



Constitutional Design

QI) The students may read the Preamble to the Constitution of India, as given in the text book and then answer the following questions:-

Give the meaning with examples of what is meant by the words 'Liberty, Equality and Fraternity' used in the Preamble to the Constitution of India.

QII) **Short questions: Answer briefly the following questions: -**

- a) With reference to the Constitution of India, what is a Preamble?
- b) Why do we need a constitution?
- c) Why did it take 3 years for the final constitution to take shape?

QIII) From the extracts from Nehru's speech 'Tryst with Destiny', answer the following: -

- a) Why did Nehru use the expression "not wholly or in full measure" in the first sentence?
- b) What pledge did he want the makers of the Indian Constitution to take?
- c) "The ambition of the greatest man of our generation has been to wipe every tear from every eye". Who was he referring to?

QIV) Read the preamble of South Africa and answer the following: -

- a) What did the people of South Africa want?
- b) What do the words: Unity, Justice, Respect and Freedom, imply? Do you agree with these words? Why?

QV) a) Read the Preamble to the Constitution of India and identify the ideals that the Constitution wishes to promote. Write down a preamble if your classroom had a constitution.

b) Draft a constitution of your own school including rules, regulations of the school, rights and duties of school staff and students and amendments to be done.

QVI) Which of these was the most salient underlying conflict in the making of a democratic Constitution in South Africa?

- (a) Between South Africa and its neighbours.
- (b) Between men and women.
- (c) Between the white majority and the black minority.
- (d) Between the coloured minority and the black majority.

QVII) Which of these is a provision that a democratic Constitution does not have?

- (a) Powers of the head of the state.
- (b) Name of the head of the state.
- (c) Powers of the legislature.



(d) Name of the country.

QVIII) The column on the left lists some words relating to 'Constitutional Design'. In the other column write two sentences, in your own words, on what these words signify.

Word	Significance
Apartheid	
Treason	
Tryst	
Constitutional amendment	

QIX) Read the following statements about a constitution. Give reasons why each of these is correct or incorrect.

- a) The power of the rules of the constitution is the same as that of any other law.
- b) The Constitution lays down how different organs of the government will be formed.
- c) Rights of citizens and limits on the power of the government are laid down in the constitution.
- d) A constitution is about institutions, not about values.

QX) Why is the making of the constitution referred to as 'Constitutional Design'?

QXI) Do you think the Constitutional provisions are available to improve conditions of disadvantaged groups and minorities? Justify.

QXII) Here are some false statements. Identify the mistake in each case and rewrite these correctly based on what you have read in this chapter.

- a) Leaders of the freedom movement had an open mind about whether the country should be democratic or not after independence.
- b) Members of the Constituent Assembly of India held the same views on all provisions of the Constitution.
- c) A country that has a constitution must be a democracy.
- d) The Constitution cannot be amended because it is the supreme law of a country.
- e) The blacks enjoyed the apartheid regime during British rule, in South Africa.
- f) In a democracy a constitution is not an important document.
- g) A constitution concludes with the preamble.



QXIII) Has the Indian Constitution incorporated the basic values? Explain.

Constitutional Design - Answers

QI) Students may give various answers.

Suggested Answer:

Liberty - There are **no unreasonable restrictions** on the citizens in what they think, how they wish to express their thoughts and the way they wish to follow up their thoughts in action. This means we have liberty or **freedom of speech**, so we can express our thoughts freely, but **without hurting the feelings and sentiments of another person**.

Eg: A group of people in a small town may come together to form an association to campaign against corruption or pollution. They may meet and exchange ideas, but in a peaceful way.

Equality - **All are equal before the law**. The government should ensure equal opportunity for all. This means absence of special privilege to any section of society and the provision of adequate opportunity for all individuals **without any discrimination**.

Eg: All of us can seek admission to the best schools or hospitals, use all public places, without any discrimination. Girls can join the army, navy, air force, police department without any discrimination in duties and work.

Fraternity - All of us should behave as if we are **members of the same family**. No one should treat a fellow citizen as inferior. India is a nation of diverse communities and thus fraternity (brotherhood) **leads to the unity and integrity of the nation**.

Eg: Community celebration of festivals like Diwali, Dussehra, Ramzan, Christmas, New Year, etc. are examples of fraternity.

The members of People's Welfare Association, of various backgrounds, got together to celebrate the Golden Jubilee function of the Association.

QII) a) Suggested Answer: The Constitution of India begins with a Preamble. The Preamble is considered as the **heart of the Constitution** as it represents the **dreams and ideologies of the people** of India. All the provisions in the constitution must be in line with the spirit of the Preamble.

QII) b) Suggested answer: The Constitution is necessary for three major reasons:

- It helps us **identify the ideals** that we as a society wish to uphold and strive for
- It **provides the guidelines** on the basis of which, decisions can be made by our political leaders
- It **contains safeguards to prevent leaders from misusing their authority**. It also contains a basic structure that cannot be modified

QII) c) Suggested answer:

- The Indian Constitution wasn't drafted in a day



- After creating a constituent assembly, the draft of the constitution was prepared by Dr. B. R. Ambedkar and **discussed, debated and deliberated** upon for 114 days in **almost three years, clause by clause**

- The final draft was approved and adopted by the constituent assembly after **amending it 2473 times**, on 26th November, 1949
- The **lengthiest constitution** of the **world** was created

QIII) Suggested answer:

a) Nehru used the expression 'not wholly or in full measure' because **the pledge that they had taken long ago to get freedom from British rule and make India an independent country was fulfilled partly**; it was yet to be completed, but not all at once, but slowly and gradually.

b) He urged the members of the constituent assembly **to take a pledge to serve the country and fellow citizens and humanity as a whole.**

c) Nehru was referring to **Mahatma Gandhi.**

QIV) Suggested answer:

South Africans wanted to **establish a true democracy**, where all the citizens of their country would be treated equally. They wanted to **heal their past and set right the wrongs**. They decided that together they would find the solution to the problems. No one would be considered as a second-class citizen. They agreed that **everybody would be a part of the solution**, irrespective of what happened in the past.

The words, unity, justice, respect and freedom in the preamble imply that after independence the **South Africans wanted equality** or a common ground **for both parties**, by bringing them together and preventing any discrimination that might arise between them.

QV) Hint:

a) Ideals in the Preamble to the Indian Constitution: **Liberty, Equality and Fraternity, Justice, Unity, Integrity, Dignity.**

Draft the Preamble based on what kind of ideals you would like and would want your classmates to follow.

b) Read your own school's rules and regulations and draft the School Constitution accordingly. (Answers will be subjective)

QVI) Suggested answer: (d) Between the coloured minority and the black majority.

QVII) Suggested answer: (b) Name of the head of the state.

QVIII) Suggested Answer:

Word	Significance
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Apartheid	1. Apartheid was the name of a system of racial discrimination unique to South Africa 2. The system of apartheid divided the people and labelled them on the basis of their skin colour
Treason	1. The offence (crime) of attempting to overthrow (takeover) the government of the state to which the offender owes allegiance (loyalty) 2. Nelson Mandela was tried for treason by the white South African government and sentenced to life imprisonment in 1964 for daring to oppose the apartheid regime in his country
Tryst	1. A meeting or meeting place that has been agreed upon 2. In his address to the Constituent Assembly at the stroke of midnight on 15 August 1947, Jawaharlal Nehru said, “Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially.” 3. Nehru stated that the citizens and leaders of the national movement in India had met and decided long ago about the goal of freedom or independence of India, from British rule
Constitutional amendment	1. A change in the constitution made by the supreme legislative body in a country 2. Since India became a Sovereign Democratic Republic, the Indian constitution has been amended 105 time

QIX) Suggested Answer:

a) Incorrect - An ordinary law is passed by the parliament and can be amended easily, with less procedures. On the other hand, **the rules of the constitution have greater power** and the Parliament has to abide by them. For amending these rules, a **special procedure** has to be adopted.

b) Correct - The Constitution outlines the way in which the government should be formed. It lays down the structure, power and functions of the three organs of the government, i.e. Executive, Legislature and Judiciary.

c) Correct - The rights of the citizens are laid down in the Constitution as fundamental rights, which are enforceable by law. The powers and functions of the government are divided into the executive, legislative and judiciary. It is done to keep each organ under check by the other organs to ensure proper functioning of the government.

d) Incorrect - The Constitution is the **highest law of the country**. It lays down the **structure, powers and functions** of the various institutions of government. The constitution is guided by **values** which are found in the **Preamble**. Principles and values such as **equality, liberty,**



fraternity, unity, integrity, brotherhood, secularism and justice are included in the Preamble of the Constitution.

QX) Suggested Answer:

Constitution-making comprises both, the process for **making a new constitution or amending** an existing constitution. It includes the applicable **decisions about the design, form and content** of the new or amended constitution. All countries having a constitution undergo a **range of processes** to design, draft and adopt a new constitution.

The Constitution of India is **not just a book or a statement of values and philosophy**.

Constitutional design refers to -

- the **guiding values and principles** laying down the **procedures for the formation of a government**
- the **distribution of power** among various organs (Executive, Legislature and Judiciary) of the government
- **a few restrictions** on the power of the government
- **certain rights** which are given to citizens
- **certain restrictions on those rights**
- **the institutional arrangement or design** for the Constitution of India

Thus, 'Constitutional Design' refers to – The **entire process of designing and drafting** of the Constitution of India. It is the **longest and the most voluminous constitution** and is recognised as one of **the finest and most honoured constitutions** in the world, having **withstood the test of times**.

QXI) Suggested Answer:

- The Indian Constitution **does have adequate provisions** to improve the conditions of the disadvantaged groups and minorities
- The schemes started by the government do **satisfy the basic necessities** of the citizens to lead a **life of dignity and self-respect**
- There are **schemes for promoting equality, self-reliance and self-sufficiency and for promotion of patriotism and unity of the country**
- All these schemes are possible because the **Indian Constitution enables** the government to undertake **positive welfare measures**

QXII) Suggested Answer:

(a) Leaders of the freedom movement had a **clear mind** that the country should be democratic after independence

(b) The members of the Constituent Assembly of India **held different views** on all the provisions of the Constitution

(c) **A country that is a democracy must have a constitution**

(d) The Constitution **needs to be amended** because it has to be in accordance with the people's aspirations and changes in society



- (e) Blacks **suffered discrimination** and were treated as second class citizens along with non-whites during the British rule
- (f) A constitution is an **important written document** in a democracy. It contains the set of rules and ideals that the people in a society agree to live by
- (g) A preamble is an **opening statement** in the constitution

QXIII) Suggested Answer:

The basic values are incorporated in the institutional arrangements of the Constitution of India. Some examples are:

- (i) The value of the **universal adult franchise** - incorporated by laying down a procedure for choosing persons to govern the country. For example: It states the **process of how elections will be conducted**
- (ii) The value of the **right to freedom and equality** - incorporated by providing **fundamental rights to all citizens**, which will not be violated. For example: We have liberty or **freedom of speech**, so we can express our thoughts freely, but without hurting the feelings and sentiments of another person
- (iii) The value of being in accordance with **people's aspirations and changes in society** - incorporated by provisions to incorporate changes from time to time, which are called **constitutional amendments**.
- For example: The words '**socialist**', '**secular**' and '**integrity**' were added in 1976 by the **42nd amendment** to the Constitution of India. **101st Amendment** introduced the **Goods and Services Tax (GST)**

The Constitution has been amended 105 times; the latest amendment became effective on 10 August 2021



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.