

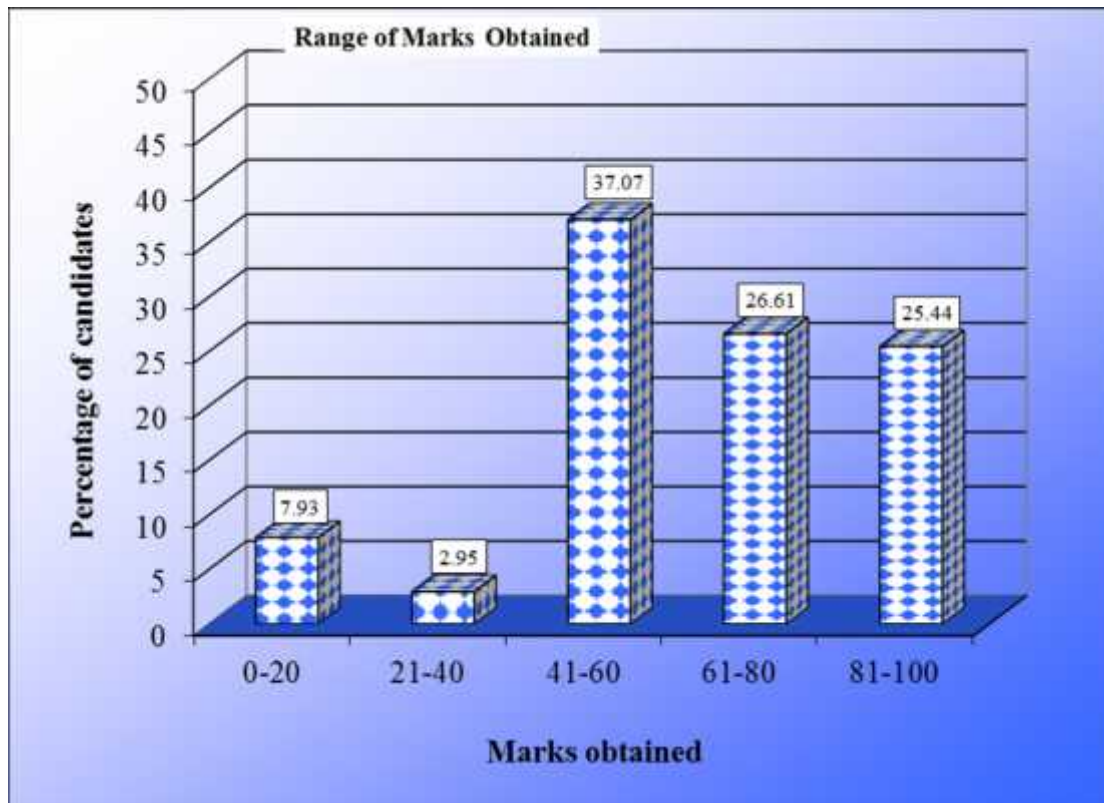
POLITICAL SCIENCE

A. STATISTICS AT A GLANCE

Total number of students taking the examination	3,596
Highest marks obtained	100
Lowest marks obtained	1
Mean marks obtained	63.15

Percentage of candidates according to marks obtained

	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	285	106	1333	957	915
Percentage of candidates	7.93	2.95	37.07	26.61	25.44
Cumulative Number	285	391	1724	2681	3596
Cumulative Percentage	7.93	10.87	47.94	74.56	100



B. ANALYSIS OF PERFORMANCE

PART I (Compulsory)

Question 1

[15 + 2]

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

- (i) Why is Aristotle's classification of States considered to be inadequate even from the traditional point of view?
- (ii) Define *Oligarchy*.
- (iii) How is a federation formed?
- (iv) What is the difference between a *constitutional law* and an *ordinary law*?
- (v) How is flexibility achieved in the British Constitution?
- (vi) Under what circumstances is a coalition government formed? Give an example of a coalition government.
- (vii) Write *any one* criterion required for a political party in India to be recognized as a National Party.
- (viii) State *any two* factors that have contributed to the recent growth in the powers of the Executive.
- (ix) *The House of Commons is more powerful than the House of Lords in its financial powers.* Give *two* reasons in support of the given statement.
- (x) What is the *suspensory veto* of the President of U.S.A.?
- (xi) State the semi-judicial function of the civil services in present times.
- (xii) Distinguish between *judicial activism* and *judicial restraint*.
- (xiii) What is Public Interest Litigation?
- (xiv) Give *two* examples of Separatist Movements in India.
- (xv) What is *regional imbalance*?

Comments of Examiners

- (i) Barring a few, majority of the candidates failed to refer to the theocratic state. Most candidates stressed upon Aristotle's classification based on government and not state. Others talked about his classification based on quality and quantity.
- (ii) Most of the candidates answered this question correctly. However, some candidates wrote 'rule of law' and some did not mention that it is the perverted form of 'aristocracy'.

Suggestions for teachers

- An in-depth and intensive study of the topic is required.
- The teachers can define the terms separately and make the students understand the same with the help of examples.

- (iii) Some candidates got confused between 'federation' and 'confederation'. Most of the candidates had no idea about 'centri petal' and 'centri fugal' federation. They defined a federal state.
 - (iv) Several candidates answered the question correctly. Some got confused with 'national law' and 'municipal law'.
 - (v) Many candidates explained what flexibility is, rather than the cause of flexibility of the British constitution.
 - (vi) Hardly any candidate referred to the 'hung parliament'. Majority of the candidates failed to provide correct examples of a coalition government.
 - (vii) Most of the candidates were not able to handle this question well. They were unable to distinguish between regional and national party. Answers were vague and there was confusion regarding the percentage of seats and percentage of votes.
 - (viii) Many candidates answered this question correctly but some got confused with the concept of delegated legislation and central government. They stressed upon the growth of central government in India.
 - (ix) Majority of the candidates answered this question correctly. Some candidates made the mistake of writing about the Lok Sabha and the Rajya Sabha, the Senate and the House of Representatives.
 - (x) Most of the candidates answered this question correctly but some got confused with 'pocket veto' power of the US President. Many candidates also forgot to write 'during the last 10 days of the session of the Congress'.
 - (xi) Most of the candidates did not know the answer to this question. They confused it with the powers of the judiciary. They wrote how the judiciary checks the civil servants or vice-versa.
 - (xii) Majority of the candidates knew 'Judicial activism' but not 'judicial restraint'. Candidates failed to bring out the difference between the two concepts. Some candidates confused the term with 'judicial review'.
 - (xiii) Most of the candidates were able to answer this question correctly but some candidates failed to explain the term litigation and they also did not write the role of the public.
 - (xiv) Many candidates could not clearly distinguish between regionalism, separatism and terrorist movements. Some candidates got confused with the separatist movement in the pre-independence era of India.
 - (xv) Candidates answered this question correctly. A few candidates got confused between 'regional imbalance' and 'regionalism'.
- Constitutional law and ordinary law should be explained on the basis of amendments.
 - Teachers should frame different types of questions on the same topic, so that students are able to apply their knowledge to answer questions set differently.
 - Students should be taught to read the question correctly and learn to differentiate between the legislature of U.K, India and U.S.A.
 - It is necessary to explain terms like, 'suspensory veto' and 'pocket veto' etc. thoroughly.
 - Give instances from newspapers of 'judicial activism' and 'judicial restraint'.
 - PIL should be explained with examples.
 - Cite examples while teaching.
 - The challenges India is facing in post-independence era should be explained clearly.
 - Newspaper reading should be encouraged.

MARKING SCHEME

Question 1.

- (i) Aristotle's classification of States is considered inadequate as it failed to classify theocratic states that regarded ruler as ordained by God. These were very popular forms of states during the times of Aristotle. (Greek City States)
- (ii) Rule of Few. Perverted form of Aristocracy, for selfish ends.
- (iii) Centri petal - when independent states come together to form a federation - e.g. USA.
Centri fugal – when a unitary state breaks up to form a federation, e.g. India.
- (iv) There is a different method of amending a constitutional law where there is a written constitution.
- (v) Having an unwritten constitution, the British Parliament is supreme and can make or unmake any law.
- (vi) When no single party gets a majority to form a government, it forms alliances with other parties to form a coalition government. (Hung parliament) eg:- UPA and NDA.
- (vii) To be recognized as a National Political Party, any political party has to:
 - Secure minimum 6% votes in the Lok Sabha elections in four or more states and in addition if it wins at least four Lok Sabha seats from any state or states. OR
 - If it wins at least 2% of seats in the Lok Sabha, i.e. at least 11 seats and its members are at least from three different states. OR
 - A political party that gets recognition as a state party in at least four states, it becomes entitled for being recognized as a National Political Party.
- (viii) Growth of Executive Powers:
 - The growing complexity of government has given the executive extraordinary latitude in initiating, implementing and developing policy. They tend to provide leadership to the legislature.
 - In the Indian context, fractured legislative mandates have given the executive greater room for manoeuvrability.

(Any two correct well-presented points)
- (ix)
 - All money bills are passed by the House of Commons.
 - Money bills passed by the House of Commons can be delayed by the House of Lords only for 30 days. After that, even if it is not returned, the bill is considered as passed. Changes suggested by the House of Lords may or may not be considered by the House of Commons.
 - Budget is introduced in the House of Commons.
 - No tax can be levied without approval of the House of Commons.
 - House of Commons allocates funds to various departments and maintains control over financial activities of government departments. *(any two)*

(x)	The US President can return a bill to the Congress before the expiry of ten days (excluding Sundays) from the date of submission to him for his signature. The two houses now have to re-pass the bill by two-thirds majority or it stands rejected.
(xi)	The civil servants today resolve disputes related to grant of permit, licences, tax concessions and quotas. This is the semi-judicial work they take up as part of administrative justice.
(xii)	Alternative judicial philosophies, seen in both the United States and India. Advocates of judicial restraint hold that the role of the judiciary should be limited to interpreting the law. Votaries of judicial activism believe that the judiciary should be active in social policy, subjecting executive and legislative actions to scrutiny in the public interest.
(xiii)	Public Interest Litigation is the initiative by courts of law in India to adjudicate on a matter of significant public or general interest that is being adversely affected by action of any agency, public or private.
(xiv)	Separate State within India, for regional autonomy. Eg.:- Chattisgarh, Uttarakhand, and Telangana, Gorkhaland in demand.
(xv)	When there is disparity in socio-economic development of all the areas and people in a state, then it is called regional imbalance.

PART II

SECTION A

Answer two questions

Question 2

- (a) Explain the classification of States given by J.A.R. Marriot. Give examples from contemporary governments to match his classification. [8]
- (b) Differentiate between *Parliamentary* and *Presidential* forms of government. [6]

Comments of Examiners

- (a) Most of the candidates answered this question correctly but in some cases, examples were not given. In a few cases, the basis of classification was incorrect - candidates confused Marriot with Aristotle and C.F. Strong. Several candidates failed to mention 'despotic' form of government.
- (b) A number of the candidates wrote the answer correctly. Several candidates repeated the same points. Some candidates wrote either features or merits and demerits.

Suggestion for teachers

- Insist on giving examples for different types of governments. It should also be pointed out that along with the types of government, the basis of classification should also be mentioned correctly.

MARKING SCHEME

Question 2.

- (a) J.A.R. Marriot accepted Aristotle's classification but tried to complete it from the modern context. He gave a threefold basis of classification:
1. Distribution of power under which governments can be classified as Unitary, e.g. U.K. and Federal U.S.A., India.
 2. Nature of amending process under which he divided constitutions as rigid, e.g. U.S.A. and India and the other type of constitution as flexible, e.g. U.K.
 3. Relationship between Executive and Legislature under which governments can be despotic if the Executive is superior to the Legislature, e.g. government in China, erstwhile government of Pakistan under General Musharraf, government under military rule in Myanmar, etc. Under the same basis, governments can be Parliamentary if executive is subordinate to the legislature, e.g. Government in India, U.K. and again Governments can be Presidential if the executive and legislature are co-ordinate in power, e.g. Government of U.S.A.
- (b)
1. Parliamentary government characterized by dual executive while in Presidential government the head of the government is both nominal and real executive.
 2. Parliamentary system has close coordination between executive and legislature, in fact, executive is part of the legislature. Presidential system has separation of powers whereby executive is independent of the legislature.
 3. Parliamentary system – executive can be removed from power by the legislature before the end of its term of office if it loses confidence of the legislature while in a Presidential government, the executive and the legislature enjoy fixed and definite tenure.
 4. In a Parliamentary government Cabinet is individually and collectively responsible to the parliament or legislature while in a Presidential system, the President and his secretaries are not responsible to the legislature.
 5. The chief executive in a Parliamentary system is the Prime Minister while in a Presidential system it is the President.
 6. Prime Minister in a parliamentary system works in coordination with the Cabinet, while President in a presidential system is master of his cabinet. Cabinet is more powerful in a Parliamentary system.
 7. Political Homogeneity is what constitutes a cabinet in a Parliamentary system while President in a Presidential system can appoint people belonging to different parties in his cabinet.
 8. Parliamentary system has more influence on political parties than Presidential one.
 9. There is more influence of public opinion in a Parliamentary system than in Presidential.

Question 3

- (a) Enumerate the *merits* and *demerits* of a unitary government. [8]
- (b) Explain the various factors that make the central government more powerful even in a federation. [6]

Comments of Examiners

- (a) Candidates were able to answer this part correctly. While in most cases, the points stated under ‘merits’ and ‘demerits’ were correct, proper explanation was lacking. A few candidates wrote the features instead.
- (b) Most candidates were able to answer this question correctly. In some cases, the answers focussed on the experience from the Indian federation, though the question was general in nature. A few candidates described the powers and functions of the parliament.

Suggestions for teachers

- Ask students to elaborate the points so that their meaning becomes clear.
- Students should be taught to differentiate between general and specific questions.

MARKING SCHEME

Question 3.

(a) Merits:

- Strong government
- Single administration
- Simple and less expensive system
- Flexibility in administration
- Suitable for small states
- Responsible for its work
- Can be very useful in meeting emergencies.

(Any four points to be explained.)

Demerits:

- Centre government is excessively powerful.
- Danger of inefficiency
- Ignores local needs
- Unsuitable for big states
- More dependency on bureaucracy
- Less chances for popular participation in the working of the government
- Less of local autonomy and initiative.

(Any four points to be explained)

(b)	<p>In every federation, there is at present a tendency towards centralization of authority. Even in countries with stronger federal units, the Central Government is gradually acquiring greater strength. The reasons are:</p> <ul style="list-style-type: none"> • The central government has jurisdiction over more important subjects of Nation building • Power to declare war and peace is in the hands of the Union government. Internal security is also its jurisdiction. • Increased involvement of central government in welfare state • Coordinator of its power among state governments • Administrative and financial capacity to increase transport and communication lies with the Centre. • Economy of the nation is controlled by the Union government. • Responsibility and ability to meet emergencies lies with the Union government. • The union government controls international trade and commerce. • Role in diplomacy lies with the union government. • Establishes strength with local autonomy giving rise to Unitarian federalism. <p style="text-align: right;"><i>(Any six points to be explained)</i></p>
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Question 4

- (a) What is a *constitution*? State *any six* qualities of a good constitution. [8]
- (b) Give *three* merits and *three* demerits of a flexible constitution. [6]

Comments of Examiners

- (a) This question was generally answered correctly by candidates. However, some candidates wrote the classification of constitutions which was not required. In several cases, the complete definition of ‘constitution’ was missing.
- (b) While many candidates were able to attempt this part correctly, some did not give examples or elaborate the points. In several cases, the points given by candidates were overlapping.

Suggestions for teachers

- Students need to be encouraged to study in detail.
- Students should be asked to read the question carefully and answer as per the requirements of the question.

MARKING SCHEME

Question 4.

- (a) Constitution- basic design of the organization and power of the government of the state, constitutional law of the state, fundamental rights, nature of relation between the people and the government, duties of the citizens.

Qualities:

- Clarity – clear mention of rights and liberties of the people.
- Precision – constitution should not be unduly elaborate
- Comprehensive – should be responsive to interest of all
- Should include fundamental rights, duties, directive principles, methods to conduct free and fair election, methods of amendment, decentralization of power.
- Provide independence of judiciary, rule of law
- Should have the scope to change according to socio-political necessities
- Should clearly uphold sovereignty of the people.

(any six)

- (b) Merits:

- Strong Government
- Single administration
- Simple and less expensive system
- Flexibility in administration
- Suitable for small states
- Responsible for its work
- Can be very useful in meeting emergencies
- Ability to change
- Dynamic
- Remains popular and fresh

(any three relevant points to be explained)

Demerits:

- Centre government is excessively powerful.
- Danger of inefficiency
- Ignores local needs
- Unsuitable for big states
- More dependent on bureaucracy
- Less chances for popular participation in the working of the government
- Less of local autonomy and initiative
- Source of instability

(any three relevant points to be explained)

SECTION B

Answer **three** questions.

Question 5

- (a) How did Montesquieu explain the theory of separation of powers? To what extent is the theory followed in the constitutions of U.S.A. and India? [8]
- (b) What role does a political party play in a democratic country? [6]

Comments of Examiners

- (a) While many candidates wrote this answer correctly, some confused 'separation of powers' with 'checks and balances'. A few candidates got confused regarding the separation of powers followed in India.
- (b) This question was mostly answered correctly but in several cases, points were repeated.

Suggestions for teachers

- The topic should be taught thoroughly.
- Students should be asked to elaborate the points adequately. Repetition of points should be avoided.

MARKING SCHEME

Question 5.

- (a) The Theory of Separation of Powers as popularized by the French philosopher Montesquieu upheld the independent functioning of the three organs of government as the only way to ensure liberty of the individual.

If the legislative and executive powers are united in the same person or body-tyrannical laws are made and executed tyrannically; if Judiciary and executive powers are in the same body or persons then police becomes the judge; if legislature and judiciary are combined in the same person or body, interpretation of laws become meaningless. If the three organs of government are vested in one person or body, it brings an end to all liberty. Principle of Separation of Power: power corrupts and absolute power corrupts absolutely.

The Constitution of USA fully accepts and incorporates the theory though no article of the constitution directly enunciates the theory. The first three articles clearly; justify the theory: Article I vests power in the Legislature, article II vests power in the President or executive and article III vests power in the Judiciary.

The Indian Government is not based on Separation of power. India has a Parliamentary government whereby there is close relationship between executive and legislature and the executive has to remain accountable to the legislature. Only the Judiciary is independent. In modern governments, complete separation of powers will result in inefficiency of the government so such separation is not desirable.

Again, each organ of government in modern times depend on each other for their proper functioning, e.g. legislature depends on executive to enforce the laws made by it, thus the theory of separation of powers is not practical.

(b)	<p>Role of political parties</p> <ul style="list-style-type: none"> • Formulation of public opinion. • Helps in political education/ socialization. • Recruitment of leadership • Interest articulation and aggregation. • Modernization & development, policy formulation. • Link between government, people & role in election. • Government making. • Opposition/alternative government. • Goals, values, welfare functions. • Special role in Parliamentary, Presidential, Federal, Unitary set up. <p style="text-align: right;"><i>(any six points)</i></p>
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Question 6

- (a) Discuss the advantages of a bi-cameral legislature. [8]
- (b) Explain the powers and functions of the House of Representatives of U.S.A. [6]

Comments of Examiners

- (a) Most candidates were able to attempt this part correctly except for a few who did not explain the points.
- (b) A number of candidates answered this question correctly. A few candidates mixed up the House of Representatives of U.S.A with the House of Commons of U.K, the Lok Sabha of India and the Senate of U.S.A.

Suggestions for teachers

- Explain to students that learning the points is not enough. The points should be learnt along with proper explanation.
- Incomplete and last minute studies lead to confusion. It becomes imperative for the teacher to devote enough time to the chapter 'Legislature' and explain the powers and functions of both the Houses of legislature in India, U.K and U.S.A.

MARKING SCHEME

Question 6.

(a) Advantages of bi-cameral legislature:

- Check on hasty legislation
- Curbs despotism of one house
- Acts as a revising chamber
- Representation of different interests is ensured
- Releases pressure on lower house
- Indispensable for federations
- Two houses represent public opinion better.
- Checks the tyranny of majority
- Is a source of independence for the executive
- Utilizes the services of able and experienced people
- It is a source of stability

(any eight points to be explained)

(b) The House of Representatives or the lower house of the legislature in U.S.A. consists of 435 members directly elected by the people for a term of two years.

Powers and Functions of the House:

- Legislative – Has similar powers with the Senate to introduce an ordinary bill. An ordinary bill passed by both houses goes to the President for his assent. In case if the President returns the bill with or without proposals to change it, the houses have to re-pass it by 2/3rd majority. In case, if Senate rejects a bill passed by HOR, a six member committee consisting three members each is called. Senate always wins the debate.
- Financial – All money bills as well as the budget is introduced in the HOR. However, Senate has power to change entire content of a money bill except its title.
- Executive – The HOR appoints investigative committees to review actions of the executive. Both the houses of the Congress have power to declare war.
- Judicial – Along with Senate, the HOR can set up new federal courts and decide its jurisdiction. Also, with Senate, it shares power of impeachment.
- Electoral – In case, if no candidate gets majority in the Presidential elections, the HOR has discretion to select the President from the first three candidates securing highest votes in the PEC.
- Constituent – passing an amendment by Congress requires approval of 2/3rd majority of both the houses.

Question 7

- (a) Compare the powers of the President of U.S.A. and the Prime Minister of U.K. [8]
- (b) What are the powers of the Prime Minister of India? [6]

Comments of Examiners

- (a) Most of the candidates gave a very inadequate comparison of the powers of the President of U.S.A and the Prime Minister of U.K. Some candidates wrote the powers without comparing.
- (b) This part was generally attempted well by most of the candidates.

Suggestion for teachers

- Students should be asked to pay attention to the requirements of the question and answer accordingly.

MARKING SCHEME

Question 7.

- (a) The American President has more powers than the British Prime Minister in:

- Headship
- Appointment
- Term of office
- Relation to cabinet
- Power of making appointments
- Military powers
- Source of powers

The American President has less powers in:

- The sphere of financial powers
- Relations with the legislature
- Role in law making

(explanation in detail required)

- (b) The powers of the Prime Minister of India:

- Formation of Council of ministers/ allocation of portfolios reshuffling.
- Chairman of Cabinet/ removal of ministers.
- Chief link between President and cabinet.
- Coordinator in chief.
- Leader of parliament, party, nation.
- Can get Parliament dissolved.
- Power of patronage- appointments, promotions on the advice of the PM.
- Role of PM during emergency.

(explain any six points)

Question 8

- (a) Explain *any eight* salient features of the judiciary in U.K. [8]
- (b) Explain *any six* steps that should be taken to ensure the independence of the judiciary. [6]

Comments of Examiners

- (a) Not many candidates attempted this question and some of those who did, did not refer to the 'single integrated judiciary' and absence of 'judicial review'. Several candidates wrote the powers of the judiciary in U.K rather than the salient features.
- (b) Majority of the candidates answered this part correctly but in some cases, the points were not explained adequately.

Suggestions for teachers

- The chapter of 'Judiciary' should be explained in detail.
- Give practice to students in writing answers. Ask them to give relevant answers, explaining the points.

MARKING SCHEME

Question 8.

- (a) Salient features of the Judiciary in U.K.

- The Supreme Court of U.K. from 1st October 2009, England, Wales, Scotland and Northern Ireland have one Supreme Court as apex level court. It has 12 judges appointed by the monarch on the advice of the Prime Minister.
- Absence of a single integrated judiciary – even if it is a unitary government, there is no integrated judiciary.
- Independence of judiciary – Measures like good behaviour to continue in office, removal of judges only when both houses of legislature pass such impeachment motion, high salaries for judges, decision taken by them all ensure independence of judiciary
- End of status of House of Lord as Highest court of appeal
- Bifurcation of civil and criminal cases – separate courts in England for civil and criminal cases
- Absence of administrative law courts – all citizens are under same law.
- No Judicial Review.
- No one is a criminal until proven in a court of law.
- Rule of Law-Unique feature of British legal system – extreme legality characterizes the legal system.
- Jury system – people from ordinary walks of life help in judicial decision.
- Open trial and free legal aid to the poor.
- Two types of lawyers – Barristers and Solicitors.
- Three types of law used by British courts – common law, statutory law and law of equity.

- (b)
- Sound appointment of judges.
 - High qualification, experience.
 - Long, stable tenure.
 - Difficult method of impeachment.
 - Good salary and healthy service conditions. (Allowances, promotions, transfers done by the Judiciary.)
 - Adequate and good after retirement benefits.
 - Separation of Judiciary from the Executive (prosecutor and judge not the same person.)
 - Judicial Review.

(any six points to be explained)

Question 9

- (a) Explain the caste and gender based inequality in India. What is the impact of these social inequalities on the Indian democratic system? [8]
- (b) Discuss *any six* forms of political violence in India. [6]

Comments of Examiners

- (a) Most of the candidates answered this question very vaguely. Examples of caste and gender based inequalities were not found in most of the answers. Candidates could not satisfactorily write the impact of social inequalities.
- (b) Candidates were able to answer this question correctly but a common error observed was that they linked political violence mostly to electoral violence or violence by political parties, which is only one form of violence. Some candidates did not explain the points.

Suggestions for teachers

- Impact of social inequalities needs to be explained using examples from current issues.
- The concept of political violence should be clarified in detail, with the help of examples.
- Answers should be written in the context of the question.

MARKING SCHEME

Question 9.

- (a) Caste and Gender based inequality in India:

Caste-original four castes, based on profession, became rigid, hereditary. Dalits/SC/ST. Atrocities, caste based politics, elections, voting, policies-Reservation/ anti reservation, inequalities Positive discrimination, relevance. Gender- exploitation of women, unwanted girl child, no equal opportunity, pay- special marriage act, Hindu code bill, succession act – to empower women.

Immoral traffic, domestic violence.

Now, female literacy, 30% reservation in panchayats. Present scenario.

Impact:

- An increased social conflict
- Violence in the name of caste
- Exploitation of women and their continued under-development
- Continuance of evils like female foeticide, dowry, etc.
- Inadequate representation of women in every field.
- No social justice
- No legal and political equality

(b) Forms of Political violence in India:

- Linguistic violence
- Secessionist violence
- Terrorist violence
- Caste violence
- Violent agitations
- Social violence
- Political violence
- Electoral violence

(any six points to be explained)

GENERAL COMMENTS:

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

Compulsory Section: Q.1

- (i) Aristotle's classification criticized from traditional point of view.
- (vii) Criterion required for the political party in India to be recognized as a National Party.
- (xi) Semi-judicial function of the civil services.
- (xii) Concept of Judicial activities and judicial restraint.

Q.2 (a) Despotism states in J.A.R. Marriot's classification of states.

Q.5 (a) Second part of the question as to how separation of powers is followed in U.S.A and India.

Q.6 (b) Power and functions of the House of Representatives of U.S.A.

Q.7 (a) Comparison between the powers of the president of U.S.A and the Prime Minister of U.K.

Q.9 (a) Impact of social inequalities on Indian democracy.

(b) Forms of Political violence in India.

(b) Concepts in which candidates got confused:

Q.1 (iii) Formation of federation.

(iv) Difference between a constitutional law and ordinary law.

(xii) Judicial activism and judicial restraint.

(xiv) Separatist Movements in India.

(xv) Regional Imbalance.

(x) Suspensory Veto and pocket veto of the president of U.S.A.

Q.3 (b) Factors which make a strong Centre.

Q.5 (a) Theory of separation of power especially in India.

Q.6 (b) House of Commons and House of Representatives.

(c) Suggestions for candidates:

- Read the text thoroughly. Terms and concepts should be understood clearly.
- Reference books should be used along with the information from internet.
- Utilize the reading time in going through the question paper carefully.
- In long answer questions, points need to be elaborated.
- Repetition of points should be avoided.
- Give suitable examples to supplement your answers.
- Develop time management skills. Practice solving previous years' papers within the stipulated time.
- Read Newspapers, watch T.V News and debates.
- Avoid last minute studies.
- Marks given in rubric should be kept in mind while answering questions.
- Writing of answers needs to be practised regularly.