

Political Science

Original practice in 10 topic units, with explanations, worked examples and answer guidance. Use alongside the prescribed texts and syllabus.



10 practice units

60 tasks with answer guidance

Name / नाम: _____

Original selected-topic practice. Use alongside school lessons and the prescribed textbook. The contents define this book's scope.

CBSE course 028 · 2026–27 · Selected practice, not a complete syllabus or official examination paper.

UNIT 01 / 10 · LEARN & TRY

Constitution and rights: limits on authority

Name: _____ Date: _____

Goal: Evaluate constitutional limits and distinguish rights from policy guidance.

Learn

A constitution establishes institutions, allocates powers and sets principles governing public authority. Rights protect important freedoms and interests, while constitutional remedies provide means to challenge violations. A democratic constitution is not merely a description of what officials currently do: it supplies standards by which actions can be evaluated. Rights can involve justified limits, but an arbitrary restriction should not be confused with a reasoned constitutional balance. Explain who exercises power, what constrains it and which institutional process can review it. Public goals and individual rights may create difficult cases; a strong answer evaluates proportionality and accountability rather than assuming either government convenience or unrestricted action always decides the outcome. State the relevant concept, apply it to the case and evaluate a competing argument. Distinguish a constitutional principle from a particular political outcome. Support your conclusion with reasons; disagreement is acceptable when the argument respects the evidence and addresses the question.

Worked example

Worked case: A fictional public authority bans every peaceful meeting indefinitely to avoid inconvenience. Identify the affected freedom, ask whether the restriction has a legitimate and proportionate basis, and identify a review/remedy process. The classroom answer analyses principles rather than providing legal advice on an actual case.

- 1.** Why is a constitution more than a description of present government behaviour? [2 marks]

UNIT 01 · PRACTISE · 2–6

Constitution and rights: limits on authority

2. Why do constitutional remedies matter if rights are already written down? [2 marks]

3. Compare Fundamental Rights and Directive Principles as constitutional instruments.

[3 marks]

4. Original fictional classroom case: A majority votes to permanently exclude a minority from public meetings. Explain the constitutional concern. [3 marks]

5. Original fictional case: An authority restricts an activity for safety but gives no time limit or review procedure. List four questions needed to assess it. [4 marks]

6. Explain why comparing constitutional principle with practice can strengthen democracy. [4 marks]

Explain one answer. Choose a question to revisit after a few days.

UNIT 01 · ANSWER GUIDANCE

Constitution and rights: limits on authority

1. It establishes powers and normative standards for judging action. Existing behaviour can fall short of those standards.
2. They allow violations to be challenged through institutions. A stated right needs mechanisms that can make protection effective.
3. Fundamental Rights provide enforceable protections through constitutional remedies. Directive Principles guide state policy and public goals but are not directly enforceable in the same manner; both inform constitutional governance.
4. Majority preference cannot by itself justify denying protected freedoms and equal citizenship. Constitutional limits exist partly to prevent majoritarian abuse; the particular restriction needs examination against those limits.
5. Which right or interest is affected? What constitutional or legal basis and evidence support the safety purpose? Is the scope and duration proportionate? Can the decision be reviewed and challenged? These analyse a classroom case rather than decide a real dispute.
6. It identifies failures in rights protection or accountability, gives grounds for criticism and correction, and supports public participation and institutional review. Treating all existing action as automatically valid would remove that evaluative function.

Teaching note

Separate the principle, the alleged action and the process for review.

Curriculum reference: https://cbseacademic.nic.in/web_material/CurriculumMain27/SecPart2/PoliticalScience_SecP2_2026-27.pdf
Selected practice; outcomes are publisher-defined. School practicals, projects and prescribed readings require separate preparation.