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## Directive Principles of State Policy

### Lesson Plan

#### Contents

- ▶ An overview of the Directive Principles of State Policy
- ▶ Understanding the aims and provisions of the Directive Principles

#### Objectives

- ▶ To understand the Directive Principles in the Indian Constitution
- ▶ To learn about the purpose and provisions of the Directive Principles
- ▶ To know about how the Directive Principles are implemented
- ▶ To appreciate the relationship between the Directive Principles and Fundamental Rights

#### ■ Teacher's Aids

- ▶ Pictures, charts
- ▶ Blackboard
- ▶ Internet

#### ■ Tips for Teacher

- ▶ Explain the meaning and significance of the Directive Principles of State Policy.
- ▶ Also explain the need for Directive Principles in the Constitution.
- ▶ Students should be encouraged to know the significance and the sanctity of the Constitution and its provisions.

#### ■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., pausing to examine and explain the data in the boxes.
- ▶ Particularly focus on the various provisions of the Directive Principles.

## What are the Directive Principles

- ▶ India faced problems of poverty, illiteracy, unemployment and inequality at time of Independence—makers of Indian Constitution wanted to frame certain guidelines to help future governments formulate policies to tackle problems that arise in society—as a result the Directive Principles of State Policy added under Articles 36-51.
- ▶ Main purpose—to establish a welfare state—considered an instrument of social cause—like individual rights for citizens, Directive Principles fundamental to the administration of the country—Constitution expects these principles to be applied to making the laws—applicable to the Centre and the States and also local self-governments.

## Aims of the Directive Principles

- ▶ They aim to establish economic, political and social justice—provide equal opportunities to all citizens in all walks of life and raise their standard of living—deal with various aspects:
  - Promote economic justice.
  - Promote Gandhian thought and socialist values.
  - Protect environment, monuments and natural heritage.
  - Uphold law, justice and administration.
  - Advocate international peace and security.

## Promotion of Economic Justice

- ▶ Economic principles—aims—ensuring economic and political welfare of people—adequate means of livelihood to all—equal pay for equal work—humane work conditions—a decent standard of living—prevent excess wealth in some people’s hands—against exploitation of women and children—extend the participation of workers in the management of industries.

## Promotion of Gandhian Thought

- ▶ Focus on Gandhian thought—based on socio-economic programmes launched by Mahatma Gandhi during freedom struggle—some principal aims:
  - Promote cottage industries in rural areas.
  - Establish village panchayats as a unit of local self-government.
  - Provide free and compulsory education to children up to the age of 14 years.
  - Promote and protect interests of the scheduled castes, scheduled tribes and other backward classes.
  - Prohibit intoxicating drugs and alcohol.
  - Modernise the agriculture sector.

## Promotion of National Heritage

- ▶ Create awareness for protection of the national heritage—natural and man-made—guidelines to government to protect environment, safeguard forests and wildlife—protect every monument from being disfigured or destroyed.

## Promotion of Law and Justice

- ▶ Provide for a uniform civil code for all citizens–instruct state to separate the judiciary from the executive.

## Promotion of International Peace and Security

- ▶ The guidelines seek to:
  - Promote international peace and harmony.
  - Settle international disputes through arbitration.
  - Respect international laws and treaties.

## Implementation of the Directive Principles

- ▶ Both Central and State governments attempt to achieve aims of Directive Principles–provisions made to implement the Directives:
  - Free and compulsory education to children up to 14 years of age in government and non-government schools is being provided.
  - Quota for scheduled castes and scheduled tribes in educational institutions and government services.
  - Untouchability punishable by law.
  - Zamindari system abolished–surplus land redistributed among the landless, poor and economically weak people.
  - Women included as members of Panchayati Raj–also given reserved seats in parliamentary and state elections.
  - Free legal advice given to the poor.
  - Minimum Wages Act passed to bring payment to workers to ensure equal pay for equal work.

## Comparative table:

Directive Principles	Fundamental Rights
1. They are the guidelines for the government to frame policies for the welfare of the people.	1. They are the basic rights of individuals.
2. These are meant to protect and create certain privileges for the people.	2. These are privileges enjoyed by the people.
3. They are non-justiciable and cannot be enforced.	3. They are justiciable and citizens can go to the courts to secure them.
4. They cover wider subjects like.	4. The scope of these rights is limited to the international peace and security.

- ▶ Both Directive Principles and Fundamental Rights included in Constitution–aim for holistic growth of an individual–which will lead to establishment of a welfare state–both

protect citizens' rights—but since Directive Principles are non-justiciable, people do not think them important—Directive Principles are the basis to judge the government and its performance—if it fails to perform, people may not re-elect it—aims to bring social and economic justice—important in order to educate people about what a government can and cannot do—guidelines for government.

## Assessment Corner

### Oral Assignment

- A. Ask for answers at random from the students. Confirm the right answers. Let them write down the correct answers if they like in their books.

### Written Assignment

- B–D. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask the students to write the answers on their own. Then the teacher can announce the correct answers to the students and they can ask their partners to cross-check them.

In either case, the answers can be written as homework and the teacher can check them in the class.

### Think Tank

- E. **HOTS questions:** Discuss the questions in the class and let the students write the answers to E and F as homework. Teacher should assess individual work.