



## Master Lesson Plan

for

## C 1 The constitution (ସମ୍ବିଧାନ)

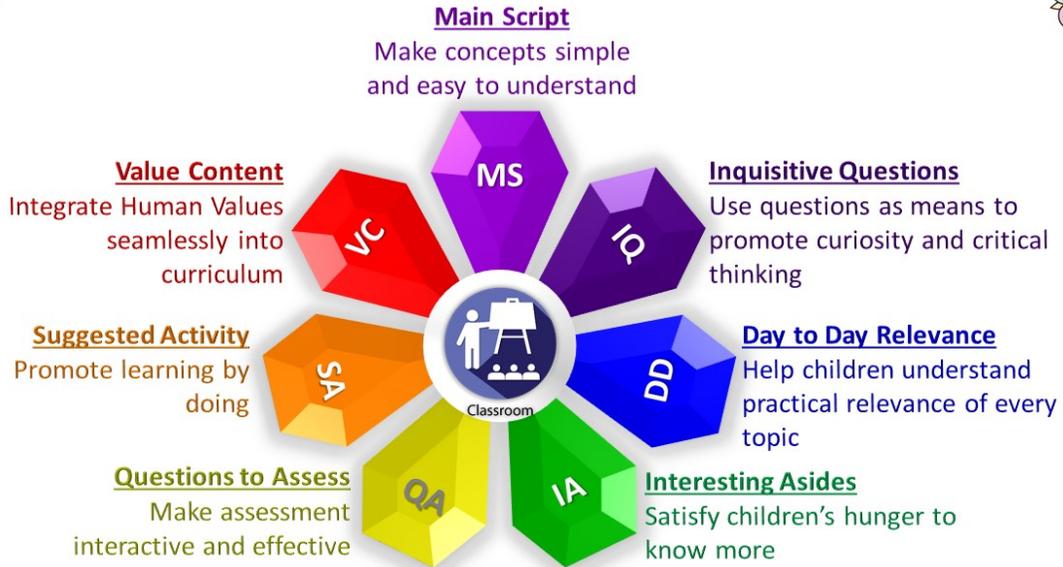
Board	Standard	Subject	Chapter	Language	Creation date
Odisha (English)	STD VII	Social Science	C 1 The constitution (ସମ୍ବିଧାନ)	English	14-02-2023 15:10:09

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**Master Lesson Plan (MLP)** - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

## MS\_Constitution\_Objectives

*Note to the teacher: The objective is to discuss the significant aspects of the constitution.*

The students will be able to:

1. justify the need for rules and regulations
2. explain the meaning of constitution
3. recognise the importance of fundamental principles of life
4. describe the types of constitution
5. cite interesting facts about American constitution
6. evaluate the advantages and disadvantages of written and unwritten constitution
7. evaluate the advantages and disadvantages of flexible and rigid constitution
8. internalise neither to be rigid or flexible in life
9. explain the need for a constitution
10. draft their own rules and regulations
11. identify their role in the citizen's right to vote
12. evaluate their own learning on the chapter

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

## IQ\_Need for Rules and Regulations

*Note to the teacher: The teacher may introduce the chapter by showing the following two pictures side by side. The students may be asked to observe the two pictures and answer the questions that follow.*



**Picture-1**

<https://www.flickr.com/photos/95731954@N02/9717216968> (Attribution -A Verdade)



**Picture-2**

<https://pixabay.com/photos/traffic-rush-hour-rush-hour-urban-843309/>

**Question-1:**

**What are the broad similarities and differences between the two pictures?**

**Suggested Answer:**

*Similarities:*

- Both the pictures show the traffic on the road.

*Differences:*

- In picture-1 we see unruly traffic. People find it difficult to move on the road. There seems to be no traffic rules. In picture-2 we see smooth traffic flow due to the existence of traffic rules.

**Question-2:**

**What if the traffic is not regulated?**

**Suggested Answer:**

If traffic is not regulated on the roads, there is a possibility of accidents resulting in loss of life and property.

**Question-3:**

**How do you think we can regulate the traffic on the public roads?**

**Suggested Answer:**

- On busy roads, traffic police may be deployed to regulate the traffic.
- The public should be made aware of the traffic rules and regulations.

*Note for the teacher: The teacher may conclude by saying, "We learn that traffic rules and regulations are required to avoid road accidents."*

**Question-4:**

**Can you name any other walk of life where rules and regulations are required?**

**Suggested Answer:**

*Rules and regulations are required in every walk of life, be it at school or at play. If people act on their own without a common understanding there is likely to be chaos. The school functions because of the existence of rules and regulations. Rules prompt the students and the teachers to come to school at a particular time. Every teacher has a time allotted for teaching a particular subject and progress is measured through examinations, etc.*

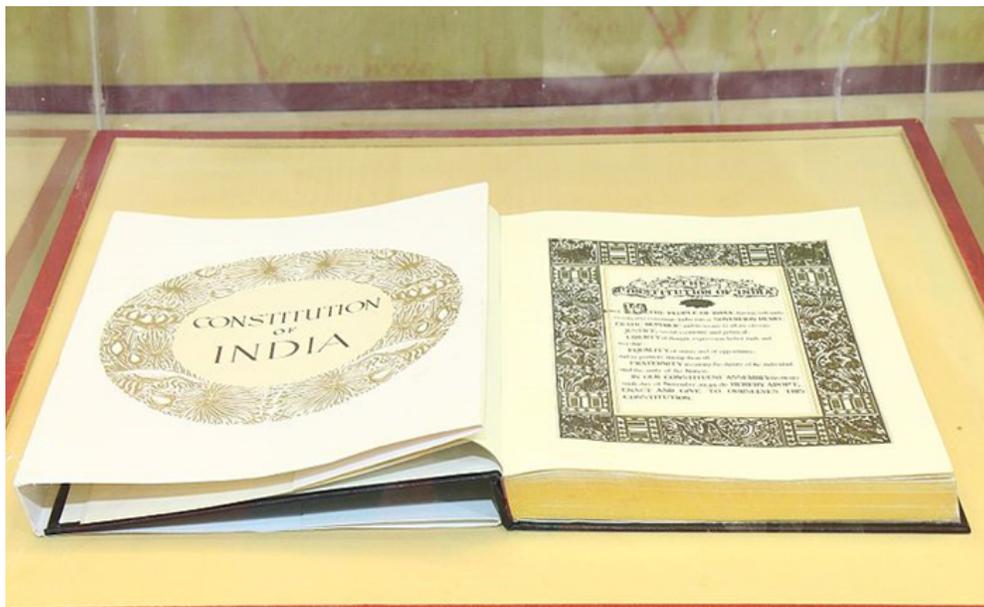
***Note to the teacher:** The teacher may conclude by saying that rules are made for our benefit. It helps in the proper functioning of any institution however small or big it may be. If people act on their own without a common understanding there is likely to be chaos . There are rules and regulations for governing a country too which is called the **Constitution**. We will learn more about it.*

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Constitution	Need for a constitution in a country

## MS\_The Meaning of Constitution

**Note to the Teacher:** *The teacher may introduce the topic by stating that, “a nation is also governed by certain rules and regulations known as the Constitution. Now let us learn what a Constitution is.”*

**Meaning:** Constitution is a set of rules and regulations according to which an organisation is governed. An organization could be as small as a family, a sports club or as large as a nation. In this chapter we are concerned about the constitution of nations.



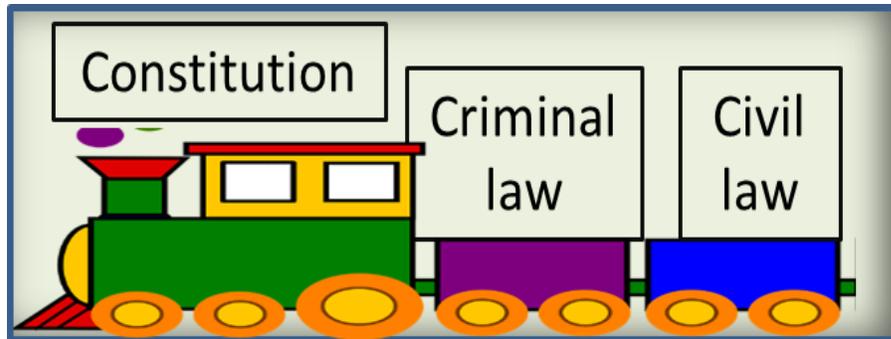
**The Constitution of India**

[https://commons.wikimedia.org/wiki/File:Constitution\\_of\\_India\\_\(31667825533\).jpg](https://commons.wikimedia.org/wiki/File:Constitution_of_India_(31667825533).jpg) (Geospatial World)

### Features:

- **The Constitution is the fundamental or supreme law of a nation.**  
By fundamental or supreme law, we mean, no other law can supersede or go against the constitution. To explain the meaning of **fundamental law**, the teacher may give the

example of the train engine. Like an engine that determines the track which is followed by every other coach, the constitution sets the basic framework which is followed by every other rule and regulation of a country.



<https://pixabay.com/images/id-308471/>

- **Every law in a country before being enforced must have the approval of the Constitution.**

Any law before being enforced undergoes an elaborate approval process which may include debate, voting and then assent by the head of the state.

- **The constitution is also the basis of distribution of power.**

Our country has a federal structure. That is, power to frame law is distributed between the central and the state government. The central govt. has the powers over matters of national importance such as defence, foreign affairs, banking etc. whereas, the powers of the state govt. is limited to matters of local importance such as police, trade, commerce, agriculture, irrigation etc. Such division of power between the central and the state government is determined by the Constitution.

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

## VC\_Fundamental Principle in Life

### *Note to the Teacher:*

*In order to further explain the meaning of 'fundamental law', the teacher may cite the following incident from Gandhi's childhood.*

It so happened that once the Inspector of Schools paid a visit to the school where Mohandas was enrolled as a student. The Inspector wanted to test the proficiency of the students in the English language. He dictated a few English words to test their spelling ability. Of the several words, Gandhi could not spell one of the words correctly. The class teacher prompted Gandhi to copy that particular word from his fellow student's slate, but Gandhi didn't. He preferred to spell it wrong rather than copy from his friend's notebook.



Classroom - <https://pixabay.com/vectors/class-classroom-teacher-burma-1459570/>

*Note to the Teacher: After narrating the incident, the teacher may ask the following question.*

**Question-1:** Why do you think Gandhi did not copy the right spelling of the word from his friend's slate?

**Suggested Answer:** For Mohandas, copying the correct spelling from a friend's slate would mean not adopting the truth. For him, adhering to 'truth' was more important than spelling a word correctly. **'Truth' was the fundamental principle of his life.** For him, every aspect of life must be based on truth.

Our constitution too has certain fundamental principles. No other law of our country can ever violate these fundamental principles.

**Note to the Teacher:** The teacher may end this asset by asking the students to cite a real-life example of rejecting falsehood and adopting truth.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Value Content	Truth	Honesty

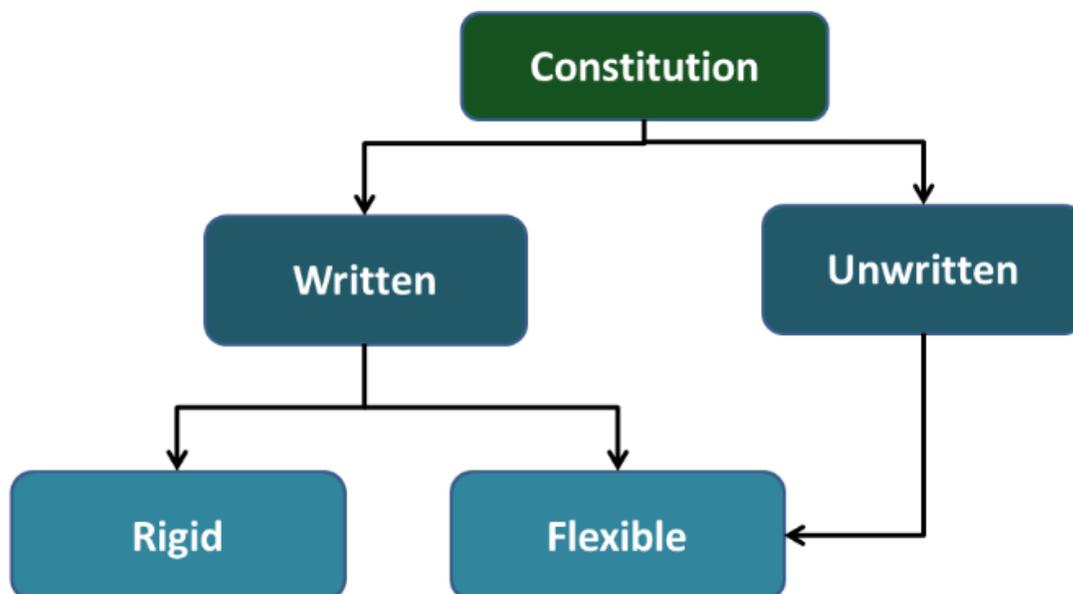
## MS\_Types of Constitution

The Constitution may be classified as **evolved** and **enacted**; **written** and **unwritten**; **rigid** and **flexible** Constitutions.

Accumulated rules and regulations that shape political institutions of a country over time are known as the **evolved constitution**. Such a constitution is not deliberately made but it grows with its roots in the past. It is a collection and continuation of customs, usages and traditions. Britain is the best example of an evolved constitution.

**Enacted constitution** on the other hand is the outcome of human effort. It does not evolve on its own, but is crafted by a person or a group of persons appointed for the purpose. The enacted constitution may be in the form of a single or multiple documents. It has a date of origin, unlike the evolved constitution.

Constitutions could also be written or unwritten. For example, India, Denmark, Sri Lanka, Bangladesh, Indonesia and Nepal have written constitutions. In fact, most countries have a written constitution. Only a handful of countries like Israel, New Zealand, Saudi Arabia, UK and Canada do not have a written constitution.

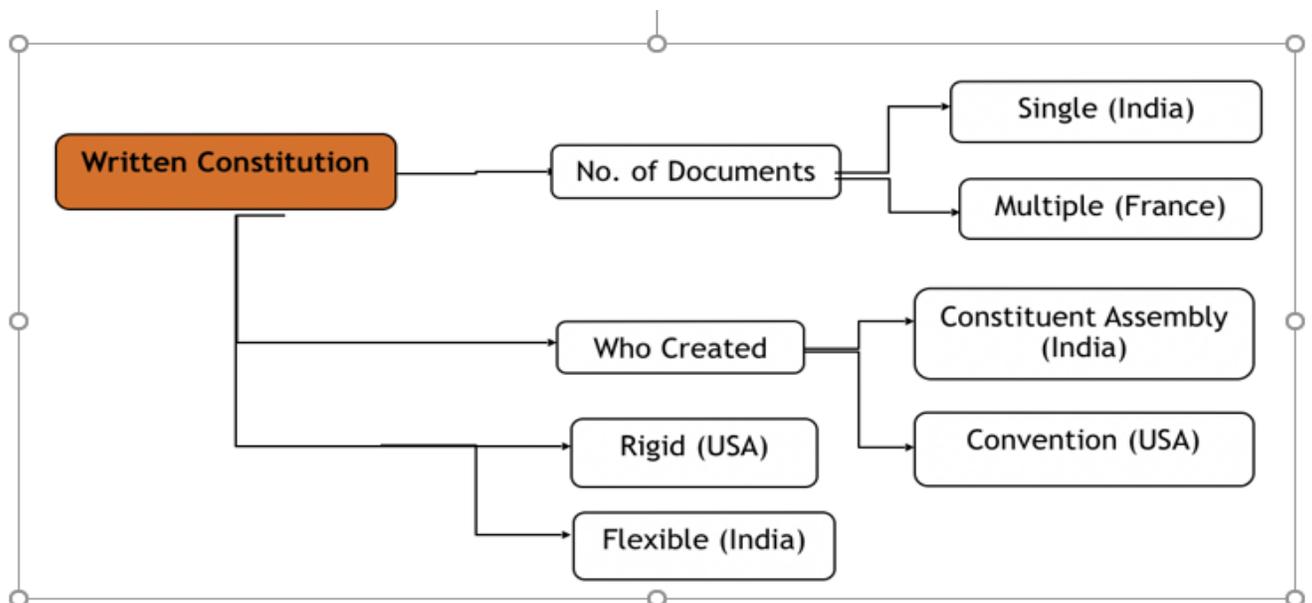


**Written Constitution:**

1. A written constitution is a deliberate creation. It is usually enacted by a body exclusively formed for the purpose often called the **Constituent Assembly** as in case of India.

**Note to the Teacher:** The teacher may explain the meaning of Constituent Assembly by stating that it is a body created for the purpose of drafting or revising the Indian Constitution.

2. A written constitution could be a **single document** (India) or a **collection of documents** (France, Australia) having different dates in which basic rules regarding governance are laid down.
3. Written constitutions could be **rigid** or **flexible**. Rigidity refers to being hard to change whereas flexibility refers to easy to change. A flexible or an elastic constitution can be easily amended like any ordinary law. On the other hand, the rigid constitution cannot be easily changed. This is not to say that rigid constitutions can never be amended. The process of change is elaborate and lengthy. The American and the Australian constitution are best examples of rigid constitutions, while the British and the Israel constitution are examples of flexible constitutions.



**Unwritten Constitution:**

1. An unwritten constitution reflects the evolutionary nature of rules and regulations. The continuous practice of these rules and regulations becomes a part of the constitution. Unwritten constitution does not mean lack of constitution. They are often governed by customs and traditions. The British constitution is an evolved constitution.
2. Unwritten constitutions may have some written elements in it. For example, **Magna Carta-1215** is a written document which is considered as a part of the British constitution.
3. The documents that form a part of the unwritten British constitution come from sources such as: **Magna Carta-1215**, **Petition of Rights-1628** and **Parliamentary Act-1911**. However, the proportion of written documents is much smaller in the unwritten constitution.

**Note to the Teacher:** While talking about some of the written sources of the unwritten British constitution, the teacher may very briefly explain the written sources stated below.

**Magna Carta-1215:** Magna Carta, also known as the Great Charter is a document of liberties granted by King John on 15<sup>th</sup> June, 1215 under the threat of civil war.

**Petition of Rights-1628:** A petition sent by the British Parliament to King Charles-I during his war with Spain, not to impose taxes without the consent of the Parliament, not to imprison citizens without a cause and not to impose military law during peacetime.

**Parliamentary Act-1911:** The Parliamentary Act of 1911 asserted the supremacy of the House of Commons in the British Parliament by passing a bill without the approval of the House of Lords.

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



## IA\_Oldest Living Constitution

The constitution of the United States of America is regarded as the oldest national constitution of the world which is still in practice. The drafting of the American constitution started on 25<sup>th</sup> May 1787 and was completed and signed on the 15<sup>th</sup> September of the same year. It became effective in 1788. In fact, this constitution was a replacement of even an older set of rules called the Article of Confederation. The constitution of Norway framed in 1814 is the second oldest living constitution of the world today.

The Constitution of the United States is also regarded as the shortest living constitution today. It has only seven articles drafted in 4400 words.

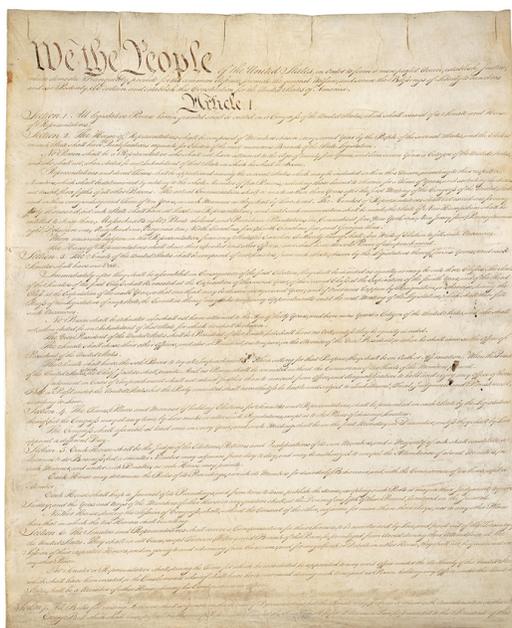


Image Courtesy:

[https://en.wikipedia.org/wiki/Constitution\\_of\\_the\\_United\\_States#/media/File:Constitution\\_of\\_the\\_United\\_States,\\_page\\_1.jpg](https://en.wikipedia.org/wiki/Constitution_of_the_United_States#/media/File:Constitution_of_the_United_States,_page_1.jpg)

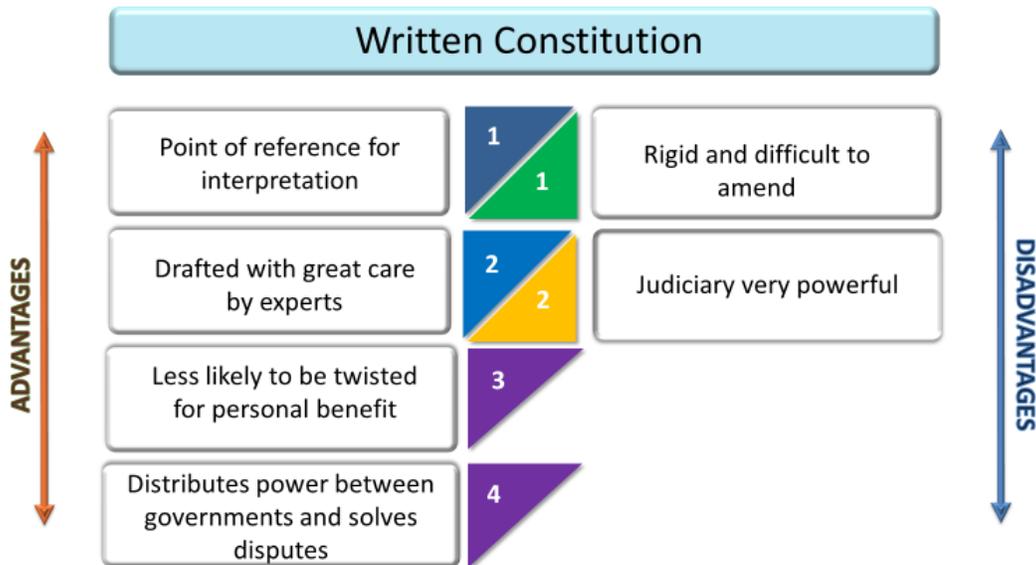
Time to teach	Asset type	Theme	Sub Theme
3 minutes	Interesting Asides	Constitution	Guiding values of The Indian Constitution



## MS\_Written Vs Unwritten Constitution

### Advantages of a written constitution:

1. In a well defined written constitution, there is very little scope for confusion. Disputes over interpretation if any may be sorted out by the judiciary.
2. A written constitution is drafted with great care and after long deliberation. Such constitutions are the outcome of experience and knowledge. It is less prone to emotional or hasty decisions.
3. A written constitution is less likely to be twisted by people for personal interest.
4. In a federal government like India, where there is one central and several state governments, conflicts between the centre and the state or between states are quite common. A written constitution clearly defines the powers of the centre and the states. It also incorporates procedures to solve such conflicts.



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**Disadvantages of a written constitution:**

1. Written constitutions are more rigid and therefore are difficult to amend. Modern ideas and values are less likely to be incorporated in a written constitution.
2. In a written constitution, the judiciary i.e. the courts are more powerful since they alone have the power to interpret the law. The possibility of the judiciary interfering in the day to day functioning of the executive and the legislature cannot be ruled out.

**Note to the teacher:** The teacher will draw the above diagram on the black board while explaining the advantages and disadvantages of a written constitution and ask the students to copy the same in their respective note books. Homework to draw a similar diagram for an unwritten constitution may be assigned to the students.

**Advantages of an unwritten constitution:**

1. Unwritten constitutions are dynamic, flexible and more acceptable to constitutional reform. The constitution of the UK is often described as a 'living constitution' because it evolves and adapts to changes.

**Disadvantages of an unwritten constitution**

1. Absence of a written constitution means not having a single, written document that has a higher legal status over other laws and rules.
2. Unwritten constitution comprises a number of sources, which makes it less accessible, transparent and intelligible.
3. In an unwritten constitution there is no scope for clearly defining the powers of the executive, legislative and judiciary. This may lead to ambiguity, uncertainty and possible conflict.
4. Being flexible, unwritten constitutions could be subject to multiple interpretations.

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



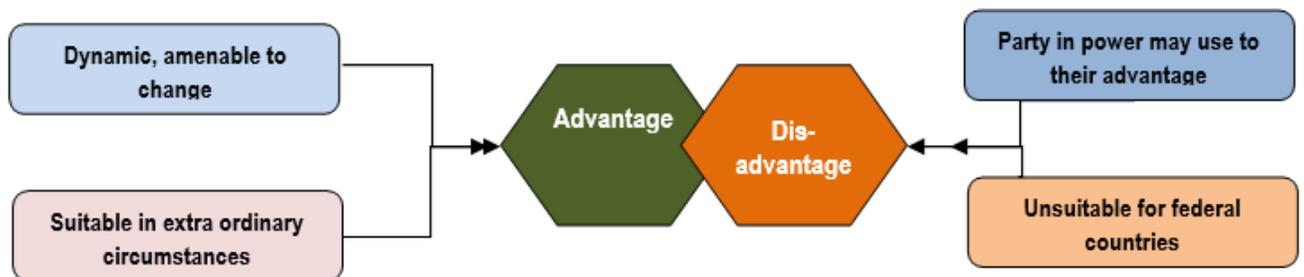
## MS\_Rigid Vs Flexible Constitution

### ***The advantages of a flexible constitution:***

1. A flexible constitution is dynamic in nature. It keeps on developing with time.
2. A flexible constitution has the ability to change quickly in extraordinary circumstances. It is best suited to meet emergency situations.

### ***Disadvantages of a flexible constitution:***

1. The political party in power may use the flexible nature of the constitution to its benefit.
2. A flexible constitution is particularly unsuitable for a federal country like ours. Not well thought out changes in the federal structure may lead to instability.



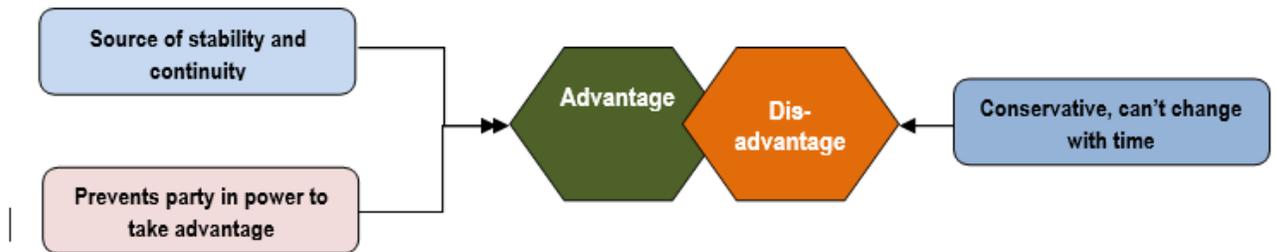
### ***Advantages of a rigid constitution:***

1. A rigid constitution not being amenable to frequent changes, is a source of stability and continuity in administration. It is most ideal for a federal structure.
2. A rigid constitution prevents the party in power to score a narrow political end and in becoming autocratic.

### ***Disadvantages of a rigid constitution:***

1. A rigid constitution is conservative. It cannot keep pace with the fast-changing

environment.



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

## VC\_Neither Rigid Nor Flexible

**Note to the Teacher:** The teacher while discussing the rigidity / flexibility of the constitution, may take time out to impress upon the following value content.



Violin - <https://freesvg.org/vector-image-of-violin>

If a constitution is too rigid, it can't adapt to the changing times. If the constitution is too flexible, people may bend it to their advantage. Ideally the constitution should be neither too rigid nor too flexible; just like a violin player, who adjusts the strings to get the right kind of sound. If the strings are too loose or too tight, the violin won't emit the desired sound. The same is true for life. Being too rigid, we can't change with the times and being too flexible, there won't be discipline in our lives. It is best to have a balance between the two.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Value Content	Peace	Harmony

## MS\_Need for a Constitution

*Note to the Teacher: The present story is based on 'Thomas Hobbes' theory of human nature. The teacher is expected to read the story beforehand and tell it in his/her own words to make it lively. The teacher may start the session by saying that, "Today I am going to tell you a story. .... Are you all ready?"*

The story goes like this. .... Long ago a ship carrying passengers from different parts of Europe was sailing through the Pacific Ocean. (*Note to the Teacher: Here the teacher may pause for a while and ask the students about the location of the Pacific Ocean.*) The passengers were sailing to some holiday destination. They were having their best of times when tragedy struck the ship. There was a violent storm. The captain in spite of his best efforts could not save the ship, it sank mid sea. Many passengers died but a few were lucky enough to survive with the help of the lifeboats and the rescue team. They moved to a very small island that was not inhabited. The island was in the middle of the Pacific and there was no way the survivors could get back home or contact anyone. Since the island had plenty of food and resources for human living, the survivors had no other option but to settle down despite complete isolation from the world.

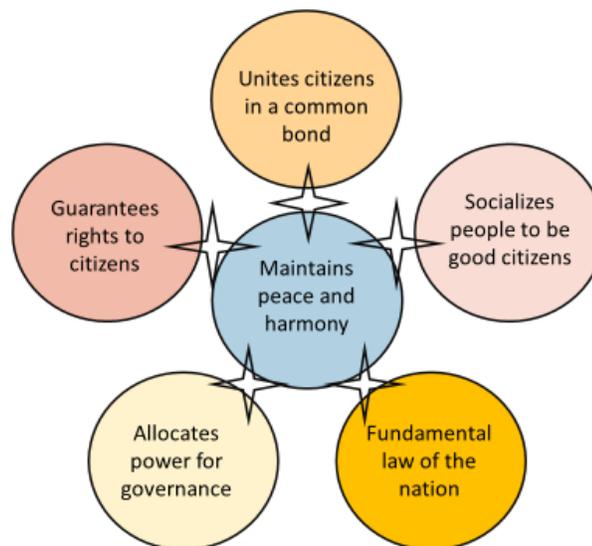
The first few months went on well but soon things were not all right. The survivors started quarrelling among themselves over diminishing resources such as fresh water and food. Some because of their physical might wanted to have as much resource as possible at the cost of the weak and the feeble. Groups based on language, place of origin, emerged and each group wanted to claim superiority over others. Soon, peace and harmony were lost, life became a hell. (*Note to the Teacher: Here the teacher may take a second pause and ask the question, "Imagine, you were one of the victims of the shipwreck, what would you have done? .... After all the responses from the students, the teacher will thank the students for their answers and say, "Now listen to what the victims of the shipwreck did".*) Some well-meaning elder survivors realised that there must be some rules to ensure peace and harmony amongst them. They decided to hold a meeting of all survivors but then, the problem was, not everyone could be contacted individually. By then, there were distinct groups within the survivors. Since it was not possible to hear all the survivors, each group sent its representative to the assembly. There were several rounds of discussions and finally they framed some rules and regulations which formed the basis of their activity in the island. They also decided to meet at regular intervals and review the rules framed by them. Initially the rules were not written, but later as new rules were required to be added and old rules to be interpreted, the people thought it wise to write

them. Thus, the people framed their own constitution.”

There can be two types of needs for rules and regulations, primary need and secondary need.

### **Primary Need for a Constitution**

1. **Maintains Peace and Harmony:** From the story it is evident that the primary need for rules and regulations in a community is to maintain peace and harmony. What rules and regulations do for a community, the constitution does for the nation. The constitution ensures peace, harmony and order in the nation.



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### **Secondary Need for a Constitution:**

1. **Uniting Factor:** Constitution binds the people together. We are identified as citizens of a country. We share a common flag and a common symbol.
2. **Socialisation of Citizens:** By obeying the rules and regulations framed by the constitution, the individuals become good citizens.
3. **Fundamental Law:** It is the highest law of the land. All other rules and regulations of the country are based on this fundamental law.
4. **Allocates Power:** Constitution provides the framework for governance of a nation. It

distributes power between the legislature, executive and the judiciary, the three branches of the government.

5. **Guarantees Rights:** The Constitution guarantees us basic rights such as right to life, freedom, property and the right to participate in the political process, etc.

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

## SA\_Framing our Constitution

### Aim of the Activity

To frame rules and regulations for the functioning of the school library

### Resources Required

- Drawing Sheet (6 Nos)
- Sketch Pen of different colours (6 sets)
- Topics for discussion written on slips of paper
- Gummed Tape

### Setting:

- Classroom

### Type of Activity

- Group Activity to be conducted indoors

### Learning Style

- Group discussion

### Procedure

#### Initial Preparations

- The class may be divided into six small groups. *(The division of the class to six groups can be best done by asking the students to count 1 to 6. After the counting is over, the teacher will ask all the '1's to come to one corner of the class and the '2's to the other corner and similarly allot space to each group.)*
- It may be ensured that the students are seated in a face-to-face situation to ease discussion among them.
- The classroom arrangement may be completed in two minutes time. This will save time for the activity to follow.
- Topics for discussion may be written on slips of paper and folded so that each group can pick one piece of paper.
- The space for display may be decided early to avoid confusion and save time.

#### Instructions by the Teacher

- After the groups have settled down in their respective seats, the teacher will provide one drawing sheet and a few sketch pens of different colors.
- The teacher will also show folded slips of paper on which topics are written. Each group will be requested to pick one slip from the lot at random. The suggested topics are as follows.
  - a. Library Timings (Reading Room and Borrowing)
  - b. Eligibility for borrowing
  - c. Time limit for borrowing
  - d. Number of books/materials that can be borrowed
  - e. Implications for damage or loss of library material
  - f. Dos and Don'ts inside the library premises; role of students in the upkeep of the library

#### Introduction of the Activity by the teacher

- Next, the teacher may announce, “We are going to frame rules and regulations for the functioning of our school library. Since our time is limited, we have divided the rules into six sections. Each group will frame rules on one particular section only. The section for which you are required to frame rules has been provided to you on a slip of paper”.
- The teacher will further announce, “You are provided 15 minutes time to discuss, 5 minutes for writing and 2 minutes for displaying the rules framed. You will be provided another 5 minutes for the entire class to discuss and suggest changes in the rules framed by you.
- All the members of the group must sign at the bottom of the paper and display the written cardboard at the specified place to enable the entire class to view.

***Observation by the teacher during the group discussion:***

- While the discussion is on, the teacher may go round and observe the students in groups. The teacher may ensure that every student is taking part in the discussion.
- If required the teacher may provide hints as may be appropriate for the groups such as:
  - a. Should we have the same timing for all students or different timings for senior and junior classes?
  - b. Should the eligibility to borrow be limited to students only or be open to teaching and non-teaching staff too?
  - c. Should there be some category of books that cannot be borrowed or borrowed for a very limited time?
  - d. Should the number of books to be borrowed vary for different categories of borrowers?
  - e. Should the school hold parents responsible for damage done to the books by their children?

***Display of the rules framed***

*After the students have written the rules on the provided cardboard, it must be displayed at an appropriate place for the entire class to see.*

***Discussion on the Rules by the Class as a whole***

- *After rules framed by all the groups are displayed, the entire class will discuss and suggest changes to the draft rules.*
- *Necessary amendments will be incorporated to the draft rules after a debate and shall be adopted by the class.*
- *A final version of the rules may be prepared and presented to the school principal for implementation.*

***Troubleshooting:***

- Loud talking by students during discussion could disturb nearby classes. This could be prevented by the monitors.
- The surface on which the cardboard is likely to be displayed must be decided early to avoid waste of time.

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

## DD\_Citizens Right to Vote

The constitution of India grants all her citizens some fundamental rights. One of them is the Adult Franchise i.e. the right to vote. This means, all adult citizens who are 18 years or more have the right to elect their own representatives. By exercising such rights, the citizens of India govern themselves through their elected representatives. There is no scope for outsiders to govern us. **This right to self governance is the essence of being an independent nation.**

You must have seen elder members of your family exercising such a right to elect their representatives for the country, the state and the village panchayat. When you attain the age of 18 years, you too will have the right to vote.

**Note to the teacher:** *After explaining the meaning of adult franchise, the teacher will ask the following question.*

**Question:** Not having the right to vote for now, what should be your role and responsibility as a good citizen?

**Answer:** You are good citizens if you abide by the law of the land, vote in elections and volunteer to help others. Since you will attain the right to vote only after being 18 years old, It should be your responsibility as a good citizen to ensure that every elder member of your family exercises his or her right to vote. You can also play an effective role in the election process by supporting your old grandparents to reach the voting station to cast their votes.



[https://commons.wikimedia.org/wiki/File:BALLOT\\_UNIT.JPG](https://commons.wikimedia.org/wiki/File:BALLOT_UNIT.JPG) (Parithimathi)

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Constitution	Fundamental rights

## QA\_Constitution\_Revision

**Note to the Teacher:** Questions under section-I have one-word answers. The teacher may use these questions for classroom transactions.

### SECTION-I

#### I. Very Short Questions

1. Name two countries which do not have a written constitution.

*Ans: (Israel, New Zealand, Saudi Arabia, UK, Canada)*

2. Name two countries other than India that have a written constitution.

*Ans: (US, France, Sri Lanka, Nepal, Bangladesh)*

3. Name any two types of government.

*Ans: (Parliamentary form, Presidential form, Federal form, Democratic form)*

4. Which is the oldest written constitution of the world?

*Ans: (USA)*

5. Which article of Indian Constitution states about amendment to the constitution?

*Ans: (Article-368)*

#### II. Match the event with the year

Sl. No	Event	Year
A	Constitution of USA became effective	1946
B	Formation of Constituent Assembly in India	1950
C	Magna-Carta	1628
D	Constitution of India became effective	1789
E	Petition of Rights	1215

Answer: (a=d, b=a, c=e, d=b, e=c)

## SECTION-II

**Note to the Teacher:** Questions under section-II have short answers. These questions may be discussed in the class and then given as homework.

### I. Short Questions (2 marks)

1. What is a constitution?

**Suggested Answer:**

- *The Constitution is a set of rules and regulations for governance.*
- *It is the fundamental or supreme law of a nation. Every other law in a country before being enforced must have the approval of the Constitution.*
- *The Constitution determines the distribution of power.*

2. Why is the British constitution known as a 'living constitution'?

**Suggested Answer:** *A living organism reacts to the external stimuli. It has the ability to grow and adapt to the changing environment. The British constitution is regarded as a living constitution because of its flexibility and ability to change with the changing circumstances.*

3. Name any conventions practised in the Indian Constitution.

**Suggested Answer:** *The Constitution empowers the President of India to appoint the Prime Minister (PM) but there it is silent as to who should the President appoint as the Prime Minister. There is however a long-standing convention to appoint the leader of the majority party in the parliament as the PM.*

4. What is the specific need for a constitution in a federal form of government?

**Suggested Answer:** *In a federal system, there are two governments, one at the central level and the other at the regional or state level. Both these governments have legislative and executive powers. In such a form of government, power and resources must be clearly defined and allocated by the constitution to avoid confrontation.*

## SECTION-III

**Note to the Teacher:** Questions No. 1 and 2 under section III have long answers. These questions

may be given as homework.

### I. Long Answer Questions

1. Compare Written with Unwritten constitution

**Suggested Answer:**

	<b>Written Constitution</b>	<b>Unwritten Constitution</b>
Meaning	A written constitution is a deliberate creation. It is usually enacted by an exclusive body appointed for the purpose.	An unwritten constitution is not deliberately created.
Examples	Written constitutions are found in countries like the USA, India, Sri Lanka, Nepal, Bangladesh and France.	Unwritten constitutions are seen in Israel, New Zealand and the UK etc.
Enactment	A written constitution is enacted on a specific date.	Unwritten constitution evolves gradually.
Type	The written constitution can be rigid, flexible or the combination of both.	Unwritten constitution is usually flexible in nature.
Nature of judiciary	In a written constitution, the judiciary is very powerful.	In the case of an unwritten constitution, the powers of the judiciary are limited.
Nature of government	Written constitution is most suitable for federal as well as unitary governments.	Unwritten constitutions are unitary in nature.

2. Differentiate between rigid and flexible constitution

**Suggested Answer:**

	<b>Flexible Constitution</b>	<b>Rigid Constitution</b>
Amendment	A flexible constitution can easily be amended	A rigid constitution cannot be amended easily. The process to amend such a constitution is lengthy and complex.

Basic principle	A flexible constitution is based on the principle that there is no foolproof constitution. Every constitution needs amendment. A flexible constitution is the reflection of public opinion.	Rigid constitution is based on the principle that a constitution should be stable to withstand the test of changing times. A rigid constitution reflects the mind of the framers of the constitution and the rulers and not that of the public.
Chances of being misused	A flexible constitution may be amended by the party in power to their advantage.	A rigid constitution cannot become a tool in the hands of the party in power.
Constitution as a tool	A flexible constitution may be a useful tool in a developing country as it would aid progress due to its adaptability.	A rigid constitution not being amenable to change may act as a hindrance to change.
Organic nature	A flexible constitution is organic in nature. It grows and adapts to circumstances.	A rigid constitution is not a living constitution as it does not grow and adapt.

**Note to the Teacher:** Questions No. 3, 4 and 5 under section-III are reflective in nature. The answers to these questions are not readily available in the textbook. The teacher may discuss the answers to these questions in the class to ignite the thinking skill among the students. These questions may also be given for home assignment.

3. State the characteristics of a good constitution.

**Suggested Answer:** The following may be considered as the characteristics of a good constitution.

- a. A good constitution should be written. It should be a deliberate creation by a body of experts appointed for the purpose. A written constitution is more formal and limits the scope for misinterpretation. Constitutions that grow out of conventions lack the legal sanction.
- b. A good constitution should have a validity period. After every 50 years, there must be a provision for the formation of a Constitutional review committee to suggest changes.
- c. A good constitution should neither be too rigid nor too flexible. In rigid constitutions changes are difficult to be brought about while in flexible constitutions parties in power may bring about change to their advantage.

4. Recall a real-life situation to illustrate the role of constitution in day-to-day life.

**Suggested Answer:** In earlier times occupation was hereditary in nature. A barber's son was destined to become a barber and a cobbler's son a cobbler. Occupation was based on caste and was inherited at birth.

However, things have changed now. Our constitution guarantees all its citizens the right to the choice of occupation. We have the freedom to choose our own occupation based on our ability. Thus, Abdul Kalam, a newspaper hawker could become one of the greatest scientists and later the President of India. We also have the example of a tea vendor like Narendra Modi becoming the Prime Minister of the largest democracy of the world.

**Note to the Teacher:** *There could be various answers to the above question. The students should be encouraged to pick examples from their own surroundings.*

5. Imagine life without any constitution?

**Suggested Answer:** Life without a constitution is like going back to the state of nature, a condition where there are no rules and regulations. In such a situation individual freedom will have precedence over shared values. People will be free to do whatever they want. There will be a state of war of every man against every other man thereby increasing the rate of crime.

In the absence of the constitution, there will be no system of justice. This is because the judiciary derives their powers from the constitution. There will be no institution such as the police or the courts where people could go and seek justice. This will give a further boost to crime. Law of the jungle, 'might is right' will be the only rule prevalent in such society.

There will be no place for the old, weak and those who are unproductive. These people will be considered as parasites and are very likely to be eliminated. Love, care, sympathy will be a scarce resource.

Because of the prevailing uncertainty, no foreign country will be ready to do business. This will lead to scarcity of goods in the market. Prices will increase making it difficult for common man to live a decent life.

Such anarchy however will be short lived. We survive as living beings because our body follows complex laws of functioning. Society too is like an organism which cannot live in a state of anarchy for long. It has the inherent capacity to come back to order after a brief malfunction. Anarchy itself is unstable. After a brief spell of anarchy, society will generate new rules governing behavior. Such capacity of human species to create rules and regulations for harmonious living is crucial to our success as a species.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Constitution	Guiding values of The Indian Constitution

## MS\_Let Us Sum Up

In the present chapter on Constitution, we learnt that:

- There is a need for rules and regulations in a society. A society functions based on rules and regulations.
- The Constitution is a set of rules for governing the nation. It is the fundamental law of the nation.
- There are several types of constitution. It could be evolved or enacted; it could be written or unwritten; it also could be rigid or flexible.
- The primary aim of the constitution is to maintain peace and harmony. The other needs of the constitution are: it binds people, helps individuals to become good citizens, lays down the basic principles for all other laws of the nation.

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

## **Master Lesson Plan**

### **Seven Asset Methodology for MLP**

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 <sup>th</sup> 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 asset?	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 recent or local example.

What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits 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.