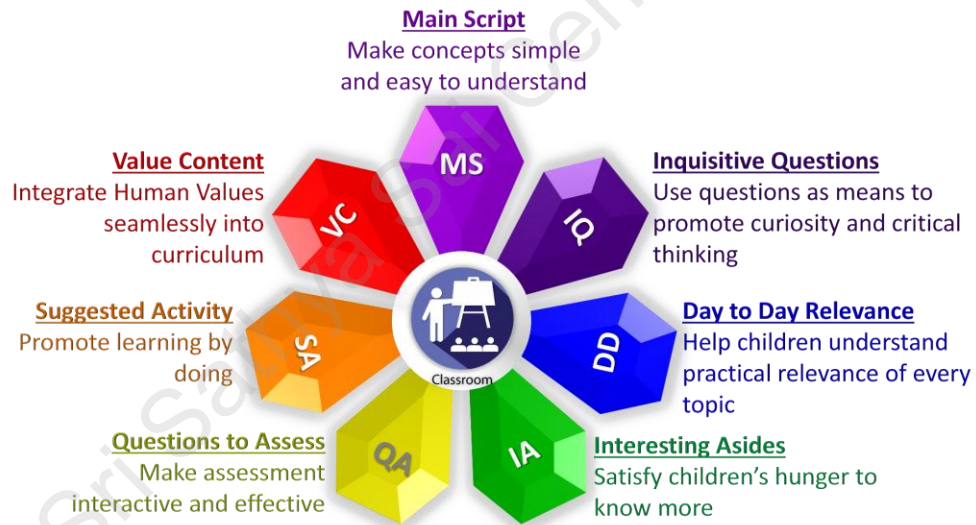


Master Lesson Plan for Constitutional Design

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Constitutional Design	English	

7 Assets [Components] of SSSVV



CURRICULAR GOALS	CG-5: Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-5.1: Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy C-5.2: Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation C - 5.4 - Analyses the basic features of a democracy and democratic government - and its history in India and across the world - and compares this form of government with other forms of government.
SDG(Sustainable Development Goals)	SDG-16: Peace, Justice And Strong Institutions
Technology aids	PPTs
Learning Teaching Materials (LTM)	Map of South Africa, school, calendar, dairy, Venn diagram, any novel or book published, having a Preface to the Book, coloured chalk, a textbook.
Interdisciplinary Connections	History
Cross-Cutting Themes	Values and Dispositions: Justice, Liberty, Equality and Fraternity are vital to ensure inclusiveness in any group that contains members of diverse interests, talents and capabilities. Educational Technology : Enriched with PPTs as teaching aids

MS_Objectives_Constitutional Design

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not be taught to the students.

Students will be able to –

- infer the need for making a constitution
- outline the formation of democracy in South Africa
- take a peek into the life of Nelson Mandela and his 'Long Walk to Freedom'
- discuss the importance of a constitution for any nation
- check their progress on South Africa's struggle for freedom
- trace the process of making of the Indian Constitution
- appreciate the need to achieve inclusiveness in society
- evaluate the importance of the Constituent Assembly
- compile the information about all the makers of the Indian Constitution
- examine the way the three leaders expressed their views on democracy
- evaluate the Constitutional provisions available to improve conditions of disadvantaged groups and minorities
- compare the Preambles to the constitutions of the United States of America, India and South Africa
- take a peek into the work of art that went into the designing of the Indian Constitution
- discuss the basic institutional design of the Constitution of India
- assess their discussions on Constitutional Design
- discuss the ideals that inspired our constitution makers in the chapter – Constitutional Design.

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Constitution	Democratic Constitution In South Africa Guiding values of The Indian Constitution Making of The Indian

			Constitution Need for a constitution in a country The Indian Constitution
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IQ_Making of The Indian Constitution

Objective: Students will be able to infer the need for making a constitution.

Teaching Aids: PPT

Notes to the teacher: The teacher may -

- commence the class by asking the students the following questions
- enable the students to think and come out with as many answers as possible before giving out the right answer/answers
- write the various answers of the students on the blackboard

1. Have a look at this picture. What does it signify to you?



Flag: pixabay.com/illustrations/india-indian-flag-colors-modi-5901660/

Attribution: sphoedit

Girl: pixabay.com/photos/girl-child-india-happiness-3441482/

Attribution: clothildedlm

Likely answers: Indian National Flag, independence, freedom, a happy child, a child smiling.

2. What does freedom mean to you? Why is it important for you to have freedom?

Likely answers: Freedom means there are no unreasonable restrictions on the citizens.

It is very important for us to have freedom so that we can -

- lead our life according to our choices with no restrictions

- express our thoughts freely
- choose to study what we like and choose a career we like
- follow the religion of our choice

3. How would you protect the freedom you already have?

Likely answers:

In order to protect our freedom, we would do the following:-

- Lay down proper rules, regulations, policies and procedures to ensure our freedom is protected and not misused by citizens
- Rules are also required to specify how the government would be formed and how they would administer the country for a proper functioning of the government
- These rules have to be backed by proper laws, so that the rules are properly followed by all and are applicable equally to everyone
- They have to be written down in a rule book, called the Constitution of the country

4. If you are given the task to draft a constitution for the entire school, who should be involved in it and how?

Notes to the teacher: Answers will be subjective and varied. The teacher may encourage the students to give their views with reasons for the same.

5. Since India had already got its independence on 15th August 1947, why was the constitution created?



Constitution: hi.m.wikipedia.org/wiki/%E0%A4%9A%E0%A4%BF%E0%A4%A4%E0%A5%8D%E0%A4%B0:Constitution_of_india.jpg
 Attribution: Balajijagadesh

Likely Answer:

- Constitution making was not unique to India
- Every country has diverse groups of people. People have differences of opinion and interests
- For a vast and diverse country like India, the main objective of making/drafting a

constitution, as decided by the leaders, was to create a government with enough power to act on a national level

- However, some restrictions had to be included so that fundamental rights of the people would be protected and the objectives of the people for a good society were fulfilled

Notes to the teacher: The teacher may sum up by saying:

“In our country, especially for those of us born after independence, we use the word freedom so often and so loosely that we sometimes forget what it really means. But for those who didn't have freedom, it meant something valuable and personal as they knew the worth of freedom. Prior to 1947, the people of our country had ‘freedom dreams’. They had a desire to be free. They revolted against the British Raj until they achieved freedom, leading to democracy and a democratic constitution for India.”

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Inquisitive Questions	Constitution	Making of The Indian Constitution

MS_Democratic Constitution in SA

Objective: Students will be able to outline the formation of democracy in South Africa.

Teaching Aids: PPT

Teaching Learning Material (TLM): Map of South Africa as given in the link below.

Get Ready: Show the students the location of South Africa on the map.

Notes to the teacher: The teacher may show the students the location of South Africa on the map and state, “This is a map of South Africa, our topic of discussion today. We have earlier read about how the Satyagraha struggle of the Indians in South Africa, led by Mahatma Gandhi, later led to the struggle for freedom in India. This was as far back as the year 1893.”

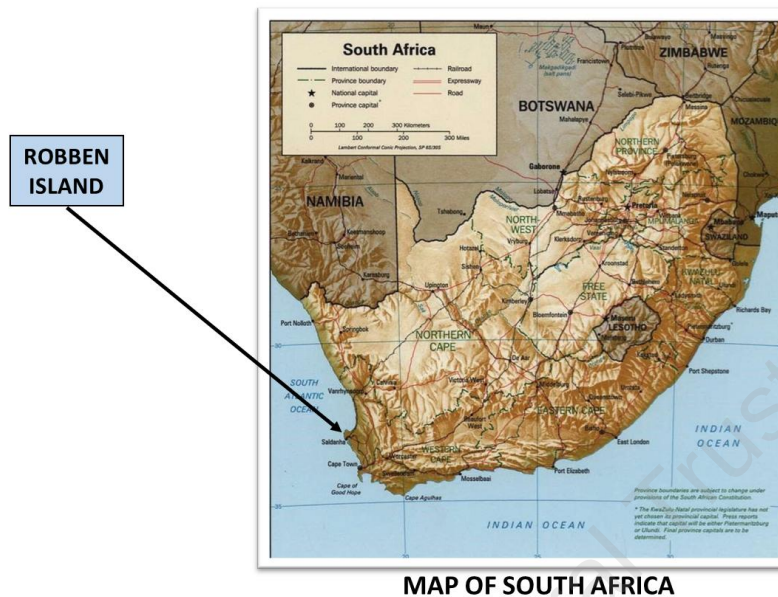
Today we will discuss -

- the history of democratic movements in South Africa
- highlighting apartheid, a system of racial discrimination, unique to South Africa
- how their resistance to racial discrimination led to their democracy and a democratic constitution in South Africa

If required, the teacher may draw a table with two columns and write the following headings as shown below.

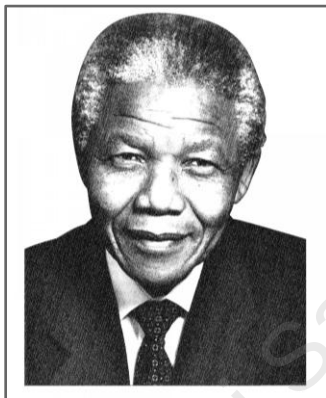
S.No. (Col. 1)	Democratic movements in South Africa (Col. 2)	Indian National Movement leading to Freedom and Democracy in India (Col.3)
1.	1941, Nelson Mandela, a youth and other students - political strike	1893 - Gandhiji visited South Africa as a young lawyer - refused to comply with racial segregation rules on a South African train - forcibly thrown out of train
2.	1944 - NM joined - ANC - fought against the apartheid system	Early 1900s Gandhiji started Satyagraha - passive resistance movement against segregation - influenced civil rights movements all over the world
3.		Congress adopted Gandhi's policy of non-violence and civil disobedience
4.		Quit India Movement.....

As the lesson progresses, the teacher may note down the points serially in the second column. After the lesson is over the teacher may pose the question given at the end of the lesson and note down the students' views in column three to establish the relationship between today's topic and the history of the Indian national movement.



MAP OF SOUTH AFRICA

Map: picryl.com/media/south-africa-5
Attribution: Library of Congress



Nelson Mandela: pxhere.com/en/photo/1588095
Attribution: Mohammed Hassan

Nelson Mandela:

- In 1941 a young lad of South Africa named Nelson Mandela led a group of students on a political strike
- He joined the **African National Congress (ANC)** in 1944
- In 1964 he was imprisoned for 28 years in South Africa's most dreaded prison, Robben Island, for his anti-apartheid activities
- He dedicated his life to assuring civil rights for black South Africans who had faced oppression for a very long time, at the hands of a white minority

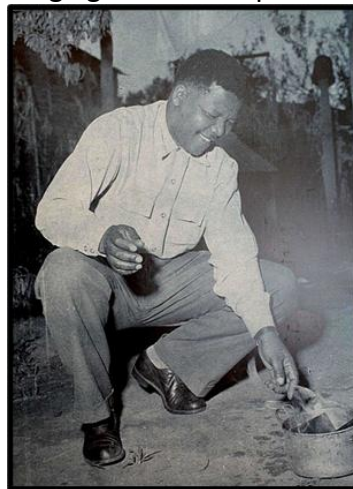
Struggle against apartheid:



Anti-apartheid protests in the early '90s

Protests: flickr.com/photos/nagarjun/8667987960/in/photostream/
Attribution: Kandukuru Nagarajun

- Apartheid, a system of racial discrimination unique to South Africa, led to democracy and a democratic constitution in South Africa. The system of apartheid segregated the people and labelled them on the basis of the colour of their skin
- In the 17th and 18th centuries a large number of European Whites settled in South Africa for trade
- They soon established themselves as the local rulers and behaved oppressively with the local South Africans whom they labelled as 'Blacks'
- The white rulers treated all the non-whites (the local blacks, the people who migrated from India and the coloured people) as inferior to them and did not give them voting rights
- The African National Congress (ANC) included many workers' unions and the Communist Party and also some sensitive whites. They led the struggle against the policies of 'Segregation'
- The 'Blacks' were not permitted to live in the 'White' areas or work in those areas without a pass or permit, nor to visit the same Churches
- The segregation policy was imposed everywhere and 'Blacks' were prohibited from forming associations or protesting against the unpleasant treatment



Internal resistance to apartheid

Nelson Mandela: commons.wikimedia.org/wiki/File:Mandela_burn_pass_1960.jpg

Attribution: Unknown Author

The above picture is of Nelson Mandela burning the pass that all black South Africans were required to carry under the apartheid regime. This was a political act of defiance and carried out in front of the press.

Towards a new constitution:



Flag of South Africa

Flag: commons.wikimedia.org/wiki/File:Flag_of_South_Africa.svg

Attribution: Flag design by Frederick Brownell, image by Wikimedia Commons users

- The ANC, the South African Indian Congress and the Coloured People's Congress, agreed to jointly oppose the policies of segregation
- Gradually, with the increasing protests and struggles, the white government found it difficult to keep the Blacks under their rule. They had to change their repressive policies
- On 26 April 1994, at midnight, democracy was marked by unfurling the national flag of the Republic of South Africa
- After two years the Constitution of South Africa was framed, which gave the citizens the most wide-ranging rights given by any country
- Nelson Mandela was appointed the first President of the new South Africa
- Nelson Mandela was awarded the Bharat Ratna Award in 1990 and he shared the Nobel Peace Prize in 1993
- He died at the age of 95, in 2013

Notes to the teacher: The teacher may pose the following question to the students to evaluate the impact of events and ideas on the students' mind.

Can you recall a few similar events of the Indian National Movement, which ultimately led to our independence?

Notes to the teacher: The teacher may note down the students' views in column three, (examples given above are for information only), to establish the relationship between today's topic and the history of the Indian national movement.

Question to ponder:

1. What relationship did you see between today's topic and the history of the Indian national movement?

Suggested Answer:

- The Indian national movement was not just a struggle for independence from the British but the integration of the lower sections of society into national politics
- Indians collectively revolted till they attained freedom, leading to democracy and a democratic constitution for India

Similarly, the history of democratic movements in South Africa, namely, apartheid - a system of racial discrimination unique to South Africa, led to democracy and a democratic constitution in South Africa.

Conclusion: The South African Constitution inspires democrats all over the world. Earlier South Africa was criticised by the entire world as the most undemocratic state, but now it is considered as a model of democracy.

Reference: en.wikipedia.org/wiki/Nelson_Mandela
en.wikipedia.org/wiki/Indian_independence_movement#Quit_India_Movement

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Constitution	Democratic Constitution In South Africa

IA_Life of Nelson Mandela

Objective: Students will be able to take a peek into the life of Nelson Mandela and his 'Long Walk to Freedom'.

Teaching Aids: PPT

Notes to the teacher: The asset may be introduced by first posing a question to the students.

Question:

What are your views about Nelson Mandela's struggle for Equality and Freedom for the people of South Africa? Do you think he is one of the most inspiring leaders of Human Rights? Why?



Nelson Mandela: flickr.com/photos/markhillary/11288490414
Attribution: Mark Hillary

Birth-early life:

- Nelson Mandela, an inspiring personality who changed the course of history
- Born on 18th July 1918 in the royal family of Thembu tribe in Mvezo (British South Africa)
- Named Rolihlahla at birth, he was renamed Nelson by his teacher
- Father was Gadla Henry Mphakanyiswa Mandela and mother, Nosekeni Fanny

His struggle:

- Hard working and studious, he became a lawyer in Johannesburg and later joined anti-colonial African nationalist movements
- In 1964 he was imprisoned in the dreaded Robben Island for anti-apartheid activities for a long period of 28 years!
- He dedicated his life to ensure civil rights to the black South Africans

Freedom:

- On 26th April 1994, at midnight by unfurling the national flag, Nelson Mandela became

the first Black President of the **Republic of South Africa**

- This marked the beginning of democracy in the country

Awards pour in:

- He received more than 250 honours globally
- His passing in 2013 was mourned across nations
- He will be forever remembered as a symbol of **peace, equality and humanitarianism**



Father of the Nation: flickr.com/photos/iip-photo-archive/42774403424/in/album-72157696025693542/

Attribution: GPA Photo Archive

Symbol of Bharat Ratna: commons.wikimedia.org/wiki/File:Bharat_Ratna.jpg

Attribution: Kumar Rajendran

Nobel Prize: en.wikipedia.org/wiki/File:Nobel_Prize.png

Attribution: Photograph: Jonathunder Medal: Erik Lindberg (1873-1966)

Mandela Day: freepik.com/free-vector/hand-drawn-nelson-mandela-international-day-illustration_14213719.htm

Attribution: freepik

Notes to the teacher:

The teacher may ask the students if their views have changed after learning about the life and struggle of Nelson Mandela.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Interesting Asides	Constitution	Democratic Constitution In South Africa

MS_Why do we Need a Constitution?

Objective: Students will be able to discuss the importance of a constitution for any nation.

Teaching Aids: PPT

Teaching Learning Material (TLM): What do you need? Rules of the school - school calendar/diary

Get Ready: The teacher may show the students the school rule book (school calendar/diary).

What is a constitution and why do we need it?



Constitution: [freepik.com/free-psd/3d-rendering-justice-still-life-background_70826033.htm](https://www.freepik.com/free-psd/3d-rendering-justice-still-life-background_70826033.htm)

Attribution: freepik

South Africa Flag: [rawpixel.com/image/7196878/png-sticker-public-domain](https://www.rawpixel.com/image/7196878/png-sticker-public-domain)

Attribution: rawpixel

India Flag: [rawpixel.com/image/7196758/psd-sticker-public-domain-green](https://www.rawpixel.com/image/7196758/psd-sticker-public-domain-green)

Attribution: rawpixel

The Constitution of a country is a:

- set of rules and principles commonly agreed upon
- based on how they want the country to be administered or governed

Notes to the teacher: The teacher may ask the students:

- if the school has any rules and regulations
- to give a few examples of these rules and explain
- why we need such rules

Possible answers: All schools have a set of rules and regulations which are found in the school diary/calendar. Example: -

- **Maintain discipline** -
 - punctuality
 - no running in the corridors
 - no copying during tests/exams

Maintain silence -

- no talking after the school bell rings and during classes
- raise your hand before speaking

Maintain cleanliness -

- no littering in the classroom and school premises
- maintain personal hygiene for good health and a healthy environment

Just as schools require rules to administer and maintain discipline, most countries also have the fundamental/basic/important rules that are usually written down in a document called a constitution.

South Africa's struggle towards a new constitution:

- After the apartheid government came to an end, the oppressor (the whites) and the oppressed (the non-whites) were planning to live together as equals
- This required both groups to trust each other
- Rules were needed to protect them against any kind of discrimination
- The Blacks had their own fears, concerns and hopes for the future
- They needed rules that would -
 - safeguard their hopes and interests
 - reduce their fears and concerns
 - ensure that the democratic principle of majority rule was not compromised
 - protect them from revenge and harm
 - protect their privileges and property
- There were long negotiations between the whites and non-whites
- Both parties agreed to a compromise, which was not very easy



Handshake pic: pixabay.com/vectors/job-handshake-teamwork-6956074
Attribution: nicholasjkaufmann

- It was agreed by 'Whites' that they would abide by:
- principle of majority rule
- one person one vote
- basic rights for the poor and the workers

The 'Blacks' agreed that:

- the majority rule would not be absolute
- the majority would not take away the property of the white minority

How was this compromise going to be implemented? Even if they managed to trust each other, what was the guarantee that this trust will not be broken in future?

- For these rules were needed
- After two years of discussion and debate, both parties prepared one of the finest constitutions the world had ever seen

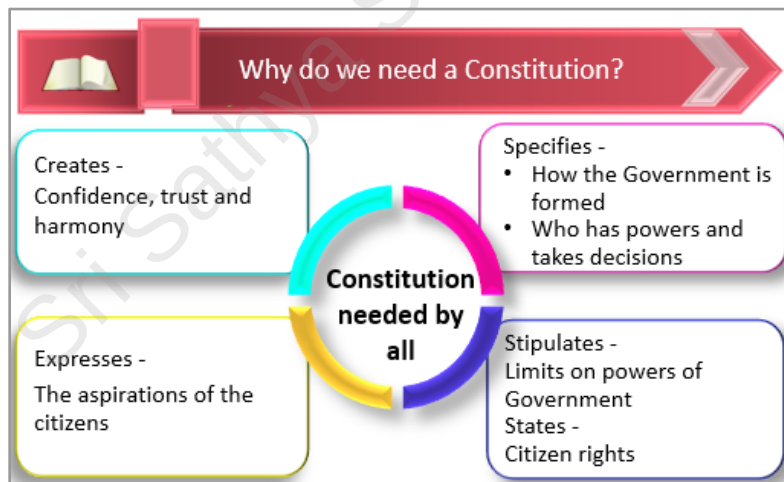
South Africa's constitution is:

- A written document
- A set of rules and ideals that their people agreed to live by
- The supreme law that determines the relationship among its citizens and between the people and government

Question to Ponder: Why do we need a Constitution?

Notes to the teacher: The teacher may encourage the students to reflect on the most important concept discussed. They may come up with varied answers.

Book: pixabay.com/vectors/book-opened-pages-reading-learn-161128/
Attribution: OpenClipart-Vectors



Conclusion: The constitution is therefore an important document needed by all, to live a life of harmony, peace and trust.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Constitution	Need for a constitution in a

			country
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QA_Struggles for Freedom

Objective: Students will be able to check their progress on South Africa's struggle for freedom.

Teaching Aids: PPT

Notes to the teacher: The teacher may introduce the asset by writing the following points on the blackboard:-

Let's discuss the similarities and dissimilarities between South Africa's struggle for freedom and the Indian National Movement, based on -

1. nature of colonialism
2. relationship between different communities
3. leadership: Gandhi/Mandela
4. party that led the struggle: African National Congress/Indian National Congress
5. method of struggle



South Africa flag: pixabay.com/illustrations/map-south-africa-flag-borders-1020195/

Attribution: Peggy_Marco

India flag: freesvg.org/india-flag-stamp

Attribution: OpenClipart

Notes to the teacher: The teacher may conduct a rapid-fire round of questions and a picture quiz.

QA) Rapid fire round:

With reference to the freedom struggle of South Africa and the Indian National Movement, answer the following:-

1. What was the nature of colonialism in India and South Africa?

Suggested answer: Both were under colonial rule.

Notes to the teacher:- The teacher may ask different students to give one point each.

2. What was the type of relationship among different communities in both the countries?

Suggested answer:

- Whites had settled in South Africa and became the local rulers
- All non-whites (the local blacks, the people who migrated from India and the coloured people) were considered as inferior

- The non-whites lacked voting rights and were discriminated against
- In India, all believed themselves to be Indians
- In India, there was a cordial relationship between members of different religions and regional communities

3. What was the kind of leadership provided by Gandhiji and Nelson Mandela to their countrymen?

Suggested answer: Both countries followed the path of truth and non-violence. India under the leadership of Gandhiji and South Africa under the leadership of Nelson Mandela.

4. Which were the parties that led the freedom struggle in each country?

Suggested answer: Both, African National Congress and Indian National Congress were umbrella organisations working at the national level. This included many workers' unions and the Communist Party under ANC. Mandela, the political leader of Africa was imprisoned for life. But in India, Gandhiji was not given life imprisonment, although he was imprisoned several times.

5. What was the method of struggle followed by both the countries?

Notes to the teacher: The teacher may ask different students to give one point each.

Suggested answer:

- In India, the fight was against colonialism but in South Africa the fight was against racialism
- The purpose of both the parties was different
- ANC - fighting against apartheid and the segregation policies of the racial African Government
- INC - fighting against British rule in India

QB) Picture Quiz:

1. Have a look at these pictures. The pictures capture the spirit of South Africa. South Africans call themselves a 'rainbow nation'. State why?

Notes to the teacher: The teacher may ask different students to give one point each.



South Africa flag: pixabay.com/illustrations/map-south-africa-flag-borders-1020195/
 Attribution: Peggy_Marco

Rainbow nation: People: [freepik.com/free-vector/people-from-differents-cultures-races_4723818.htm](https://www.freepik.com/free-vector/people-from-differents-cultures-races_4723818.htm)

Attribution: pikisuperstar

Rainbow: pixabay.com/vectors/rainbow-multicoloured-prism-2278774/

Attribution: insightful

African lady: [freepik.com/free-vector/flat-icons-set-black-lady_3296535.htm](https://www.freepik.com/free-vector/flat-icons-set-black-lady_3296535.htm)

Attribution: katemangostar

African Man: [freepik.com/free-vector/flat-icons-set-black-business-man_3296533.htm](https://www.freepik.com/free-vector/flat-icons-set-black-business-man_3296533.htm)

Attribution: katemangostar

White Male: [freepik.com/free-vector/group-business-people-characters_5825518.htm](https://www.freepik.com/free-vector/group-business-people-characters_5825518.htm)

Attribution: studiogstock

- After the apartheid government came to an end and South Africa became a democracy, they paved the way for a multi-racial government. The South Africans called themselves a 'rainbow nation'
- There are Whites, Blacks, Coloured people and Indians in South Africa who have different skin colours
- They live and work together as one, united like the colours of a rainbow
- They have forgiven the whites for the racist, brutal, repressive past and built a new South Africa, based on equality - of all races and gender, democratic values, social justice and human rights
- Hence the Republic of South Africa is referred to as a 'Rainbow Nation'
- It describes the unity of various cultural, racial or ethnic groups in the country (post-apartheid era after 1994) compared to the earlier period (segregation based on skin colour)

2. What does this picture tell us about South Africa's struggle for freedom?

Notes to the teacher: The teacher may ask different students to give one point each.



Apartheid Sign English-Afrikaans

Signboard: commons.wikimedia.org/wiki/File:ApartheidSignEnglishAfrikaans.jpg

Attribution: Dewet

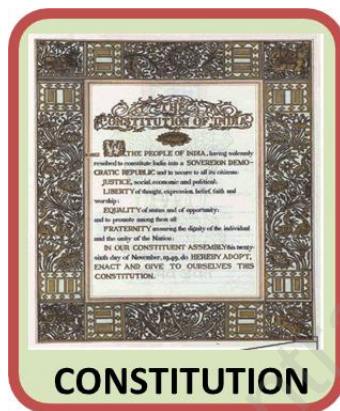
- Racial segregation began under the British colonial rule
- They classified all people into three races and developed rights and limitations for each
- The white minority controlled the vastly larger black majority
- This segregation became known as apartheid
- Whites enjoyed the highest standard of living in all of Africa, the black majority remained disadvantaged on various grounds, including income, education, housing. They needed permits to work in the white areas and were not permitted to visit the Church used by the whites

- The sign-board designates the use of amenities and installations for exclusive use of white people during apartheid in South Africa, written in English and Afrikaans

QC) Explain in brief:

Can a democratic country do without a constitution?

Notes to the teacher: The teacher may ask different students to give one point each.



Constitution of India: commons.wikimedia.org/wiki/File:Constitution_of_India.jpg

Attribution: Illumination/ornamentation by Beohar Rammanohar Sinha , calligraphy by Prem Behari Narain Raizada

All countries that are democratic will have constitutions. But all countries that have constitutions are not necessarily democratic.

For example - after the War of Independence against Great Britain, the Americans framed a new constitution. After the Revolution, the French people approved a democratic constitution. Since then, it has become a practice in all democracies to have a written constitution. However, United Kingdom is a state that is governed within the framework of a parliamentary democracy under a constitutional monarchy.

- A constitution is a written document distinct from and superior to all the actions of government
- It contains everything that specifies the complete organisation of a government and the principles on which it shall act and by which it shall be bound
- The constitution is therefore an important document needed by all democratic countries to live a life of harmony, peace and trust as aspired by the people

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Constitution	Democratic Constitution In South Africa

MS_Path to the Constitution of India

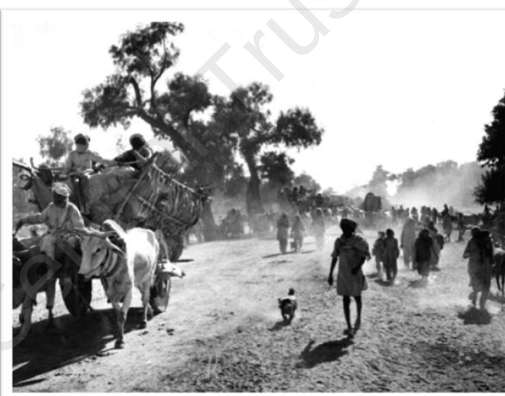
Objective: Students will be able to trace the process of making of the Indian Constitution.

Teaching Aids: PPT

Notes to the teacher: The teacher may begin by discussing the circumstances under which the Constitution of India was drafted.



A refugee special train at Ambala Station



Refugee at Balloki, Kasur

during partition of India

Partition: commons.wikimedia.org/wiki/File:A_refugee_special_train_at_Ambala_Station_during_partition_of_India.jpg

Attribution: Photo Division, Government of India

Partition: commons.wikimedia.org/wiki/File:Refugee_at_Balloki,_Kasur_during_partition_of_India.jpg

Attribution: Photo Division, Government of India

Fears and Hopes at the time of partition:

- Drafting the constitution for a huge and diverse country like India was not an easy task
- Like South Africa, India's Constitution was also drafted under very difficult circumstances
- People had their own fears and hopes at the time of the partition
- They were earlier subjects of the British, now they would become citizens of India
- Partition was a disturbing experience for the people of India and Pakistan due to large scale loss of life and property
- The rulers of the princely states had to decide whether they wanted to merge with India or with Pakistan or remain independent, which was a difficult and uncertain task
- When the constitution was to be written, the future of the country did not look as secure as it does today

Notes to the teacher: The teacher may ask the students the following question:-

What could be the fears and hopes that the people of our country had at the time of independence?

The teacher may encourage the students to give their views and write the important points by drawing a mind-map on the blackboard using coloured chalk as shown below:-

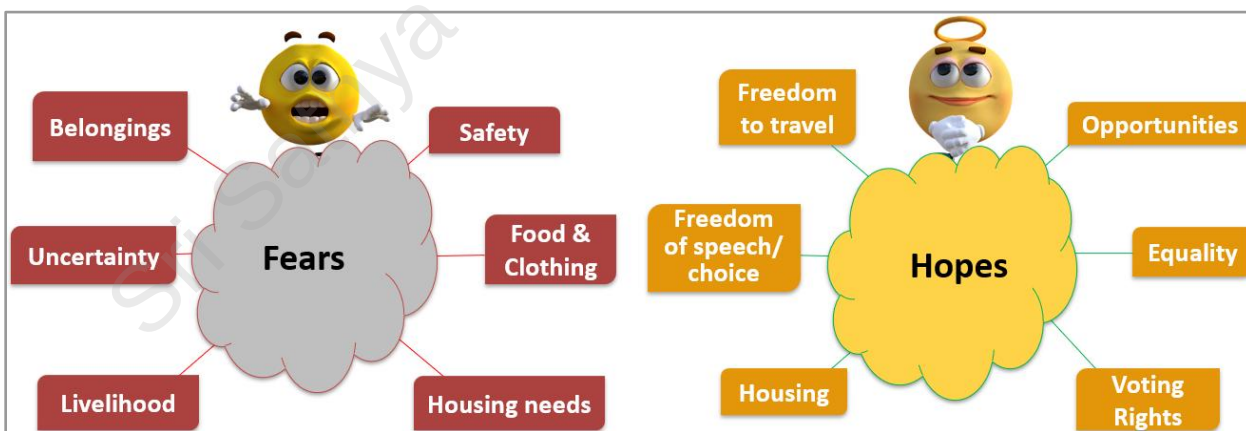
Expected answers:

Fears:-

- safety
- food and clothing
- housing needs
- job or work
- uncertain future
- land and other belongings

Hopes:-

- better and new opportunities
- equality
- housing or something to live in
- land as much as we had earlier
- freedom to -
 - choose
 - travel
 - voice our opinion/speak,
 - have a say in the decisions of the government, etc.



Fear: pixabay.com/illustrations/emoji-smiley-funny-cartoon-comic-4827043/

Attribution: sergeitokmakov

Hope: pixabay.com/illustrations/emoji-emoticon-smiley-isolated-4886835/

Attribution: sergeitokmakov

The path to the Constitution of India:

After **India's independence**, our leaders had a **big task** -



First Cabinet of Independent India

Leaders: en.m.wikipedia.org/wiki/First_Nehru_ministry#/media/File:The_first_Cabinet_of_independent_India.jpg

Attribution: Unknown author

- to protect the rights of the citizens
- not to repeat the past mistakes
- fulfill the promises made
- remove the fears of the citizens

Notes to the teacher: The teacher may ask the students the following question and encourage them positively,

How could they make all this happen?

Expected response: We needed a Constitution.

Notes to the teacher: India is a diverse country and the fears and concerns of everyone had to be taken care of. While drafting the Constitution, India had a big advantage. Unlike South Africa, we did not have to create a consensus about what a democratic India had to look like. This consensus was already developed during the freedom struggle. Though the methods were different, the vision was common. This was because-

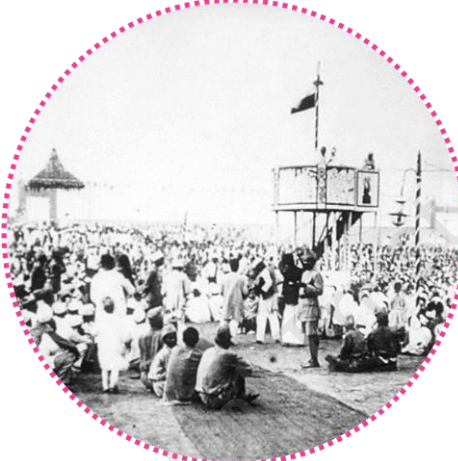
- Our national movement was not merely a struggle against a foreign rule
- It was also a fight to remind the people about transforming our society and politics
- Differences of opinion existed, yet some basic ideas were agreed upon by almost everyone
- In 1928, Motilal Nehru and eight other Congress leaders had drafted a Constitution for India
- In 1931, the resolution at the Karachi session of the Indian National Congress decided on what independent India's Constitution should be like

- They decided to include - Universal adult franchise (voting rights for all adults) and right to freedom and equality and to protect the rights of minorities
- After much debate, thinking and deliberation, (Constituent Assembly debates), based on the experiences of other countries and the experience gained by Indians in the working of the legislative institutions, they formed the Constituent Assembly



Gandhi Satyagraha

National movement: commons.wikimedia.org/wiki/File:Gandhi_Satyagraha.JPG
 Attribution: Unknown author
 Karachi Congress: commons.wikimedia.org/wiki/File:Karachi_Congress.jpg
 Attribution: Unknown author



1931, Karachi Congress

Question to Ponder:

From the discussion we had today, what according to you did our leaders do to bring about consensus?

Notes to the teacher: The teacher may encourage the students to summarise what they have learnt.

Suggested Answer: Our leaders -

- decided to build a nation which would echo the voices of all the citizens
- agreed we needed a strong constitution which would ensure that we would be able to reflect on and interpret the true essence of our freedom struggle
- had to choose who should be given this task of drafting our constitution
- chose wisely, the members of the Constituent Assembly, so we could accept the contributions of different sections of society towards political, social, cultural and environmental developments

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Constitution	Making of The Indian Constitution

VC_Together We Can

Objective: The students will appreciate the need to achieve inclusiveness in society.

Teaching Aids: PPT

Concept - Value Connection:

Justice, Liberty, Equality and Fraternity are vital to ensure inclusiveness in any group that contains members of diverse interests, talents and capabilities. Your class in the school is a good example of such a diverse group that would benefit from inclusiveness.



Classroom: pxhere.com/en/photo/1342285
Attribution: pxhere

Notes to the teacher:

- This is a group activity by all for all
- It is normally noted that in a class of diverse students, a few exceptional students participate and dominate in many activities. A few reticent students refrain from participation and remain isolated from other class members
- The aim is to promote inclusiveness of all in a manner just and equitable to all
- This activity will demonstrate through experiential learning that rules drawn up with empathy and vision greatly facilitate inclusiveness amongst diverse members
- It will also give an idea as to how drawing up such a charter is a challenging task

Activity:

1. The class will be divided into 4 groups of not more than 10 members each to ensure every student has an opportunity to participate
2. The activity involves a discussion to draw up a charter of rules
3. A class of students normally share four goals. Each group can take up the task of drawing the charter for one of the four goals:

- i. Improve in Academics (To cover all subjects)
 - ii. Develop Physical Fitness (To cover different sports and physical exercise activities)
 - iii. Participate in Co-curricular activities (Different activity clubs)
 - iv. Help in Classroom Maintenance (varied responsibility in maintaining a classroom)
4. Some points that the rules could cover:
- a. Setting up committees (specifying goals, composition, rotation of members, etc.)
 - b. Participation - minimum and maximum number of activities that can be chosen, compulsory and voluntary duties, etc.
 - c. Awards and penalties



Participation/Discussion: pixabay.com/vectors/myanmar-burma-people-children-5207930/
Attribution: MoteOo

Discussion Questions:

1. What were the challenges you faced while drawing up your charter of rules?
2. Did everyone participate in drawing up the charter?
3. How important is inclusiveness in ensuring the unity of the class?

Points to Ponder/Reflect:

- Drawing up a charter of rules to ensure inclusivity is challenging
- However, it is very rewarding as well because in the process every member's needs and issues get highlighted
- Identifying common goals for every member of the class helps to make everyone feel valued and respected
- Drawing up rules to achieve these and following through on them, adds a feeling of belonging to every member, and gives clarity and comfort

Inclusiveness lends a supportive energy that makes us feel that "Together we can achieve anything!"



Image Source: SSSVV Media Bank

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Value Content	Non-Violence	Inclusiveness (inclusivity)

MS_Importance of a Constituent Assembly

Objective: Students will be able to evaluate the importance of the Constituent Assembly.

Teaching Aids: PPT

Teaching Learning Material (TLM):

What do you need? A School Calendar/School Diary containing the rules and regulations of the school.

Get Ready: The teacher may show the students the school calendar/diary and ask the following questions:-

Notes to the teacher:

i) Can you tell me what this is and what does it contain?

The teacher may encourage the students to give various answers and lead them to the Rules and Regulations given in the school calendar/diary.

The teacher may then ask the students -

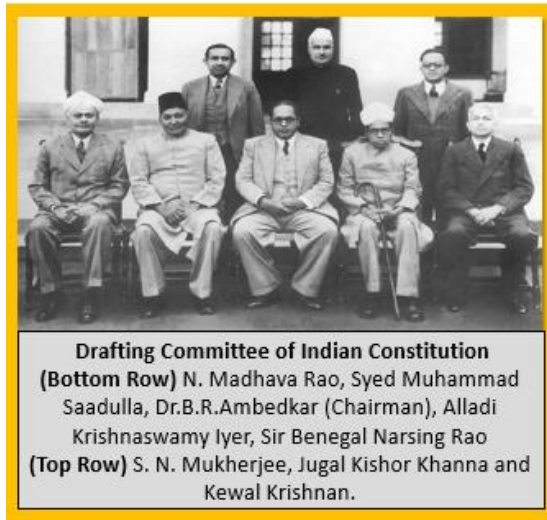
ii) Who drafts these rules and regulations and why?

The school management, school principal and teachers, together discuss and draft these rules and regulations for a proper administration of the school.

Importance of having a Constituent Assembly:

Drafting committee:

commons.wikimedia.org/wiki/File:Dr._Babasaheb_Ambedkar_Chairman,_Drafting_Committee_of_the_Indian_Constitution_with_other_members_on_Aug._29,_19



47.jpg

Attribution: Unknown author – Via Internet

- As far back as in 1928, Motilal Nehru and eight other Congress leaders had already drafted the basic principles or guidelines of the Constitution
- Why create another Constituent Assembly?
- The Constitution of a country is a **set of rules and principles** that all the people in that country agree upon, based on which they want the country to be administered or governed
- The Constitution is superior to all laws of the country

Notes to the teacher:

The teacher may state “Consider a situation where you have a committee of school students, teachers and the principal who are drafting a new set of rules for the school, after the COVID 19 pandemic. There are Government rules and regulations regarding Covid 19 norms. We have our requirement for online classes and so on. We have to incorporate these in our new rules”.

- The school already has the existing rules, but after the COVID 19 pandemic, to frame the new rules, we need a core group composed of the school principal, teachers and senior students
- After discussions, they draft the new rules or amend the old rules if required
- We are required to ensure the new rules are followed by all - for maintaining health, safety, discipline and carrying out the activities, as stipulated by the Government circulars
- The rules have to be approved by the school management and students
- The student members of this core group are the students’ representatives
- They are generally selected by the school students by the process of voting, with the

final approval of the teachers and principal

Similarly, for drafting the Constitution of India -

- We created a **Constituent Assembly**, which represented the people of India
- Although some basic values were accepted by all leaders much before the Constituent Assembly met to deliberate on the Constitution, the Constituent Assembly had to discuss afresh the basic rules which were acceptable to major social groups or political parties
- These rules had to be in accordance with the principles of democracy
- At that time, there was no universal adult franchise (voting). Hence the Constituent Assembly could not have been chosen directly by all the people of India
- They had to elect the members of the existing Provincial Legislatures to ensure that members from all regions in the country were included
- The Constituent Assembly was formed in 1946, following the election to the provincial assemblies
- The Indian National Congress, (the party that led India's freedom struggle), dominated the Constituent Assembly which included various political groups and opinions
- It also had representation from different language groups, castes, classes, religions and occupations

Notes to the teacher: The teacher may state that:

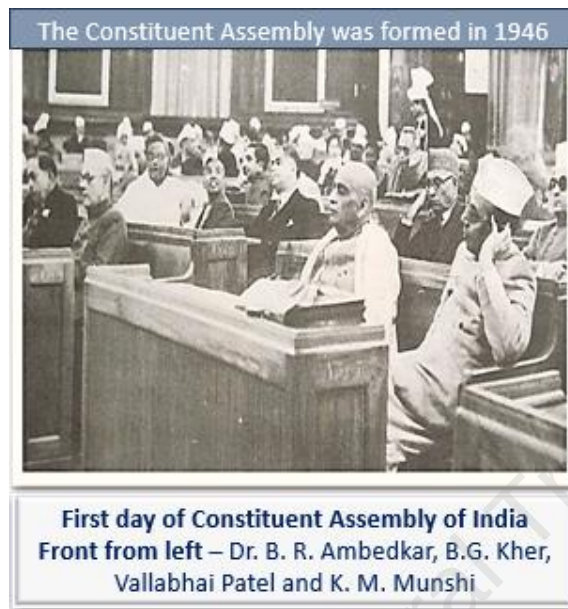
Just as new rules will be introduced in the school to follow COVID 19 norms, the Constituent Assembly drafted a new Constitution.

The teacher may also ask questions like:

When did India get Independence? - When was India declared a Republic?

Notes to the teacher: The teacher may:

- write down the correct answers (15th August 1947 and 26th January 1950) clearly on the board and draw the timeline given below on the blackboard and ask the students to copy it in their notebooks, note down the important dates and events, as the discussion progresses
- state the following points as she progresses with each timeline

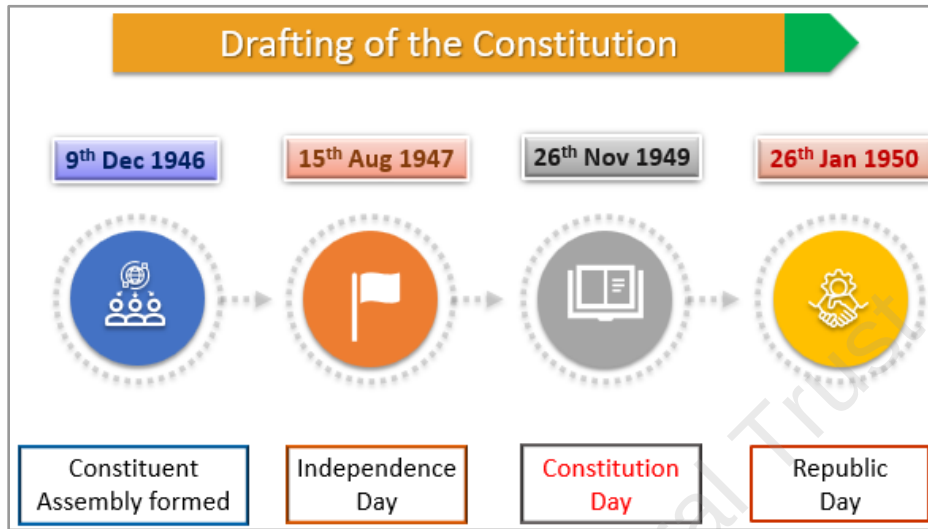


Assembly: commons.wikimedia.org/wiki/File:Indian_Constituent_Assembly.JPG

Attribution: Unknown author – Hand of Destiny, Memoirs Volume 1 of C. Subramaniam

- The **Constituent Assembly** was formed to create our Constitution
- First assembly meeting was held on **9th December 1946**
- Day of Independence - **15th August 1947**
- There were 299 members in the Constituent Assembly of India (389 before the partition of India)
- President of the Constituent Assembly - Dr. Rajendra Prasad. (Sachchidananda Sinha, who was the temporary President, died)
- H.C. Mukherjee and V.T. Krishnamachari were elected as the Vice-Presidents of the Assembly
- 299 members were divided into many committees
- Drafting Committee - responsible for writing the Constitution - Dr. B.R. Ambedkar was the Chairman and the Law Minister of India (15/08/1947 to 26/01/1950)
- Draft prepared by Dr. Ambedkar and his team - approved by the 299 members after 'Constituent Assembly Debates'
- Members verified the first draft, made 2473 amendments and took almost 3 years to shape the final constitution (11 sessions over a 165 days period)
- Assembly finally approved the Constitution on 26 November 1949 – **CONSTITUTION DAY**
- The Constitution was adopted two months later, on 26 January 1950, when India was declared a Republic
- Hence Republic Day is celebrated on 26th January every year
- What is a republic? A system where the **head of the state** is elected
- The Indian Constitution is the lengthiest constitution in the **WORLD!**

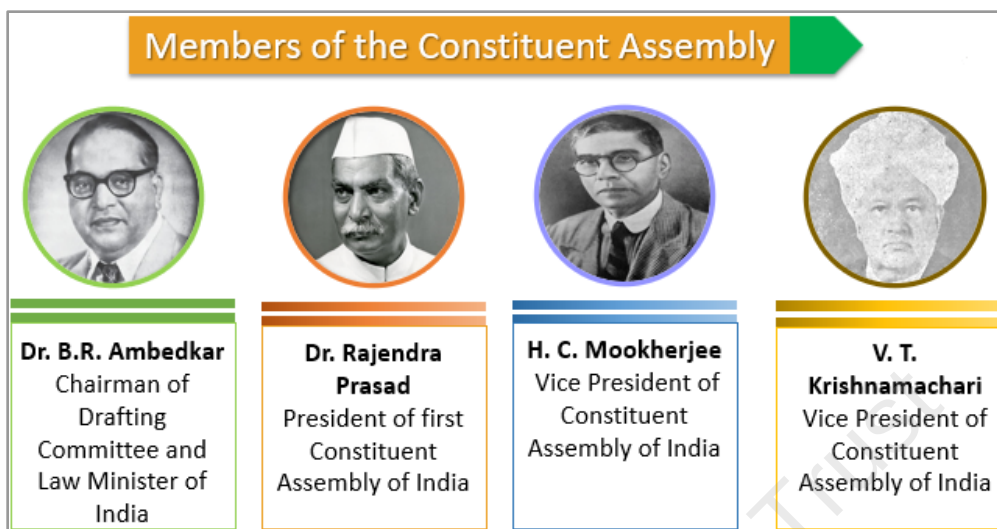
- At enactment, it contained 395 Articles and 8 Schedules



All Images: PPT Icons



Book: [freepik.com/free-vector/brown-realistic-book_1037343.htm](https://www.freepik.com/free-vector/brown-realistic-book_1037343.htm)
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Dr Ambedkar: flickr.com/photos/publicresourceorg/27786787811

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Mookerjee: en.wikipedia.org/wiki/Harendra_Coomar_Mookerjee#/media/File:Harendra_Coomar_Mookerjee.jpg

Attribution: Unknown author - Hundred years of the university of Calcutta

Krishnamachari: commons.wikimedia.org/wiki/File:V._T._Krishnamachari.jpg

Attribution: Bharatha Mani - Bharatha Mani, a Tamil monthly Magazine, March 1943, Madras, British India

Question to Ponder:

Notes to the teacher:- The teacher may ask the students to summarise the topic.

What did you learn today that you can put into practice?

Expected response:

- For drafting the rules/Constitution of the school/country, choose a committee representing a cross-section of people
- Choose a responsible person to lead the committee to guide the students/people



Dr. Babasaheb Ambedkar, Chairman of the Drafting Committee, presenting the final draft of the Indian Constitution to Dr. Rajendra Prasad on 25 November, 1949

Final draft:

commons.wikimedia.org/wiki/File:Dr._Babasaheb_Ambedkar,_chairman_of_the_Drafting_Committee,_presenting_the_final_draft_of_the_Indian_Constitution_to_Dr._Rajendra_Prasad_on_25_November,_1949.jpg

Attribution: Unknown author – <http://m.mid-day.com/articles/finding-babasaheb-ambedkars-smile/17166159>

Summing up:

- A Constituent Assembly representing the people was necessary
- Dr B.R. Ambedkar played a major role and is known as **‘The Father or The Chief Architect of the Constitution of India’**
- Independent India finally got its rule book – a Constitution to guide its Republic

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Main Script	Constitution	Making of The Indian Constitution

SA_Guess the Personality or Event

Objective: Students will be able to compile the information about all the makers of the Indian Constitution.

Teaching Aids: NA

Role of the Teacher: Facilitator/Observer

Aim: To introduce students to the members of the Constituent Assembly, freedom fighters and important events connected to the making of the Constitution of India.

Material required: Information on members of the Constituent Assembly given in the textbook, box or bag to keep paper slips, pins or clips to fasten the paper slip, pen, a ball or any other object to pass around, mobile to play music.

Time required: 20 minutes

Activity: Indoor game

Prior preparation:

1. The teacher will prepare 20 slips of paper and write the name of each member of the constituent assembly on each slip. Names of the 14 members are given in the textbook.
2. On the remaining six slips the teacher may write - Mahatma Gandhi; Nelson Mandela; 15th August 1947 - Independence Day; 26th January 1950 – Republic Day of India; 26th November, 1949 – Constitution Day of India, 9th December 1946 - Constituent Assembly formed.
3. Keep the slips neatly folded in a bag or box, or on the day of the activity they can be placed face down/reversed on the table.

Procedure: All students are required to participate in the activity.

The teacher may commence the activity by saying, “Today we will carry out an activity so that we are briefly introduced to the makers of the constitution.”

For this-

- All the students will form a circle
- 20 slips of paper and a few pins/clips are in this box/bag or facedown on the table
- The paper slips contain the names of the Constituent Assembly members, freedom fighters and events connected with the making of the constitution
- As the music plays, the ball should be passed around carefully from one student to the other (no throwing or dropping the ball, else the student is disqualified)
- When the music stops, the student who has the ball will become the target and come

forward and pick a paper slip which should not be opened/seen

- The neighbouring student will open the paper slip and pin it to the back of the uniform of the student who is the target
- The targeted student moves around the circle and is allowed to ask a maximum of 5 questions to the other players, to guess the personality/event written on the slip (The questions should be framed to elicit YES/NO as the answer)
- The remaining students can see the slip pinned to the back of the target and reply YES/NO, as the answer to the question
- Example of questions -
 - o Am I a human being/Male/Female? (Only one alternative can be asked)

Notes to the teacher: The remaining 4 questions will depend on the answer to the first question given above.

- o Am I a freedom fighter?
- o Am I a member of the Constituent Assembly?
- o Am I from South Africa? (Nelson Mandela)
- o Am I the Chairman of the Drafting Committee? (Dr B.R. Ambedkar)
- o Am I the Governor of Uttar Pradesh (Sarojini Naidu)
- o Am I the Leader of the Communist Party of India? (Somnath Lahiri)
- o Am I the Founder President of Bharatiya Jana Sangh? (Shyama Prasad Mukherjee)
- o Am I the leader of the Panthic Akali Party in the Punjab Assembly? (Baldev Singh)
- o Did India become a Sovereign, Democratic, Republic on this day? (26th January 1950)
- o Did I lead the Dandi March? (Mahatma Gandhi)

Notes to the teacher: The teacher may give the students only a few examples. The remaining questions are only for information of the teacher

- Students may be permitted to refer to the textbook to frame their own questions based on the profile/information of the members
- After the first target guesses the content of the paper slip, the music starts again, the ball is passed around and the game continues as before, till all the paper slips are exhausted (the names of all the personalities and the events are guessed)
- When all the paper slips are over, the game ends

Follow-up activity: Analysis of the data:

Notes to the teacher: The teacher may give the students the following questions to be done as a home assignment:-

1. How many non-congress members were there? Name them.

Suggested Answer: Four - Somnath Lahiri, Dr B.R.Ambedkar, Shyama Prasad Mukherjee, Jaipal Singh. Baldev Singh was a nominee of the Congress though he was the leader of the Panthic Akali Party in the Punjab Assembly.

2. How many female members were there? Name them.

Suggested Answer: Two - Sarojini Naidu and G. Durgabai Deshmukh

3. Name the members from different social groups and which social groups they represent.

Suggested Answer:

- i. Vallabhbhai Jhaverbhai Patel - Leader of Bardoli peasant satyagraha
- ii. Jaipal Singh - founder of Jharkhand Party; Founder President of Adivasi MahaSabha
- iii. H.C. Mookherjee: Member of All India Christian Council and Bengal Legislative Assembly
- iv. G. Durgabai Deshmukh - Member of All India Christian Council and Bengal Legislative Assembly
- v. Baldev Singh - leader of the Panthic Akali Party in the Punjab Assembly
- vi. Kanhaiyalal Maniklal Munshi - Founder of the Swatantra Party
- vii. Dr B.R. Ambedkar - Founder of Republican Party of India
- viii. Shyama Prasad Mukherjee - Founder President of Bharatiya Jana Sangh, Active in Hindu Mahasabha
- ix. Somnath Lahiri - Leader of Communist Party

4. Did the members of the Assembly believe in different ideologies? Justify.

Suggested Answer:

All the members had different ideologies. They were advocates, writers, authors, poets, editors, political activists, revolutionary thinkers, sportsmen and educationists, historians and linguists, entrepreneurs, theologians, scholars of Arabic - all leaders in their own fields of work.

5. Do you think the Constituent Assembly represented the views of the diverse population? Why?

Suggested Answer:

Yes, the Constituent Assembly consisted of an ideal representation of the people of India, since they came from different social backgrounds, culture, ethnic groups, had different ideologies, were leaders in their own rights and were able to debate and analyse the provisions, policies and procedures, as a steering committee should be.

Alternatively, for the follow-up activity, **the teacher may use** the given sample of a table of the names of the members of the Constituent Assembly to support the following statements, with

examples:

1. The Assembly had many members who were not with the Congress.
2. The Assembly represented members from different social groups.
3. Members of the Assembly believed in different ideologies.

If required, the teacher may draw the format of the table on the blackboard (as given in the example below) and ask all the students to prepare a similar chart or table. The column for pictures may not be added unless required. The teacher may encourage the students to use different coloured pencils or highlighters to help identify each statement for the follow-up activity of analysing the above statements. The chart may be displayed on the notice board in the school corridors on Independence Day/Constitution Day/Republic Day.

Members of the Constituent Assembly and their ideologies

S.No	Name	Picture	Details	Remarks to questions 1 to 3
1.	Jawaharlal Nehru (1889-1964)		• Born: Uttar Pradesh • Prime Minister of the interim government • Lawyer and Congress leader • Advocate of socialism, democracy and anti-imperialism • Later: First Prime Minister of India	Congress leader; Advocate of socialism, democracy and anti-imperialism
2.	Vallabhbhai Jhaverbhai Patel (1875-1950)		• Born: Gujarat • Minister of Home, Information and Broadcasting in the Interim Government • Lawyer and leader of Bardoli peasant satyagraha • Played a decisive role in the integration of the Indian princely states • Later: Deputy Prime Minister	Senior leader of the Indian National Congress; Leader of Bardoli peasant satyagraha; Played a decisive role in the integration of the Indian princely states
3.	Abul Kalam Azad (1888-1958)		• Born: Saudi Arabia • Educationist, author and	Congress leader; Educationist, author

S.No	Name	Picture	Details	Remarks to questions 1 to 3
			theologian; scholar of Arabic • Congress leader, active in the national movement • Opposed Muslim separatist politics • Later: Education Minister in the first union cabinet	and theologian; scholar of Arabic; Opposed Muslim separatist politics
4.	T. T. Krishnamachari (1899-1974)		• Born: Tamil Nadu • Member, Drafting Committee • Entrepreneur and Congress leader • Later: Finance Minister in the Union Cabinet	Congress leader; Entrepreneur
5.	Rajendra Prasad (1884-1963)		• Born: Bihar • President of the Constituent Assembly • Lawyer, known for his role in the Champaran Satyagraha • Three times the President of Congress • Later: the first President of India	President of Congress; known for his role in the Champaran Satyagraha
6.	Jaipal Singh (1903-1970)		• Born: Jharkhand • A sportsman and educationist • Captain of the first national Hockey team • Founder President of Adivasi MahaSabha • Later: founder of Jharkhand Party	Non-Congress - founder of Jharkhand Party; Founder President of Adivasi MahaSabha; A sportsman and educationist
7.	H. C. Mookherjee (1887-1956)		• Born: Bengal • Vice-Chairman of the	Congress leader; Reputed author and

S.No	Name	Picture	Details	Remarks to questions 1 to 3
			Constituent Assembly • Reputed author and educationist • Congress leader • Member of All India Christian Council and Bengal Legislative Assembly • Later: Governor of West Bengal	educationist; Member of All India Christian Council and Bengal Legislative Assembly
8.	G. Durgabai Deshmukh (1909-1981)		• Born: Andhra Pradesh • Advocate and public activist for women's emancipation • Founder of Andhra Mahila Sabha • Congress leader • Later: Founder Chairperson of Central Social Welfare Board	Congress leader; Advocate and public activist for women's emancipation
9.	Baldev Singh (1901-1961)		• Born: Haryana • A successful entrepreneur and leader of the Panthic Akali Party in the Punjab Assembly • A nominee of the Congress in the Constituent Assembly • Later: Defence Minister in the Union Cabinet	A nominee of the Congress in the Constituent Assembly; A successful entrepreneur and leader of the Panthic Akali Party in the Punjab Assembly
10.	Kanhaiyalal Maniklal Munshi (1887-1971)		• Born: Gujarat • Advocate, historian and linguist • Congress leader and Gandhian • Later: Minister in the Union Cabinet • Founder of the Swatantra Party	Congress leader and Gandhian; Founder of the Swatantra Party, Advocate, historian and linguist

S.No	Name	Picture	Details	Remarks to questions 1 to 3
11.	Bhimrao Ramji Ambedkar (1891-1956)		• Born: Madhya Pradesh • Chairman of the Drafting Committee • Social revolutionary thinker and agitator against caste divisions and caste-based inequalities • Later: Law minister in the first cabinet of post independent India • Founder of Republican Party of India	Non-Congress - Founder of Republican Party of India; Social revolutionary thinker and agitator against caste divisions and caste-based inequalities
12.	Shyama Prasad Mukherjee (1901-1953)		• Born: West Bengal • Minister for Industry and Supply in the Interim Government • Educationist and lawyer • Active in Hindu Mahasabha • Later: Founder President of Bharatiya Jana Sangh	Non-Congress - Founder President of Bharatiya Jana Sangh; Educationist and lawyer; Active in Hindu Mahasabha
13.	Sarojini Naidu (1879-1949)		• Born: Andhra Pradesh • Poet, writer and political activist • Among the foremost women leaders in the Congress • Later: Governor of Uttar Pradesh	Foremost women leader in the Congress; Poet, writer and political activist
14.	Somnath Lahiri (1901-1984)		• Born: West Bengal • Writer and editor • Leader of Communist Party of India • Later: Member of West Bengal Legislative Assembly	Non-Congress – Leader of Communist Party of India; Writer and editor

Observation: While conducting the activity the teacher may look into the following aspects:

- a) Whether students participate in the activity enthusiastically.
- b) Ensure that no child or group of children feel discriminated against, ridiculed or left out from the discussions.
- c) Through this activity, the students will enjoy compiling the details of various members of the Constituent Assembly.

Conclusion:

Notes to the teacher: The teacher may conclude by saying, “India too decided to form a constituent assembly which would reflect the diverse views of the entire population. You have discussed the members of the constituent assembly. Why did we accept the Constitution made by this Assembly more than fifty years ago?”

The members of the Constituent Assembly represented the people of India. There were three things about the constituent assembly.

1. The Assembly had many members who were not with the Congress.
2. The Assembly represented members from different social groups.
3. Members of the Assembly believed in different ideologies.

Even if the Constituent Assembly was elected by Universal adult franchise, its composition would not have been very different. So, the Constitution of India, though made more than 50 years ago, has truly stood the test of time and is one of the best Constitutions in the world.

Troubleshooting:

What to do in case the activity does not go as per plan?

In case the activity does not go as per plan, the teacher may discuss the topic with the students and ask them questions to elicit their point of view on how the Constitution of India was drafted by a diverse group of members from a wide spectrum of society, with different ideologies.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Constitution	Making of The Indian Constitution

MS_Guiding Values_Indian Constitution

Objective: Students will be able to examine the way the three leaders expressed their views on democracy.

Teaching Aids: PPT

Teaching Learning Material (TLM):

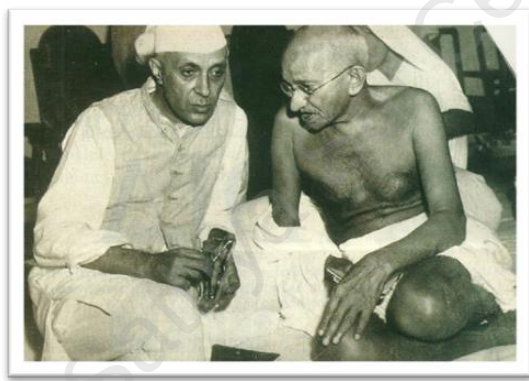
What do you need? Coloured chalks to draw a Venn diagram.

Get Ready:

Notes to the teacher: The topic - Guiding values of the Indian Constitution and the Dreams and Promises of the three leaders can be discussed in two ways. The teacher may choose any of the methods.

Method I:

The teacher may discuss the views of three prominent leaders about the future Constitution of India.



Jawaharlal Nehru and Mahatma Gandhi



Dr. B.R. Ambedkar

Nehru and Gandhi: flickr.com/photos/nat507/8240504582

Attribution: Nathan Hughes Hamilton

Dr. B.R. Ambedkar: flickr.com/photos/publicresourceorg/27786787811

Attribution: Public.Resource.Org

Views of Mahatma Gandhi:

(Article in his magazine - Young India in 1931)

- Free the people of India from slavery (thralldom) and financial aid (patronage)
- The poor should participate in governance
- People from weaker sections of society to be treated equally
- Harmony in society
- Abolish untouchability
- Abolish intoxicating drinks and drugs in society
- Women and men having equal rights

Views of Dr. B.R. Ambedkar:

(Concluding speech to the Constituent Assembly)

- After 26th January 1950, he predicted a **life of contradictions** for the people in India
- Due to disparity in the **social and economic structure** -

In Politics	In Reality
People will talk of Equality	Life of people would reflect inequality
Principle of one man one vote and one vote one value	We will continue to deny the principle of one man one vote and one vote one value

- A life of contradictions and inequality - political democracy would be in danger

Views of Jawaharlal Nehru:

(Speech to the Constituent Assembly at the stroke of midnight on 15 August 1947)

- Pledge taken by the people of India to get freedom from British rule and make India an independent country was partly fulfilled
- The Constituent Assembly to take a pledge to serve the country and fellow citizens and humanity as a whole
- With freedom and power, comes responsibility for the Constituent Assembly, as they represent the people of India
- Look ahead to the future, forget the past pains of labour and sorrow
 - Service to India is service to its citizens who suffer
 - Ending poverty and ignorance and disease and inequality of opportunity
 - Mahatma Gandhi wanted to wipe every tear from every eye
 - This may not be possible fully
- Work would not be over as long as there are tears of suffering

Method II

Notes to the teacher:

The teacher may use the information and questions provided above (Method I) while using the Venn Diagram method to discuss the views of the three major leaders on our Constitution. For this -

- The teacher may draw a Venn diagram on the blackboard and instruct the students to copy it in their notebooks
- Each circle represents the three major leaders, whose viewpoints on the Indian Constitution will be analysed
- Label the three circles of the Venn diagram as Mahatma Gandhi, Jawaharlal Nehru and B.R. Ambedkar

- The teacher may request the students to read the different views of the leaders and write keywords that are important in expressing their viewpoints based on the following two questions
- The teacher may write the two questions on the blackboard

1. Identify one idea that is common to the three leaders. (Enter it in the intersected space).
2. Identify the differences in their ways of expressing their common ideas. (Enter these under the leaders in the Venn diagram).

Notes to the teacher: The teacher may prompt the students by asking them leading questions like:-

What do the three leaders talk about in common?

Expected response: Equality, Social inclusion, Progressive nation

What were Mahatma Gandhi's views about a future for India?

Expected response:

- no slavery
- financial independence
- poor to participate in governance of the country
- abolishing untouchability
 - people from weaker sections of society to be treated equally
 - peace in society
 - women and men to have equal rights

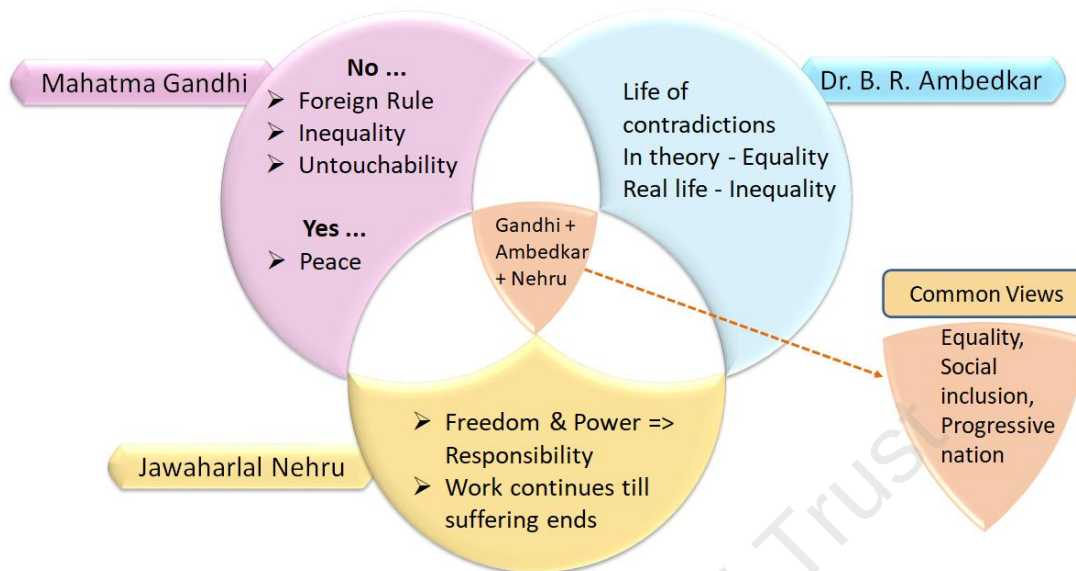
How did Dr. B.R Ambedkar express his views about the future life for people in India? Why?

Expected response:

- Dr. B.R. Ambedkar spoke about a life of contradictions for the people in India
- He felt that in politics everybody talks about equality, but in reality, it is different - the social and economic life of people would reflect inequality
- In his opinion, a good society is one which is based on 'liberty, equality and fraternity'

What did Jawaharlal Nehru talk about on the eve of independence?

Expected response: In Jawaharlal Nehru's opinion, freedom and power would bring corresponding responsibilities. The citizens' work towards nation building would not be over as long as there are tears of suffering.



Ideas of Democracy of the three great leaders of India:

- Mahatma Gandhi, Jawaharlal Nehru and B. R. Ambedkar - regarded as the 'Founding Fathers of the Indian Republic'
- Had disagreements in their ideologies but their dream for a progressive nation was common
- All the three shared the dream that inequality in India would be eliminated leading to social inclusion (nobody is left behind)
- Dr B.R. Ambedkar had a different understanding of how inequalities could be removed
- The members of the Constituent Assembly were guided by these values and ideologies when drafting the Constitution

Question to Ponder:

How did the leaders express their opinions about the future of our country? Do you think they were conflicting with each other?

Expected answers:

- Different people have different aims and goals in life
- Through debates and discussions on various topics, with friends, family and in the classroom or workplace, we learn new facts and understand why people think the way they do
- Each one is brought up differently and have their own experiences which influence their ideas and decisions
- Ideas and values may be different
- Ultimate goal should be the betterment of humanity

Summing up: The Constitution of India is an ideal representation of the varied ideas of a wide spectrum of our society.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Constitution	Making of The Indian Constitution Need for a constitution in a country

Sri Sathya Sai Central Trust

DD_Evaluating Indian Constitution

Objective: Students will be able to evaluate the Constitutional provisions available to improve conditions of disadvantaged groups and minorities.

Teaching Aids: PPT

Notes to the teacher: The teacher may commence the class by saying, “We have discussed our Indian Constitution. Let us now discuss - How does our constitution relate to our daily life?”

Welfare Schemes



Emblem: commons.wikimedia.org/wiki/File:India_flag_emblem.jpg
Attribution: Mellisa Anthony Jones at English Wikipedia

The Government of India, at all levels -

- Announces Welfare Schemes from time to time, for a cross section of the society
- These schemes could be either
 - Central
 - State specific or
 - Centre and the States - joint collaboration
- Formulate and implement schemes, keeping in mind the Constitutional provisions available to improve the conditions of disadvantaged groups and minorities and for the welfare of the citizens of India

This is because our constitution has relevance to our daily life.

Indian Constitution in our daily life

- The Indian Constitution was created in the wake of the Indian National Movement
- The framers of the Indian Constitution thought that each individual in society should have at least the basic necessities to lead a life of dignity and self-respect
- For example, India aspires to be a society that is free of caste discrimination. If this is our

society's aspiration, the government will have to be enabled or empowered to take all the necessary steps to achieve this goal

- The Indian Constitution enables the government to take positive welfare measures for the benefit of citizens

Notes to the teacher: The teacher may state, "Today we will discuss a few such schemes to understand how the principles of liberty, equality and fraternity are being practised and implemented in the classroom/school/home/society through the various government schemes."

These **schemes** are implemented by the government for the **promotion** of –

- patriotism
- unity of the country
- equality of people
- respect for all human beings
- doing one's duties and
- to evaluate the constitutional provisions available to improve conditions of disadvantaged groups and minorities

Notes to the teacher: A sample list of schemes (for guidance and information) is given below. The teacher may choose any other schemes being implemented by their local government and give the students a brief overview of a few important schemes.

Sample list of schemes:-

- Pradhan Mantri Jan Dhan Yojana (PMJDY):** Provides banking services to all households in the country.
A financial inclusion program linking Jan Dhan (funds transfer) through use of Aadhar and Mobile to facilitate direct transfer of all subsidies/benefits to the bank account of the end beneficiary.
- Make in India:** To facilitate investment, foster innovation, enhance protection for intellectual property and build the best in manufacturing infrastructure.
- Swachh Bharat Mission:** A campaign with regard to sanitation.
- Beti Bachao Beti Padhao:** A scheme to make girls socially and financially self-reliant through education.
- Digital India Mission:** A programme to transform India into a digitally empowered society and knowledge economy.
- Aarogya Setu:** Initiative to fight the Coronavirus pandemic.
- Ayushman Bharat:** A health scheme having two sub-missions PM-JAY & HWCs –
 - Pradhan Mantri Jan Arogya Yojana (PM-JAY), covers the financial protection for availing healthcare services at the secondary and tertiary levels.
 - Health and Wellness Centres (HWCs) aimed at improving access to cheap and quality healthcare services at the primary level.
- National Sports Talent Search Scheme (NSTSS):** Identification of talented sportspersons in the age group of 8 - 12 years in schools all over the country.

- i. **Start-up India:** Online platform for start-ups and entrepreneurs in India. Allows start-ups to network, access free tools and resources and participate in programs and challenges.
- j. **Pradhan Mantri Ujjwala Yojana (PMUY):** Covers the economically weaker sections of various states and provides them LPG connections.
- k. **Atal Pension Yojna:** A universal pension scheme for those who are a part of the unorganized sector such as maids, gardeners, delivery boys, etc.
- l. **PM Kisan SAMPADA Yojana:** A scheme with modern infrastructure for food processing and efficient supply chain management from farm gate to retail outlet. This increases farmers' income, creating employment opportunities in rural areas, reducing wastage of agricultural produce, increasing the processing level and enhancing the export of the processed foods.

Notes to the teacher: If required, the teacher may draw the following format on the blackboard and ask all the students to prepare a similar checklist for not less than 5 schemes they have discussed. The teacher/students may modify the format of the checklist as required. This checklist with different schemes **may be displayed on the poster wall** on Independence Day/Constitution Day/Republic Day.

**Checklist giving reference to the present developments in India to evaluate
The Indian Constitution vis-a-vis the guidelines of Democracy**

Schemes implemented by the Government	Implemented at	For the benefit of	Encourages	Provision in Indian Constitution
Pradhan Mantri Jan Dhan Yojana	Home/Society - all India	For the economically weaker sections; Economic resources of the country should be utilised for the well-being of the poor	Equality of People; prevents weaker section from being exploited	Right to Equality; Equal protection of the law; Socialist, Justice
Beti Bachao Beti Padhao	Classroom/Home/ School/Society - all India	Girl Child	Equality of People; Equality of opportunity	Right to Education; Right to Equality; Right of Children to Free and Compulsory Education Act

Schemes implemented by the Government	Implemented at	For the benefit of	Encourages	Provision in Indian Constitution
Ayushman Bharat	Home/Classroom/ School/Society - all India	For all citizens of India	Equality of People; Good Health	National Health Protection
Make in India	Society - all India	For all citizens of India	Patriotism/ fraternity	Right to Equality; Right to work
Swachh Bharat Mission	Home/Classroom/ School/Society - all India	For all citizens of India	Patriotism/ Cleanliness and Good Health	National Cleanliness and Health Protection
PM Kisan SAMPADA Yojana	Society - all India	For all citizens of India - especially farmers and rural areas	Equality of People; prevents weaker section from being exploited; Equality of opportunity	Socialist, Right to Equality; Right to equal opportunity

Question to Ponder:

Notes to the teacher: The teacher may encourage the students to come up with answers. Give examples of laws that ensure equality as guaranteed by the constitution.

(i) Through laws - Right to Education Act - 2009, Protection of Women from Domestic Violence Act, 2005.

(ii) Through government programmes or schemes to help unprivileged groups - Beti Bachao Beti Padhao, Swachh Bharat Mission.

Conclusion:

- 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, self-sufficiency, 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

Source: india.gov.in/my-government/schemes
 Reference: Other sources - Various government websites

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Constitution	Guiding values of The Indian Constitution Making of The Indian Constitution The Indian Constitution

MS_Philosophy_Constitution of USA_South Africa and India

Objective: Students will be able to compare the Preambles to the constitutions of the United States of America, India and South Africa.

Teaching Aids: PPT

Teaching Learning Material (TLM):

What do you need? Any novel or book published, having a Preface to the Book. Coloured chalk.

Get Ready: The teacher may show the students the preface printed in a novel or the textbook.

Notes to the teacher: The teacher may ask them the following question: -

In the beginning of any novel or any book we generally have a 'Preface', as we can see in this book. Can you tell me what a 'Preface' is?

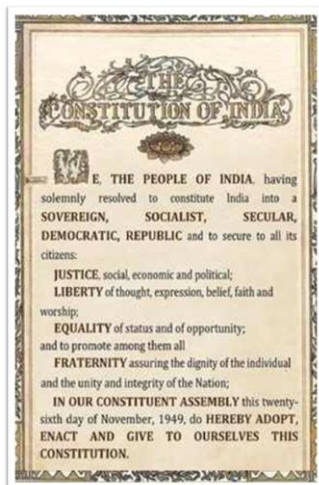
Suggested Answer: A preface is an introductory passage written about the book by its author. It states why the author wrote the book, its subject matter and its goals. Prefaces are more commonly found in nonfiction books, but they can also be used in fiction books and textbooks too.

The Preamble of the Constitution of India is like the preface to the Constitution of India.

Components of the Constitution of India:

The Constitution of India has a Preamble with **470 Articles**, which are **grouped into 25 parts**. It has **12 Schedules and 5 appendices**.

What is the Preamble to the Constitution of India?



Constitution of India: commons.wikimedia.org/wiki/File:CONSTITUTION_PREAMBLE.jpg
Attribution: TimesofIndia

- The Preamble to the Constitution of India is the introduction or preface to the Constitution

- It is the philosophy or underlying principles of the Indian Constitution
- To understand the Constitution, we will have to first understand the Preamble

Basic Keywords:

The Preamble contains the basic keywords which form the philosophy of our Constitution, such as -

- **WE, THE PEOPLE OF INDIA** - drawn up and enacted by the people through their representatives and not handed down to them by a king or any outside powers
- **SOVEREIGN** - People have the supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India
- **SOCIALIST** - Wealth is generated socially and should be shared equally by society. Government should regulate the ownership of land and industry to reduce socio-economic inequalities
- **SECULAR** - Citizens have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect
- **DEMOCRATIC** - A form of government where people enjoy equal political rights, elect their rulers and hold them accountable. The government is run according to some basic rules
- **REPUBLIC** - The head of the state is an elected person and not a hereditary position
- **JUSTICE** - Citizens cannot be discriminated against on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of the disadvantaged groups
- **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
- **EQUALITY** - All are equal before law. The traditional social inequalities have to be put to an end. The government should ensure equal opportunity for all
- **FRATERNITY** - All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior

Components of the Preamble:

- Begins with the powerful words - 'We, the people of India'
- Portrays the grand essence of our Constitution and the ideals and aspirations of Indians
- Sovereign, Socialist, Secular, Democratic, Republic and assures the dignity of the individual and the unity and integrity of the nation
- The nation recognises justice, liberty and equality as basic principles of her citizens' lives and promotes fraternity among them
- Liberty, Equality and Fraternity were the important slogans during the French Revolution in 1789
- Adopted on 26 November, 1949 and came into effect on 26 January, 1950

The Preamble can be subjected to Constitutional Amendments, however, the basic structure

cannot be altered. Therefore, it is considered as the heart and soul of the Constitution.

The Constitution has been amended 105 times; the latest amendment became effective on 10 August 2021 (as of October 2021).

Notes to the teacher: The words 'socialist', 'secular' and 'integrity' were added in 1976 by the 42nd amendment to the Constitution of India.

Notes to the teacher: The teacher may request the students to refer to the text and read the Preambles to the Constitution of India, United States of America and South Africa.

Subsequently, the teacher may state, "We will now compare the Preamble to the Constitution of India with that of the Preambles to the Constitution of the United States of America and South Africa and do the following: -

- Make a list of ideas that are common to all these three
- Note down at least one of the major differences among them
- Check which of the three makes a reference to the past
- Check which of them invokes God

The teacher may make the following table on the blackboard and complete the last three columns (using different coloured chalk, if possible) by asking the students the above concepts and writing the same in the table as given below.



USA Flag & SA Flag - pixabay.com/vectors/flags-russia-usa-germany-china-1722052/

Attribution: sinisamaric1

India Flag - pixabay.com/illustrations/india-indian-flag-flag-national-5368684/

Attribution: ElenzaPhotograh

Comparative analysis of the Preambles to the

Constitution of India, United States of America and South Africa

Sr.No	Particulars	India	USA	South Africa
1.	Common ideas	We the People; Justice	We the People; Justice	We the People; Justice
2.	One of the major differences	SECULAR - Citizens have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect	Nothing mentioned in the Preamble regarding Secularity	Nothing mentioned in the Preamble regarding Secularity
3.	Makes a reference to the past	✗	✗	✓
4.	Which of them invokes God	✗	✗	✓

Summing up:

Notes to the teacher: The teacher may encourage the students and help them express their views so that they can reflect and think more deeply about the most important concept discussed in class that day.

What do you think was the most important point or central concept communicated during today's discussion?

Expected answer:

- The Preamble contains the basic keywords which form the philosophy of that country's Constitution
- The Preambles of all the three countries are enacted by the people through their representatives and seek justice for their citizens
- 'We, the people of' portrays the grand essence of the countries' Constitution and the ideals and aspirations of their citizens

Conclusion: After comparing the three Preambles to the Constitution of India, USA and South

Africa, we can safely say that - The Constitution of India is one of the finest and most honoured constitutions in the world, having withstood the test of times.

Reference: en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Constitution	Guiding values of The Indian Constitution

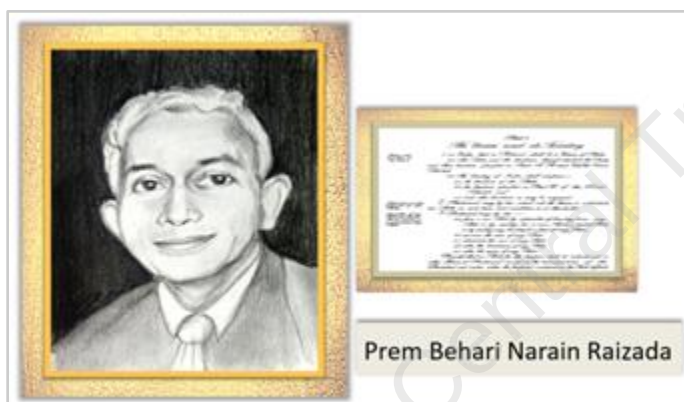
Sri Sathya Sai Central Trust

IA_Indian Constitution_A Work of Art

Objective: Students will be able to peek into the work of art that went into the designing of the Indian Constitution.

Teaching Aids: PPT

Notes to the teacher: Teacher may introduce the asset with the PPT on - The Indian Constitution a Work of Art.

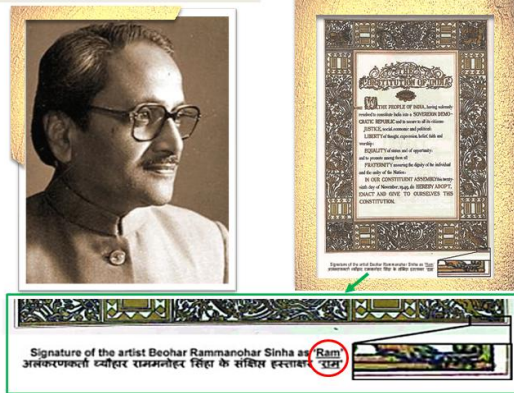


Prem Behari: drive.google.com/drive/folders/199B40mhqs2aK7Pd_ViRu0wfgbP1leMC7
Calligraphy: loksabhadocs.nic.in/Book/Caligraphy/index.html#p=1
Attribution: loksabhadocs.nic.in/Book/Caligraphy/index.html#p=1
Gold border- pixabay.com/photos/abstract-antique-art-background-1846836/
Attribution: Pexels

Designing the Constitution of India:

- The Constitution of India - the longest written constitution of any sovereign country in the world - has always been related with Dr. B.R. Ambedkar who was the Chairman of the drafting committee, commonly known as the Architect of our Constitution
- However, little is known about the persons who hand wrote and illustrated the constitution
- The first draft of the Indian Constitution, which was completed on 26th November 1949 is indeed a masterpiece
- The original copies of the Indian Constitution were handwritten –
- In English calligraphy, in italic letters, by Prem Bihari Narain Raizada
- In Hindi the calligraphy was done by Vasant Krishan Vaidya
- These copies are now kept in a helium-filled case in the library of the Parliament of India

Beohar Rammanohar Sinha



Rammanohar: en.wikipedia.org/wiki/Beohar_Rammanohar_Sinha#/media/File:Rammanohar_1991.jpg

Attribution: Own work - Own personal collection

Preamble: commons.wikimedia.org/wiki/File:Constitution_of_India.jpg

Attribution: Illumination/ornamentation by Beohar Rammanohar Sinha, calligraphy by Prem Behari Narain Raizada.

Gold border: pixabay.com/photos/abstract-antique-art-background-1846836/

Attribution: Pexels

- Each page of the Constitution of India was decorated with appropriate pictures by Nandalal Bose, Beohar Ram Manohar Sinha and other artists from Shantiniketan
- They drew impeccable pictures from Ramayana, Mahabharata, Mohenjo-Daro seals, life of Buddha and leaders like Ashoka, Akbar, Vikramaditya, Tipu Sultan, Lakshmibai, Gandhi, Subhas Candra Bose and Gandhiji's National Movement, alongside each page
- The singlehanded effort of Prem Behari Narain Raizada enlivened the main contents and the Preamble to the Constitution

Nandalal Bose



Nandalal: en.wikipedia.org/wiki/Nandalal_Bose#/media/File:Nandalal_Bose_1967_stamp_of_India.jpg

Attribution: India Post, Government of India - GODL India

Constitution: [en.wikipedia.org/w/index.php?title=File%3AThe_Constitution_of_India_\(Original_Calligraphed_and_Illuminated_Version\).djvu&page=133](https://en.wikipedia.org/w/index.php?title=File%3AThe_Constitution_of_India_(Original_Calligraphed_and_Illuminated_Version).djvu&page=133)

Attribution: World Digital Library

Gold border: pixabay.com/photos/abstract-antique-art-background-1846836/

Attribution: Pexels

As depicted in the Constitution, appropriate to the content, is showcased -

Our History:-

- Part I - The Union and its Territory - has a sketch of Mohenjo-daro seals

The Indian Epics:-

- Part II - The Vedic period is represented by a gurukul scene in the section on citizenship
- Part III - Ramayana - a sketch of Ram, Lakshman and Sita returning home after the battle in Lanka signifies 'The Fundamental Rights'



Ram, Lakshman and Sita returning home after the battle in Lanka

Ramayana: loksabhadocs.nic.in/Book/Caligraphy/index.html#p=7

Attribution: loksabhadocs.nic.in/Book/Caligraphy/index.html

Gold border: pixabay.com/photos/abstract-antique-art-background-1846836/

Attribution: Pexels

- Part IV - A scene from the Mahabharata with the discussion between Arjun and Krishna before the onset of the war, denotes the part on Directive Principles of State Policy

The Monarchy:-

- Part VII has Emperor Ashoka propagating Buddhism
- Part IX has a scene from King Vikramaditya's court to signify those arts were promoted by the kingdom
- Part XIV has Emperor Akbar in his court, representing the Mughal rule; the backdrop denotes the period's striking architecture
- Maratha ruler Shivaji and 10th Sikh Guru, Guru Gobind Singh are illustrated in section XV
- In Part XVI Jhansi Rani Lakshmibai, the only female illustrated prominently in the Constitution, is sketched in her armour and shares the page with Tipu Sultan, the king of Mysore

Struggle for Independence:-

- Part XVII - Official Language - Language of the Union has Mahatma Gandhi walking with a stick, to denote the Dandi March
- Part XVIII - in the Section on emergency provisions, Gandhi is shown visiting riot-hit Noakhali in south-east Bangladesh. He is being welcomed by women with an aarti thali in their hands, even as Muslim peasants seem to be looking at him from behind a bamboo fence

Geographical Diversity:-

- The diverse geography of India is shown with illustrations of camels marching in the sandy desert and the expansive Himalayas showing their might
- The torrential ocean waves are sketched in Part XXII, the last section of the Constitution

When the draft of the Constitution of India was ready to be printed, Prime Minister Jawaharlal Nehru put forth the proposal of handwriting it in a flowing italic style to Shri Prem Behari. He asked him how much he would charge for the job.

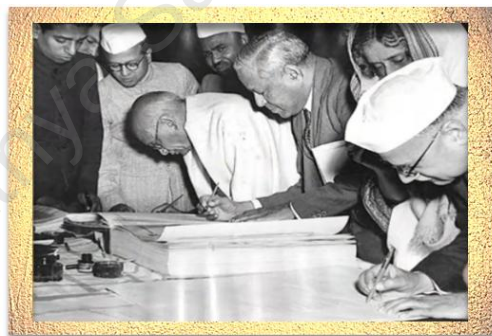
“Not a single penny. By the grace of God, I have all the things, and am quite happy with my life,” was his response to PM Nehru. Such was his dedication to the country.

However, he did have a request.

“But I have one reservation - that on every page of the Constitution I will write my name and on the last page I will write my name along with my grandfather’s name.”

His request was granted and the Government of India assigned Prem Behari the prestigious responsibility of hand writing the Constitution. The draft consisted of a total of 395 Articles, 8 Schedules, and a Preamble. Prem Behari took six months to complete the task. The original manuscript of the Constitution was written on parchment sheets measuring 16”X22” which have a lifespan of a thousand years. The finished manuscript consisted of 251 pages and weighed 3.75 kg.

This manuscript was signed by the members of the Constituent Assembly on 24th January 1950.



Leaders of the Constituent Assembly signing the Constitution

Signing- main.sci.gov.in/pdf/AnnualReports/The%20Constitution%20at%2067.pdf

Attribution: Supreme Court of India

Gold border- pixabay.com/photos/abstract-antique-art-background-1846836/

Attribution: Pexels

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Interesting Asides	Constitution	Making of The Indian Constitution The Indian Constitution

MS_Institutional Design_Indian Constitution

Objective: Students will be able to discuss the basic institutional design of the Constitution of India.

Teaching Aids: PPT

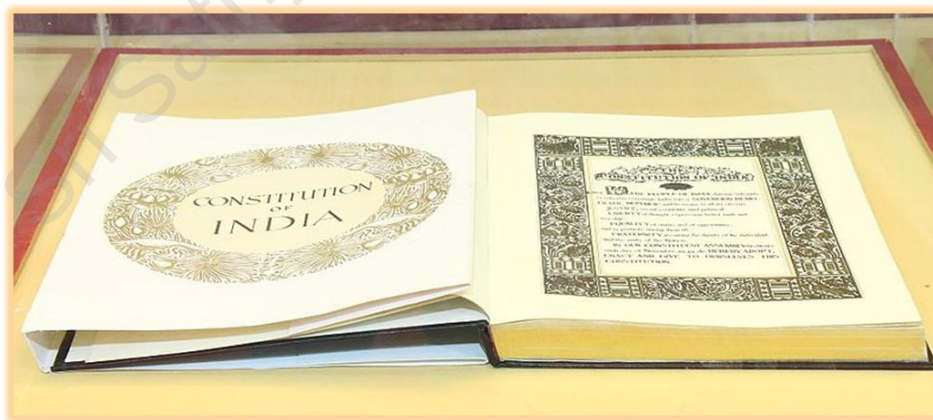
Teaching Learning Material (TLM): What do you need? Any textbook

Get Ready: The teacher may show the students any textbook and ask them to see how the chapters in the textbook are arranged.

Notes to the teacher: The teacher may ask them the following question:- Have you noticed how the chapters in your textbooks are arranged?

Suggested Answer:

- The chapters in the textbook are arranged in such a way so that we understand the - How, why, what, when, where and which of what is intended to be taught in that standard
- The chapter is developed from the simple basic concept to the more advanced and complex ones, as we progress in each level in the higher standard, so it becomes easy to explain and understand
- Similarly, the Constitution of India was drafted by the makers by adopting an institutional design, so that it would be easy to administer or govern a diverse and large country like India. Powers and limits of the government are specified and the constitution is the ultimate law



Constitution: commons.wikimedia.org/wiki/File:Constitution_of_India_(31667825533).jpg
Attribution: Geospatial world

Why was institutional arrangement or design adopted?

- The Constitution is important to a new and independent nation
- It serves as a reference guide for the government and helps to improve the relations

between the citizens and the government

- As times change, changes to the constitution would be required to be made. The Constitution needs to be amended because it has to be in accordance with people's aspirations and changes in society. However, the basic structure of the Constitution cannot be changed
- Thus, the Constitution sets limits to the powers, by preventing leaders from misusing their authority and tampering with its basic structure
- The Preamble states the ideals which are to be followed by everyone - individual, organization or institution - be it a school, college, company or even our government

Hence the makers of our Constitution, after much discussion and debate, decided to have the institutional arrangement for the Constitution of India.

What do we mean by institutional design or arrangement?

- During British rule, Indians gained a lot of experience and training in the working of the legislative institutions. This was very useful for the country in setting up its own democratic institutions
- They discussed and debated about the forms of government in various countries like, USA, UK, Russia, France and then crafted the best practices of different countries to suit our requirements
- After much deliberation, they decided to adopt the Parliamentary form of Government consisting of the Executive, the Legislature and the Judiciary
- The Constitution lays down in detail the structure, power and functions of the three organs or institutions of the government i.e., Executive, Legislature and Judiciary
- It lays down the procedure for choosing persons to govern the country
- It states who will have how much power to take which decisions
- The Constitution lays down the fundamental rights of the citizens
- The powers of the government are divided between the Executive, Legislature and the Judiciary, which keep a check on each other. This imposes limits on the power of the government

Thus, a Constitutional design, which has an institutional arrangement, was adopted to ensure that the country is governed according to the aspirations of its citizens.

Question to Ponder:

What do you think was the most important point or central concept communicated during today's discussion?

Conclusion:

- A Constitution is the supreme law of the country
- It lays down the composition, powers and functions of the various institutions of the government
- The Constitution is guided by values like, equality, liberty, fraternity, brotherhood,

- secularism, justice, etc., which are found in the Preamble
- Our Constitution embodies these values into institutional arrangements for a smooth and proper functioning of the government

Notes to the teacher: The teacher can discuss the various stages in the making of our Constitution.

Stages in Constitution Making

13 Dec 1946: Constituent Assembly begins drafting; Objectives Resolution moved to declare India as Independent Sovereign Republic

27 Feb 1947 onwards: Committees formed (e.g. Fundamental Rights)

31 Oct 1947: Draft Constitution submitted

21 Feb 1948: First draft circulated in public for comments and suggestions

4th Nov 1948 onwards: Debates in the Constituent Assembly; Three readings and Revisions

6th Nov 1949: Voted in favour after the third reading

26 Jan 1950: Final version signed by members 24 Jan 1950 ; Constitution comes into effect 26 Jan 1950



Reference: constitutionofindia.net/stages-of-constitution-making/
 Jawaharlal Nehru: commons.wikimedia.org/wiki/File:Jawaharlal_Nehru_addressing_the_constituent_assembly_in_1946.jpg
 Attribution: Unknown author

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Constitution	The Indian Constitution

QA_Recall_Constitutional Design

Objective: Students will be able to assess their discussions on Constitutional Design.

Teaching Aids: PPT and Worksheet

Notes to the teacher: The teacher may conduct the assessment by using

- the PPT in the classroom and
- giving the **worksheet QA_Constitutional Design_Worksheet.docx** as homework

QI) Picture Quiz: -

1. Identify the persons in the pictures and state what is the occasion?



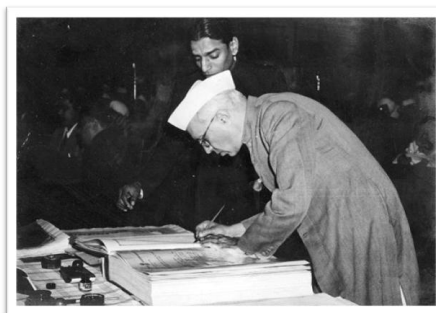
a)

Dr. Ambedkar and Dr. Rajendra Prasad:

commons.wikimedia.org/wiki/File:Dr._Babasaheb_Ambedkar,_chairman_of_the_Drafting_Committee,_presenting_the_final_draft_of_the_Indian_Constitution_to_Dr._Rajendra_Prasad_on_25_November,_1949.jpg

Attribution: Unknown author – Source - <http://m.mid-day.com/articles/finding-babasaheb-ambedkars-smile/17166159>

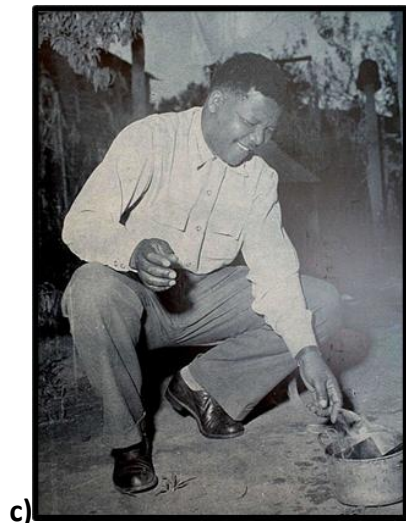
Suggested Answer: Dr. Babasaheb Ambedkar, Chairman of the Drafting Committee, presenting the final draft of the Indian Constitution to Dr. Rajendra Prasad on 25 November 1949.



b)

Jawaharlal Nehru: commons.wikimedia.org/wiki/File:Jawaharlal_Nehru_signing_Indian_Constitution.jpg

Suggested Answer: Jawaharlal Nehru signing The Indian Constitution.



Nelson Mandela burning his pass: commons.wikimedia.org/wiki/File:Mandela_burn_pass_1960.jpg)

Attribution: Unknown author

Suggested Answer: 1960 - Nelson Mandela burning the pass that all black South Africans were required to carry under the apartheid regime. This was a political act of defiance and carried out in front of the press.

QII) Match the following – Terms used in Column A with the meaning given in Column B

S.No.	Column A	S.No.	Column B
1.	Liberty	i	All of us should behave as if we are members of the same family
2.	Fraternity	ii	Government should work for the welfare of all, especially of the disadvantaged groups
3.	Secular	iii	Power or right to act, speak or think as one wants
4.	Sovereign	iv	People have the supreme right to make decisions on internal as well as external matters
5.	Justice	v	Wealth is generated socially and should be shared equally by society
6.	Socialist	vi	Government treats all religious beliefs and practices with equal respect

Suggested Answer: 1 - iii; 2 - i; 3 - vi; 4 - iv; 5 - ii; 6 - v

QIII) Frame the Question:

Use the words why/what/who/whose/when/which/whom only once and frame the question, for which the picture shown is the answer.

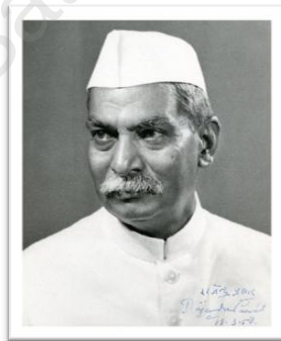
Notes to the teacher: The teacher may first display the picture on each slide of the PPT and pause till the students frame the question using one of the above words for one question only. (For example, if the word 'Who' has been used earlier to frame a question, it cannot be reused again for another question). After the students answer - the question which appears is a suggested answer only and the students may frame different ones.



1. Dr B.R. Ambedkar –

Dr. BR Ambedkar: flickr.com/photos/8212496@N06/27786787811
Attribution: public.resource.org

Suggested Answer: Which member of the Constituent Assembly was known as the Father/Architect of the Constitution of India?



2. Dr.Rajendra Prasad -

Dr Rajendra Prasad - flickr.com/photos/archivesnz/16017609534/in/photostream/
Attribution: Archives New Zealand

Suggested Answer: Who was the President of the Constituent Assembly?



3. Jawaharlal Nehru –

Jawaharlal Nehru: pixabay.com/vectors/nehru-india-jawaharlal-indian-5150573/

Attribution: HiteshHtSharma

Suggested Answer: Whose birthday is celebrated as Children's Day, on 14th November every year?



4. Nelson Mandela

Nelson Mandela: pxhere.com/en/photo/1588095

Attribution: Mohammed Hassan

Suggested Answer: Whom did the prison in Robben Island house for 28 years?



5. Constitution of India -

Constitution of India: hi.m.wikipedia.org/wiki/%E0%A4%9A%E0%A4%BF%E0%A4%A4%E0%A5%8D%E0%A4%B0:Constitution_of_india.jpg

Attribution: Balajijagadesh

Suggested Answer: What is kept in a helium-filled case in the library of the Parliament?

QIV) Pick the right one:

With reference to the Preamble to the Constitution of India, which of the following statements stand for – ‘Sovereign, Socialist, Secular, Equality, Fraternity, Justice, Democratic’

a) Love All, Serve All



Love All Serve All: PPT Shape

b) Integral Education for All, Integral Education by All



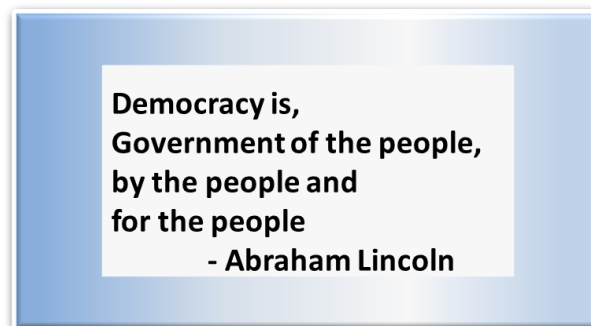
School: ssshs.edu.in/images/st_edu/daily_schedule/New%20december%202018%20banner/class-.jpg

Attribution: SSSHSS

Silent sitting: ssshs.edu.in/images/st_edu/daily_schedule/New%20december%202018%20banner/Hostel-Daily-Schedule-Suprabhatam.jpg

Attribution: SSSHSS

c) Government of the people, by the people and for the people



d) All are One, Be alike to Everyone



All are one: pixabay.com/photos/people-network-social-media-3108155/
Attribution: geralt

e) Brotherhood of Man and Fatherhood of God – (Vasudaiva Kutumbakam)



Hand and Earth: pixabay.com/illustrations/earth-world-sea-ocean-water-5639927/
Attribution: geralt

Suggested Answer:

- a) Love All, Serve All - **Equality, Fraternity**
- b) Integral Education for All, Integral Education by All - **Equality, Fraternity, Justice**
- c) Government of the people, by the people and for the people – **Democratic**
- d) All are One, Be alike to Everyone – **Socialist, Secular, Equality, Fraternity**
- e) Brotherhood of Man and Fatherhood of God - **Fraternity, Secular**

QV) Read the quotation and answer the questions -

“I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”

Who said this, to whom and when? What happened after this?

Suggested Answer:

This was Nelson Mandela, being tried for treason (the act of betraying his country), by the white South African government. After this, he and seven other leaders were sentenced to life

imprisonment in 1964, for opposing the apartheid regime in his country. He was imprisoned for the next 28 years in South Africa's most dreaded prison, Robben Island.

QVI) What would have happened in South Africa if the Black minority had decided to take revenge on the Whites for all their oppression and exploitation?

Suggested Answer:

- If the Blacks had decided to take revenge on the Whites and had not forgiven them for all their oppression and exploitation, there would have been violence everywhere
- It could have led to a partition of the country and there would not be a united and peaceful South Africa that exists now
- The Black community decided to follow the path of forgiving and building a new South Africa based on equality of all races, men and women, democratic values, social justice and human rights
- The party that ruled through oppression and brutal killings and the party that led the freedom struggle, both sat together to draw up a common Constitution

QVII) Justify the statement "A constitution is not merely a statement of values and philosophy but a living document."

Suggested Answer:

- The Constitution needs to be amended because it has to be in accordance with the people's aspirations and changes in society
- A Constitutional amendment is a change in the Constitution made by the supreme legislative body in a country
- As times change, changes to the Constitution would be required to be made. However, the basic structure of the Constitution cannot be changed
- Since India became a Sovereign Democratic Republic, the Indian Constitution has been amended 105 times (as of Oct.2021). It is a dynamic and changing document
- Hence it has been correctly stated that, "A Constitution is not merely a statement of values and philosophy but a living document"

QVIII) Crossword Puzzle: Solve the following crossword puzzle based on the Preamble to the Constitution of India. You may use words from the word bank given below.

Across: -

1. A system based on cooperation where wealth is spread more uniformly and people are treated fairly.

3. A feeling of brotherhood and sisterhood and a sense of belonging with the country among its people.
4. The head of state is elected and not a hereditary monarch.
6. Freedom to follow any religion.
7. The right to do as one pleases, with no unreasonable restrictions.
8. A system of equal rights, and no discrimination against any citizen on grounds of caste, creed, colour, religion, gender or place of birth.
10. To build a strong, prosperous and progressive nation it is required that the individuals belonging to different communities, castes, religions, cultures and regions and speaking different languages, recognize the fact that they are one.

Down:-

1. People of India have the supreme right. The Government is not subject to the control of any other State/external power.
2. The people of India elect their governments by a system of universal adult franchise (one person one vote). The aim is to ensure freedom to the people to choose their own representative.
5. All people are equal in the eyes of law.
9. Being together and in harmony at all times.

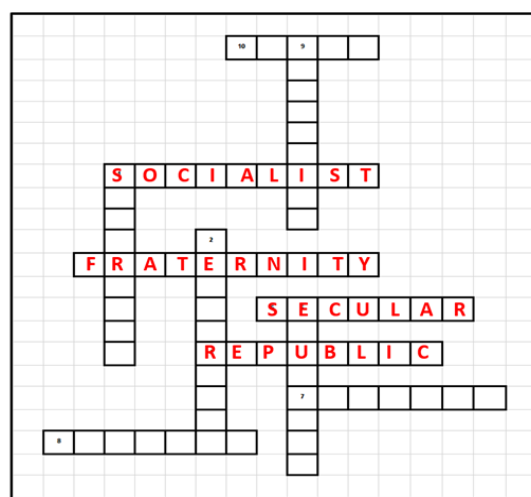
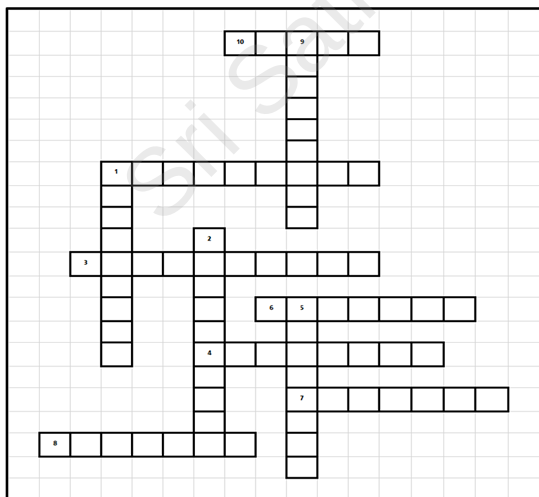
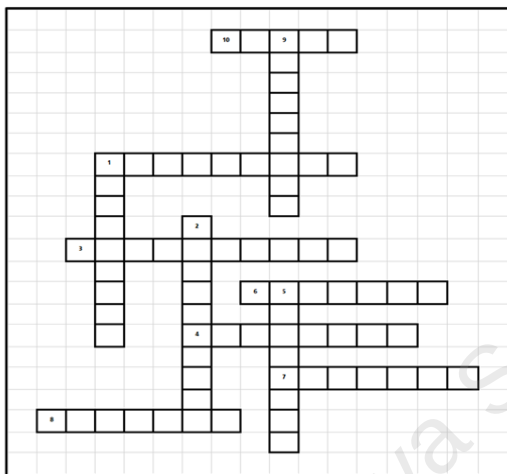
WORD BANK

**LIBERTY; EQUALITY; FRATERNITY; UNITY,
INTEGRITY, DEMOCRATIC; SOVEREIGN;
SOCIALIST; SECULAR; REPUBLIC; JUSTICE**

Solution:

Across:1.Socialist; 3.Fraternity; 4.Republic;
6.Secular; 7.Liberty; 8.Justice; 10.Unity

Down:1.Sovereign; 2.Democratic; 5.Equality; 9.Integrity



Notes to the teacher: After the assessment the teacher may give the students the questions in the worksheet, as a home assignment.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Questions to Assess	Constitution	Democratic Constitution In South Africa Guiding values of The Indian Constitution Making of The Indian Constitution Need for a constitution in a country The Indian Constitution

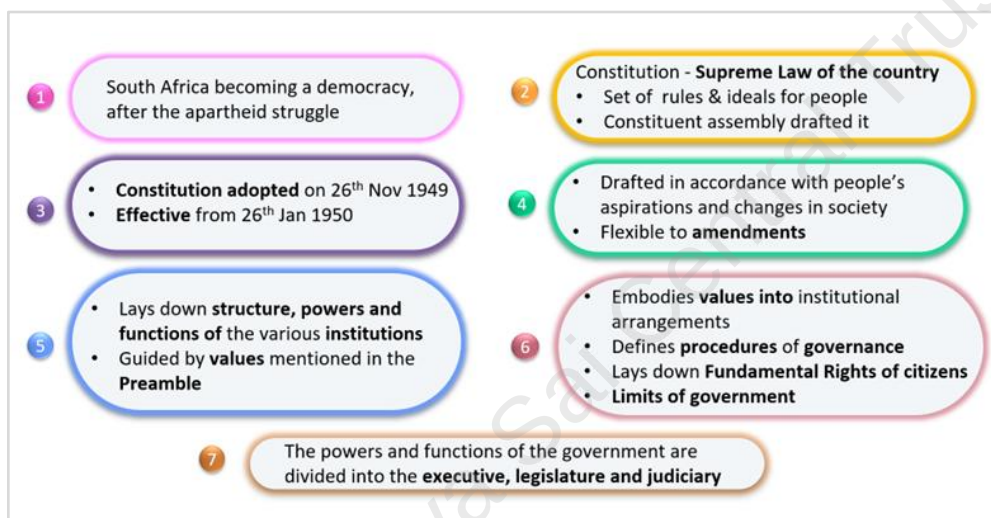
MS_Summary_Constitutional Design

Objective: Students will be able to discuss the ideals that inspired our constitution makers in the chapter- Constitutional Design.

Teaching Aids: PPT

Notes to the teacher: The teacher may draw the mind map or write the main points of the summary on the blackboard.

Summary - In this chapter we discussed:



Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Constitution	Democratic Constitution In South Africa Guiding values of The Indian Constitution Making of The Indian Constitution Need for a constitution in a country The Indian Constitution



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.