position of the Rajya Sabha and the United States Senate:</p> <p>The United States is clearly the more powerful house, for the following reasons:</p> <ul style="list-style-type: none">• Members of the Senate are directly elected. Members of the RS are indirectly elected.• The RS has virtually no financial powers. It can delay a money bill by just 14 days. The Senate can change everything in a money bill but its title. Although a money bill can only be introduced in the House of Representatives, both houses must pass identical versions of the bill.• With respect to ordinary bills, in the event of a deadlock between the RS and the LS, a joint sitting is held. This gives the LS a numerical advantage. There is provision for joint committee of 3 members each of the two houses in the United States, thus the smaller size of the Senate does not constitute a disadvantage. Its powers are thus co-equal with the House.• The Senate has unique powers that the RS does not have: it must confirm Presidential appointments and ratify (by a 2/3rds majority) treaties entered into by the President. The RS does have some unique powers such as moving a subject from the state to the concurrent list and creating/abolishing All-India Services but these pale in comparison to the astonishing power of the Senate.• The Senate is the more prestigious house, with many members of the House aspiring to be elected to it. The reverse is true of India. All serious politicians aspire to get elected to the Lok Sabha.

Question 5

- (a) Explain how the President of the United States is elected. [6]
- (b) Discuss briefly, the limitations that the constitution of the United States places on the powers of the President. [6]

Comments of Examiners

- (a) Very few candidates answered this part adequately.
- (b) This question was not understood by most of the candidates because majority of the limitations are based on conventions. A large number of candidates wrote ambiguous and confusing answers.

Suggestions for teachers

- While teaching, refer to the current events.
- Teach power and functions of executive with limitations.

MARKING SCHEME

Question 5

(a)	<p>Election of the US President</p> <ul style="list-style-type: none">• The President of the United States is elected by an Electoral College, consisting of 538 votes.• States are assigned a specific number of electoral votes based on their population.• 270 Electoral votes are necessary to win the election.• The popular vote refers to the votes actually cast by the electorate state-wise.• In all states (except Nebraska and Maine) a winner-takes-all system prevails. This means that the ticket (the candidates for President and Vice President: e.g. Trump/Pence) that gets a majority of popular votes in a state gets ALL the electoral votes of that state.• This means that a President can lose the nationwide popular vote and still win the election based on the electoral vote. An example of this is the election of 2016 where Trump actually won two million votes less than Clinton and still won the electoral vote.
(b)	<p>Constitutional Limitations on the powers of the President of the United States:</p> <ul style="list-style-type: none">• Term Limit: a person can only be elected to two four-year terms as President. If a person serves two or more years of another President's term (if the President dies in office or resigns) this shall be deemed as a full term for purposes of the term limit.• All presidential appointments to high federal offices require confirmation by the Senate.• All treaties entered into by the President require ratification by a 2/3rds majority.• Although the President has the power to veto legislation passed by Congress, the veto can be overridden by a 2/3rd majority of both houses.• Although the President is the Commander in Chief of the Armed Forces, the power to declare war rests with Congress.• The President can be impeached (by the House) and tried (by the Senate) and removed from office for high crimes and misdemeanours.• Presidential actions are subject to judicial review by the Supreme Court.• The working of the federal executive is subject to congressional oversight.

Question 6

- (a) Explain the various jurisdictions of the Supreme Court of India. [6]
- (b) Do you agree with the view that the Supreme Court of India is the most powerful apex court in the world? Explain the reasons for your answer. [6]

Comments of Examiners

- (a) A large number of candidates answered this part correctly. Some candidates made the mistake of writing on judicial review and judicial activism, etc.
- (b) The word 'world' confused many candidates and many repeated the answer in 6(a).

Suggestions for teachers

- Explain the jurisdiction of the supreme court clearly.
- Help students to apply their theoretical knowledge in writing answers of application based questions.

MARKING SCHEME

Question 6

- (a) Jurisdictions of the Supreme Court of India:
- Original: 1. Entailing disputes between Union and State, two States, One State and the Union on one side and one of more states on the other (Article 131)
 - Appellate: 1. Matters involving substantial questions of constitutional interpretation (Article 132) 2. Against final judgment of High Courts in a criminal matter if certain conditions are met. (i) If a High Court, on appeal, reverses an order of acquittal and sentences a person to death. (ii) If a High Court withdraws a case to itself from a lower court and sentences a person to death. 3. If a certificate of appeal has been granted by the High Court 4. If Special Leave to Appeal has been granted under Article 136 5. Writ Jurisdiction for the enforcement of Fundamental Rights (Article 32).
 - Power to Transfer Cases to itself
 - Advisory Jurisdiction under Article 143
 - Judicial Review: where whole or part of a law is found to be repugnant to the constitution
 - Basic Structure Review: where whole or part of a law is found to violate the basic structure of the constitution as laid down by the court in various judgments.
- (b) The Supreme Court of India is considered to be the world's most powerful apex court for the following reasons:
- It is the final interpreter of the constitution, including of its basic structure. In fact the doctrine of basic structure was first articulated by the Supreme Court.
 - Article 136 gives the Supreme Court power to grant Special Leave to Appeal against any order, judgment or determination of any court or tribunal in the country.
 - The Supreme Court is not bound by its own prior decisions, *stare decisis*
 - Judicial Review
 - Judicial Activism and Public Interest Litigation where the court subjected executive action to judicial scrutiny in the public interest and addressed pressing social and economic issues.

- The Collegium System, which arose from various judgments of the court relating to the manner in which judges of the High Court and Supreme Court are to be appointed. The collegiums system essentially allows the court to appoint its own judges. An attempt to change the system of appointing judges by parliament through the establishment National Judicial Appointments Commission (NJAC) was struck down by the Supreme Court.

SECTION B

Answer any two questions

Question 7

- (a) Explain the rights conferred under Right to Freedom (Article 19). [6]
- (b) Explore the relationship between *Fundamental Rights* and *Directive Principles*. [6]

Comments of Examiners

- (a) Most of the candidates gave inadequate explanation of the rights conferred under 'Rights to Freedom (Article 19)'. Limitations were not written and many candidates wrote more on Articles 20,21 & 22.
- (b) A number of candidates were unable to understand the relationship between fundamental rights and directive principles. Many candidates explained difference between the two. Only a few candidates wrote well-balanced answers.

Suggestions for teachers

- Guide students to frame answers according to the demand of the question.
- Explain the relationship between *Fundamental Rights* and *Directive Principles* in the context of their conflict, history, views of the Parliament and views of the Supreme Court and the present implications.

MARKING SCHEME

Question 7

- (a) The rights granted under Right to Freedom (Article 19) are the following:

- Right to freedom of speech and expression
- Right to assemble peaceably without arms
- Right to form associations or unions
- Right to move freely throughout the territory of India
- Right to practise any profession, or to carry out any occupation, trade or business.
- Right to reside and settle, and
- Amendment of 1997-right to form cooperatives

These rights are subject to reasonable restrictions. Restrictions are subject to judicial review where the test of reasonableness will be applied.

Each of the above rights must be briefly explained with examples where appropriate. The importance of these rights in the context of a liberal democratic state may be briefly touched upon.

- (b) Relationship between *Fundamental Rights* and *Directive Principles*:
- Fundamental Rights constitute limitations on state action, the Directive Principles are “instruments of instruction” to the government.
 - Fundamental Rights are justiceable but DPSP are not enforceable in courts. They have to be implemented by legislation/constitutional amendment.
 - A Directive Principle, the right to education, has now been enshrined as a fundamental right by the addition of Article 21A.
 - In numerous cases the Supreme Court has expanded the reach of Article 21 (Right to Life) to include many aspects contained in the DPSP such as environmental questions (Mehta M.C. vs. Union of India 1987). Thus many non-justiceable provisions of Part. IV have now been resurrected as enforceable fundamental rights by the judicial activism, pushing the boundaries on Art 21. Examples: right to pollution free water and air, right to reasonable residence, right to food, clothing and decent environment and even protection of cultural heritage. (Basu, D.D. 2015, p.168). Thus, the negative language of Art.21 has been expanded in “width and amplitude” requiring positive steps.
 - The Supreme Court has used the DPSP as guidance for determining crucial questions involving fundamental rights (e.g. *State of Bihar vs. Kameshwar Singh*).
 - Although the Court’s view on the relationship has changed over time, the current sense is for harmonious construction in the interests of social justice. The objective is *to bring about a synthesis between the two for together, they constitute the conscience of the constitution* (Chandrachud).

Question 8

- (a) Explain the main features of the 74th Amendment to the Indian constitution, relating to urban local self-government institutions. [6]
- (b) Discuss *three* challenges faced by Panchayati Raj institutions in India. [6]

Comments of Examiners

- (a) A large number of candidates attempted this question correctly. A few candidates wrote ‘functions’ in place of ‘features’. Some candidates gave vague answers.
- (b) This part was answered well by most candidates.

Suggestion for teachers

Teach students to write the answer as per the requirement of the question.

MARKING SCHEME

Question 8

- (a) The main features of the Constitution 74th Amendment are as follows:
- It lays down rules regarding the organization, powers and finances of the institutions of urban local government
 - It proposes three kinds of urban local bodies: Nagar Panchayat (for transitional areas), Municipal Council (for smaller urban areas) and a Municipal Corporation (for larger urban areas).
 - It provided for reservation for women (1/3rd to 1/2) and for Scheduled Castes and Scheduled Tribes in urban local bodies and in public offices.
 - It fixed the term of urban local bodies at five years
 - It defined the powers and functions of urban local bodies
 - It conferred powers on urban local bodies to raise taxes
 - It provided for the appointment of a Finance Commission to review the financial position of urban local bodies and make recommendations to the Governor
 - It provided for the constitution of a District Planning Committee and Metropolitan Planning Committees
 - It added a 12th Schedule (243W) to the constitution listing the powers of urban local bodies.
- (b) Problems facing Panchayati Raj institutions:
- Most states have not devolved powers effectively to Panchayati Raj institutions as envisaged in the 11th Schedule.
 - These institutions suffer from a severe shortage of funds.
 - Social exclusion of women, Dalits and Adivasis continues, despite reservation
 - Bureaucratic delays and corruption
 - State governments and politicians often see local self-government as a threat to their authority and power.
 - Groupism, factionalism and party politics
 - Excessive control and interference by the state government

Question 9

- (a) Explain *three* forms of political violence in India and comment briefly on the causes of each. [6]
- (b) Identify *three* challenges facing Indian democracy and explore how these can be overcome. [6]

Comments of Examiners

- (a) Most of the candidates answered this question correctly. Some candidates mixed political violence with issues like social violence, illiteracy, population explosion and discrimination against women. A number of candidates repeated the same points.
- (b) While many candidates attempted this question, the second part of the question, i.e. 'ways to overcome the challenges' was not written well by several candidates.

Suggestions for teachers

- The topic 'Indian Democracy and its challenges' should be taken very seriously and taught accordingly.
- Ask students to read and understand the question first and then write a complete answer.

MARKING SCHEME

Question 9

(a)	<p>Forms of Political Violence:</p> <ul style="list-style-type: none">• Linguistic: caused by perception of threat to a local language, opposition to Hindi or to English, could be a form of cultural assertion. E.g. anti-Hindi agitation in Tamil Nadu.• Secessionist: caused by aggrieved groups that want to secede from India. May involve attacks on symbols of the Indian state.• Terrorist• Caste: could be a reaction to oppression of Dalits or a reaction to lower caste assertion by upper castes.• Agitations• Electoral• Communal: often caused by the compulsions of vote-bank politics or a response to majoritarian policies or aimed at intimidating minorities.
(b)	<p>Any three of the following can be identified as challenges:</p> <ol style="list-style-type: none">1. Communalism2. Regionalism3. Casteism4. Political violence <p>These challenges facing Indian democracy can be overcome in some of the following ways:</p> <ul style="list-style-type: none">• Strengthening democratic institutions• Strengthening civil society• Promotion (by the state and civil society) of scientific temper and secular values• Focusing social and political discourse on areas like good governance, development, poverty alleviation, employment etc.

GENERAL COMMENTS

Topics found difficult by candidates

- Question 1(iv): Importance of a bicameral legislature in a federation.
- Question 1(vi): Landmark case of judicial review in U.S.A.
- Question 3 (b): Rationale for minority representation in Legislature.
- Question 5 (a): Election of the President of the United States.
- Question 6 (b): Supreme Court of India as the most powerful apex court in the world.
- Question 7 (a): Rights conferred under Article 19 (Right to Freedom).

Concepts in which candidates got confused

- Why is November 26 celebrated as Constitution Day in India?
- Why India is characterised as a quasi-federal State?
- Relative positions of the Rajya Sabha and the United States in their respective system.
- Limitations on the powers of the President.
- Relationship between Fundamental Rights and Directive Principles.

Suggestions for candidates

- A political science student should be aware of the current affairs, changes in India as well as the whole world. Reading of newspaper and listening to the news-national and international is a must
- Understand the pros and cons of the topic
- Answer as per the requirement of the questions
- Avoid selective study
- Practice application based questions
- Understand the difference between objective questions and subjective question and how each is to be answered