

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

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Constitutional Design | Teacher's Guide (3/4) Part 3

Class IX Board – CBSE Subject – Social Science Textbook – Social Science text book for grade 9 (NCERT) Chapter 3 – Constitutional Design Number of parts – 04 Length – 75-85 minutes (estimated, for a class of 40-45 students) *Note: Teachers may divide the lesson plan into as many periods as they see fit*

Section I – What are we going to learn and why is it important?

Learning objectives

Students will be able to:

- Compare the different dreams and promises of free India to justify the guiding values of our constitution.
- Read and interpret the Preamble of India.

Learning outcomes

Students will:

- Brainstorm the guiding philosophy for making their classroom constitution.
- Design their own Preamble for the Class.

Key Terms

Philosophy	Sovereign	Socialist	Secular	Democratic
Justice	Liberty	Equality	Fraternity	

Materials needed

- Chart paper and sketch pens
- Venn Diagram Template



Section II – How are we going to learn?

<u>1. Guiding values of the Indian Constitution</u> <u>Time:</u> 25 minutes

<u>Notes to the teacher</u>: This is a Venn diagram activity which will help students to understand the guiding values of the Indian Constitution. Divide the class into 5-6 groups and ask them to read the different views given in the book. They will then sort ideas of these people in a Venn diagram.

Facilitation notes

- In the previous class, we discussed about the constitution and its makers. We read about different hopes and fears of people at that time and we concluded that the constituent assembly was a right mix of the diversity of India.
- At this stage let us begin by understanding the overall philosophy of what our Constitution is all about.
- We will be reading the views of some of our major leaders (Mahatma Gandhi, Dr. B.R. Ambedkar and Jawaharlal Nehru) on our Constitution. I am going to draw a Venn diagram on the blackboard which you have to copy in your notebooks. Each circle represents the three major leaders whose viewpoints on the Indian Constitution we will be analysing.
- Each group will together read the different views of our leaders on our Constitution given in the book on page number 48 and 49. As a group you have to write key words that you find are important in expressing their viewpoints and hence do two things-
 - \circ $\;$ Identify one idea that is common to all these three.
 - o Identify the differences in their ways of expressing that common idea?
- One member from each group will come and explain what they found out?
- Let's begin. You have 10 minutes for this exercise.
- Take a few responses. Likely responses-
 - \circ $\;$ All the three leaders talk about equality.
 - Mahatma Gandhi majorly talks about no foreign rule, abolishing untouchability, people from weaker sections of the society treated equally, peace in the society. Women and men enjoying equal rights.
 - B.R. Ambedkar talks about a life of contradictions we will be entering, where in politics everything talks about equality but in reality i.e. the social and economic life of people will reflect inequality.
 - Jawaharlal Nehru talks about the responsibilities that the citizens of India have towards the constitution. He says as long as there are tears of sufferings the work will not be over.





<u>Debrief</u>

- Mahatma Gandhi, Jawaharlal Nehru and B R Ambedkar, regarded as founding fathers of the Indian republic, may have had disagreements in their ideologies but their dream for a progressive nation was unanimous.
- The dream of India that eliminated inequality was shared by all the three.
- B.R. Ambedkar had a different understanding of how inequalities could be removed. He often bitterly criticised Mahatma Gandhi and his vision. This anxiety is pretty evident in his concluding speech to the constituent assembly where he talks about life of contradictions.

2. Brainstorming the guiding values of class constitution and designing its Preamble. Time: 20 minutes

Materials needed: Handout 1 (The six thinking hats activity in appendix)



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<u>Notes to the teacher</u>: This is a brainstorming activity. Divide the class into 6 groups. The brainstorming activity is called 'The Six Thinking Hats'. Each group plays a specific role in the discussion. Many students don't like working in teams. They usually have lots of complaints and ideas! In this activity students will work as a class to brainstorm a list of rights. You may want to add your own ideas for the rights of the teacher! At the end of this activity students have to come up with the guiding values of their classroom constitution and they will be able to design a Preamble to its constitution. Students will use the discussion sheet to records their responses.

Facilitation notes:

- Many of you don't like working as teams. You usually have lots of complaints and ideas. In this activity we are going brainstorm a list of rights that we want each of our students to have in the classroom to ensure fairness. Finally, we are going to come up with guiding values of our classroom constitution.
- What are some of the rights/values that you want to be included in our classroom constitution? (Take a few responses. Use the blackboard to note down the responses.)
 - o Likely responses: Equality, Compassion, Joy, Fun, Respect, Learning and growth, Open Communication, Integrity etc.
- Now, I am going to divide you all in six groups. Each group has a specific role to play in the discussion. I want you to put on your thinking hats.
- A "thinking hat" is an imaginary hat that supposedly helps you focus your thinking.
- There are six thinking hats with their specified role in the activity. Each group will wear one hat. The six thinking hats are-
 - \circ $\;$ White- Focuses on facts and data.
 - Blue- Manages the process of six thinking hats activity. Ensures each hat works according to its assigned task. You will get a handout to manage the process and record responses.
 - \circ $\;$ Green- Looks for alternatives, new ideas and creative solutions.
 - Yellow- Explores values and benefits.
 - \circ Red- Considers feelings both positive and negative. Thinks intuitively from the heart.
 - Black- Judges and plays devil's advocate.
- Then, we will discuss one by one the rights/values you all came up with and decide whether we want them in our classroom constitution or not.
- Once we come up with our guiding values for the classroom constitution, we will have to fill those in the Preamble template.
- For example, if we are considering the value of equality, we will have the following arguments:



Value Discussed to be part of the Preamble	White's arguments (Facts and data)	Yellow's arguments (Values and benefits)	Black's arguments (Critically examines and plays devil's advocate)	Red's arguments (Thinks intuitively from the heart, considers feelings)	Green's arguments (Looks for alternatives, creative ideas and solutions)	Will be included in the Preamble (Yes/No)
Equality	Teacher should treat everyone equally. To ensure fairness and transparency she should involve everyone's opinion irrespective of academic levels.	Every student in the classroom will feel responsible and equal. It will increase participation in classroom.	Students who work hard may feel demotivated if everyone is judged using one-yard scale.	It will create a positive classroom culture where everyone starts from the same line and gets opportunities to do their best. It will help in avoiding favoritism either on teacher's or other students' behalf.	Instead of equality can we think about equity as a value? Equity will ensure everyone starts from their individual levels and move forward according to their capabilities.	Yes, let's change it to equity.

Similarly input other values and analyse them from all angles through the 'Hats system'

De-brief:

- As we have already noticed that Mahatma Gandhi, Jawaharlal Lal Nehru and Dr. B.R. Ambedkar had the same vision of equality and social inclusion but the way they interpreted this equality differed. Similarly, in this activity we saw different opinions and ideas on the same value.
- In a society, different people have different motivations. Through debates with friends, family and in the classroom or workplace over controversial topics, we learn new facts and understand why people think the way they do.
- The things that the other party brings to the table about the said topic, whether it be their experiences that lead them to feel that way or if it aligns with the beliefs they were brought up with, they could sway your decision. The same way what you bring to the conversation could sway theirs.
- If we all have the same ideas and values, nothing would progress. We need a variety of ideas for things to change in society.



- The Constitution of India is a representation of the diverse ideas of the wide spectrum of the society. All the debates that happened while discussing the constitution's draft were preserved to interpret the meaning of the constitution.
- Now that we have figured out the guiding values of our classroom constitution, let's fill them up in our Preamble to the Classroom Constitution.
- I want a volunteer to read it out loud for the whole class.

3. Philosophy of the constitution

Time: 30 minutes

Materials required: Handout 2 (Crossword Puzzle in appendix)

<u>Notes to the teacher</u>: This is a classroom discussion where students will analyse the guiding values of the constitution in their small groups and then discuss with the larger group. Divide the class into groups of 4-5 students.

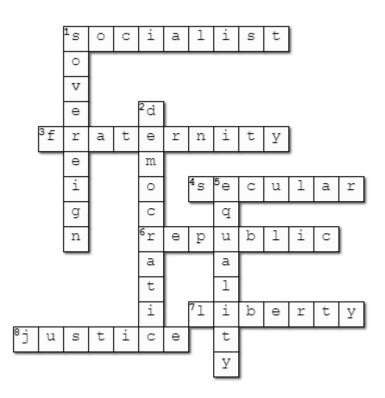
Facilitation Notes

- We have already studied about the importance of constitution. Why do we need a constitution?
 - Likely response: It serves as a set of rules and principles that all the people in a country agree upon as the basis of the way in which they want the country to be governed.
- We read about the different viewpoints of our major leaders on our constitution. Now, let's try and understand what the constitution says about itself. But before that let's do a small activity.
- We are going to do a group activity. Where as a group you have to read and analyse the words in the Preamble to the Indian Constitution. Does anyone remember what does the Preamble to the South African constitution say?
 - Likely response: They did not want to repeat their past. And they believed that South Africa belongs to everyone who lives there equally.
- In the previous class, we discussed the fears and hopes people had during the partition. What were they? Take a few responses.
 - Likely responses: What will happen to our families? Will we be safe? Will we be able to live on our own terms? Our jobs? Will there be better opportunities?
- With all these fears and hopes we started our journey towards a constitution which may help India enjoy the fruits of our independence struggle.
- The constitution of India has a preamble, 448 articles, which are grouped into 25 parts. It has 12 schedules and five appendices.
- The Preamble to the constitution, too, is an introductory statement.

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- The Preamble to the Indian Constitution reads like a poem on democracy. It contains the philosophy on which the entire constitution has been built. Philosophy is the study of fundamental nature of something.
- It provides a standard to examine and evaluate any law and action of government, to find out whether it is good or bad.
- It is the soul of Indian constitution.
- I will be giving each group an activity sheet. It is a crossword puzzle. Read the Preamble and interpret the meanings of the terms used to fill in the crossword puzzle.



<u>Debrief</u>

• Let's look at what these terms actually mean to the makers of the constitution.

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- WE, THE PEOPLE OF INDIA- The constitution has been 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 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.
- \circ REPUBLIC- The head of the state is an elected person and not a hereditary position.
- JUSTICE- Citizens cannot be discriminated 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 group.
- LIBERTY- There are no unreasonable restrictions on the citizens in what they wish to express their thoughts and the way they wish to follow up their thoughts in action.
- EQUALITY- All are equal before the law. The traditional social inequalities have to be ended. The government should ensure equal opportunities 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.
- Now, that we have interpreted the Preamble. I want you all to brainstorm the guiding values of your classroom constitution and design its Preamble in the format provided.

Section III –Assessment

Time: 10 minutes

Materials needed: Blackboard and chalk

Facilitation notes:

• State True or False



- o Indian constitution was adopted on 26th November, 1949. [True]
- Mahatma Gandhi and Dr. B.R. Ambedkar shared similar views about Independent India. [False; Dr. B.R. Ambedkar talks about entering a life of contradictions]
- \circ The Preamble to the constitution is an introductory statement. [True]
- The authority of the rules of the constitution is the same as that of any other law. [False; an ordinary law is passed by the Parliament and can be changed by it on its own will. On the other hand, the rules of the Constitution have greater authority and the Parliament has to abide by them. For amending these rules, a special procedure has to be adopted.]
- Constitution lays down how different organs of the government will be formed. [True; The Constitution has laid down the framework for the government formation. It has put in place the structure, power and functions of the three organs of the government, i.e. executive, legislative and judiciary.]
- Rights of the citizens and the limits on the power of the government are laid down in the constitution. [True]
- A constitution is about institutions, not about values. [False; The Constitution is the supreme law of the country. It lays down the composition powers and functions of the various institutions of government. The Constitution is guided by values which are found in the form of Preamble. Principles and values such as equality, liberty, fraternity, brotherhood, secularism and justice are included in the Preamble of the Constitution.
- Match the guiding values of the constitution and their meaning.
 - Sovereign i. Government will not favour any religion.
 - Republic ii. People have the supreme right to make decisions.
 - Fraternity iii. Head of the state is an elected person.
 - Secular iv. People should live like brothers and sisters.

Section IV – Closure

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Time: 5 minutes

Summary by students

Get a student to summarize the definition and features of constituent assembly. Ask other students to add to his points to ensure everything is covered.



Recap by a student

Time: 2 minutes

Recap by the teacher

Time: 3 minutes

Please ensure that all the following points are covered in the recap by the teacher and student.

- The Constitution is the supreme law of the country. It lays down the composition powers and functions of the various institutions of government. The Constitution is guided by values which are found in the form of Preamble. Principles and values such as equality, liberty, fraternity, brotherhood, secularism and justice are included in the Preamble of the Constitution.
- A constitution is not merely a statement of values and philosophy. A constitution is mainly about embodying these values into institutional arrangements. Much of the document is about these arrangements.
- The Indian constitution lays down a procedure for choosing persons to govern the country.
- It defines who will have how much power to take decisions.
- And it puts limits to what the government can do by providing some rights to the citizens that cannot be violated.
- Those who crafted the Indian constitution felt that it has to be in accordance with people's aspirations and changes in the society.
- They did not see it as a sacred, static and unalterable law. Our makers were very well aware of these facts and thus they provided a reasonable amount of flexibility in our constitution to cope up with these changes.
- The rights of the citizens are laid down in the Constitution as fundamental rights, which are enforceable by law. The powers and functions of the government are divided into the executive, legislative and judiciary. It is done to keep each organ under check by the other organs to ensure power functioning of the government.

Section V- Homework

- Compare the Preambles to the constitution of the United States of America, India and South Africa.
 - \circ $\;$ Make a list of ideas that are common to all these three.
 - \circ $\;$ Note down at least one of the major differences among these.
 - \circ $\;$ Which of the three makes a reference to the past.
 - \circ $\;$ Which of these does not invoke God?



- Read the extracts from Nehru's speech 'Tryst with Destiny' and answer the following.
 - Why did Nehru use the expression "not wholly or in full measure" in the first sentence?
 - What pledge did he want the makers of the Indian Constitution to take?
 - o "The ambition of the greatest man of our generation has to wipe every tear from every eye." Who was he referring to?
- Read the following extract from a conduct book for 'married women' published in 1912.
 - 'God has made the female species fragile and delicate both physically and emotionally, pitiably incapable of self-defense. They are destined thus by God to remain in male protection- of father, husband and son- all their lives. Women should, therefore, not despair, but feel obliged that they can dedicate themselves to the service of men.'

Do you think the values expressed in this para reflected the values underlying our constitution? Or does this go against the constitutional values?

Section VI – Additional Resources

For teachers

- 1. Video: Focus Charcha on Constitution and its amendments Link: <u>YouTube</u>
- 2. Video: Guiding values of our constitution Link: <u>YouTube</u>

For students

- 1. Video: Samvidhan: Three Pillars: Executive, Legislature, Judiciary Link: <u>YouTube</u>
- 2. Article: Ambedkar's ideas of social justice still haunt country's constitutional apparatus. How much have we achieved? Link: <u>The Indian Express</u>



Appendix

Handout 1

Six Thinking Hats Activity Instructions

Role	Hat	Task		
Logic	White	Information available, just the facts		
Optimism	Yellow	Symbolizes brightness, optimism		
Devil's Advocate	Black	Signifies caution and critical thinking, talks mostly about why something may not work		
Feelings	Red	Signifies emotions and intuitions- the place where emotions are placed higher without any explanation		
Creativity	Green	Focuses on possibilities, alternatives and new ideas/perceptions		
Management	Blue	Manage the activity. Ensure that everyone is following their part. White hat, for ex. Should just provide the information available, nothing more. State just the relevant facts.		





Discussion sheet

Value Discussed to be part of the Preamble	White's arguments (Facts and data)	Yellow's arguments (Values and benefits)	Black's arguments (Critically examines and plays devil's advocate)	Red's arguments (Thinks intuitively from the heart, considers feelings)	Green's arguments (Looks for alternatives, creative ideas and solutions)	Will be included in the Preamble (Yes/No)

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Preamble	to tl	ne Class	Constitution
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WE, THE STUDENTS OF CLASS IX, having solemnly resolved to constitute our classroom into a

IN OUR CONSTITUENT ASSEMBLY

this ______ day of ______, _____, do

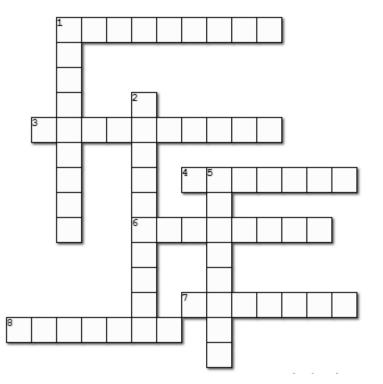
HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.



Handout 2

Crossword Puzzle

Solve the following crossword puzzle based on your understanding of the Preamble to the constitution of India. You may use words from the help box.



Across

1. The society is treated as a whole. Where everyone is equal. Thinking for the society.

3. There is a feeling of friendship and support. People live together in harmony.

4. Freedom to follow any religion.

6. The primary powers are not inherited but elected through democracy.

7. The people are free to go where they want/ do what they want.

8. All citizens are treated fairly. No discrimination on the basis of caste, religion etc.

Down

1. People of India have the supreme power. The government is elected by the people.

2. People elect the government through voting. The government follows rules laid down in the constitution.

5. All citizens are equal.

Help Box SOCIALIST SOVEREIGN DEMOCRATIC EQUALITY LIBERTY JUSTICE REPUBLIC SECULAR FRATERNITY

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