

DIRECTIVE PRINCIPLES OF STATE POLICY AND FUNDAMENTAL DUTIES

7.1 INTRODUCTION

After two hundred years of domination and exploitation, the British left India on 15 August 1947. They had reduced it to a backward country. Its socio-economic conditions were in a shambles. A large section of the Indian population was living below the poverty line. Most of the agricultural land belonged to big zamindars. The banks and industries were controlled by capitalists. Child labour and bonded labour were very common. The status of women was miserable. The peasants and labourers were exploited. There was no provision for medical facilities during old age and no maternity relief for women. The masses were largely illiterate. Both the executive and judicial powers were concentrated in the district administration. There was no effective machinery to give justice to the poor people.

Our Constitution-makers wanted to transform India into a prosperous and literate nation. But, the resources of the country were so limited that several rights could not be included in the part dealing with the Fundamental Rights. However, the founding fathers were keen to make some provisions in this regard. Therefore, they included the Directive Principles of State Policy in the Constitution. In this lesson besides these Directive Principles, you will study the Fundamental Duties which were included in Article 51A of our Constitution in 1976, through the 42nd amendment.

7.2 OBJECTIVES

After studying this lesson, you will be able to :

- explain the meaning of the Directive Principles of State Policy;
- classify the Directive Principles into Economic and Social, Gandhian and Miscellaneous categories.
- recognise the role of Directive Principles in the promotion of universalisation of education, abolition of child labour and improving the status of women;
- explain the Directive Principles to provide the frame-work through which the idea of welfare state is transformed into practice in India;

- explain that the Directive Principles aim at the establishment of economic and social democracy;
- examine the role of the government at different levels in implementing these Principles;
- distinguish between the Fundamental Rights and the Directive Principles of State Policy.
- appreciate the context of fundamental Duties;
- recall that the Fundamental Duties were included in the Constitution in 1976;
- identify the ten Fundamental Duties given in the Constitution; and
- appreciate the importance of Fundamental Duties despite their being non-justiciable.

7.3 MEANING OF DIRECTIVE PRINCIPLES OF STATE POLICY

The founding fathers of the Constitution were keen on providing socio-economic justice. With this aim in view, they wanted to include in the Constitution several rights, much as right to work, right to education, etc. in the list of Fundamental Rights. But they realised the magnitude of the problems like unemployment and illiteracy. They were also conscious of inadequate and limited material resources of the country. They, therefore, did not include them as Fundamental Rights, instead, they decided to include some rights involving huge funds in the suggestive provisions of Part IV of the Constitution, in the form of Directive Principles of State Policy. These Directive Principles are non-justiciable, but fundamental in the governance of the country, because for making any law or policy, the Government is to be guided by these Directive Principles.

Non-justiciable : It means not enforceable by any court. Unlike the Fundamental Rights, a person cannot go to a court of law for the redressal of the Directive Principles of State Policy.

The term State in this part of the Constitution means the Government and Parliament of India, the governments and legislatures of the States and all the local lawmaking bodies.

7.4 CLASSIFICATION OF THE DIRECTIVE PRINCIPLES

The founding fathers of our Constitution borrowed the idea of the Directive Principles from the Constitution of Irish Republic. They are listed in Part IV of our Constitution. These principles have not been enumerated in a planned manner. It is, therefore, difficult to classify them on any systematic basis. They are generally classified into three categories. These are, the Economic and Social Principles, the Gandhian Principles and the Miscellaneous Principles. All the three types of the Directive Principles are mentioned below :

7.4.1 The Economic and Social Principles

- (i) The State is to direct its policy to secure adequate means of livelihood for all the citizens of India.

- (ii) Ownership and control of the natural resources of the community are to be distributed to serve the common good.
- (iii) The operation of the economic system does not result in the concentration of wealth and means of production to the common detriment.
- (iv) There should be equal pay for equal work for both men and women.
- (v) The health and strength of workers, men and women, and the tender age of children are not to be abused.
- (vi) Children are to be given opportunities and facilities to develop in healthy manner and in conditions of freedom and dignity, etc. (Article 39 (f)).
- (vii) The citizen are not forced by economic necessity to enter avocation unsuited to their age and strength.
- (viii) To make effective provisions for securing the right to work, education and public assistance in case of unemployment, old age, sickness and disablement and in other cases of underserved want.
- (ix) To make provisions for securing just and human conditions of work and for maternity relief.
- (x) To provide living wage, etc. for working sections.
- (xi) To take steps to secure the participation of workers in the management of undertakings, etc.
- (xii) To promote education and economic interests of working sections of the people, especially the Scheduled Castes and Scheduled Tribes.

7.4.2 The Gandhian Principles

There are certain Principles which are based on the ideals advocated by Mahatma Gandhi. These Principles are as follows:

- (i) To organize village Panchayats.
- (ii) To promote cottage industries in rural areas.
- (iii) To bring about prohibition of intoxicating drinks and drugs that are injurious to health.
- (iv) To preserve and improve the breeds of the cattle and prohibit slaughter of cows, calves, and other milch and drought animals.
- (v) Principles aim at the establishment of a welfare society.

7.4.3 Miscellaneous Directive Principles

The Directive Principles in this category call upon the State:

- (i) To secure for all Indians a uniform civil code.
- (ii) To provide early childhood care and education for all children until they complete age of 6 years.

- (iii) To take steps to secure the separation of the judiciary from the executive of the State.
- (iv) To raise the standard of nutrition and health.
- (v) To organise agriculture and animal husbandry on modern and scientific lines.
- (vi) To protect historical monuments.
- (vii) To promote international peace and security.
- (viii) To maintain just and honourable relations between nations.
- (ix) To foster respect for international law and treaty obligations.
- (x) To encourage settlement of international disputes by mutual agreement.

INTEXT QUESTIONS 7.1

Identify from the following, the Gandhian, the Economic and Social and the Miscellaneous Directive Principles :

- (i) Equal pay for equal work for both men and women.
 - (ii) Establishment of village Panchayats.
 - (iii) Peaceful settlement of international disputes.
 - (iv) Provision for right to work for all people.
 - (v) Ban on cow-slaughter.
 - (vi) To secure for all Indians a uniform civil code.
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7.5 DIRECTIVE PRINCIPLES : UNIVERSALISATION OF EDUCATION CHILD LABOUR AND STATUS OF WOMEN

7.5.1 Universalisation of Education — You have already read that the Directive Principles direct the State to provide within a period of ten years of the enforcement of the Constitution, free and compulsory education for children up to the age of 14 years.

The percentage of literate people at the time of independence was only 14 per cent. Our Government realised the importance of education and laid stress on the spread of literacy among the masses. The literacy rate has risen to above 52 per cent. But a large section of our population is still illiterate. The foremost efforts are required in this field is the spread of elementary education and its universalisation. Due to the increasing number of dropouts at the primary stage, the number of illiterates between 15 to 35 years of age is increasing. Their number may grow beyond 500 million by the end of this century if the number of dropouts is not checked at the primary stage.

According to the National Policy of Education, 1986, the Government has launched, National Literacy Mission and 'Operation Blackboard' for the spread of mass literacy up to the primary stage. For those adults who were deprived of the benefit of education in their childhood, the Government and voluntary agencies are making special efforts to educate them by opening night schools and adult literacy centres. In 1978, the Government started

the National Adult Education programme and also the programme of 'each one teach one'. It means that if every educated person teaches an illiterate person, as his or her national duty, the problem of illiteracy can be solved within a few years.

Operation Blackboard : It is a symbolic phrase used for the mass literacy campaign. Since the use of Blackboard is essential in an effective teaching-learning experience, the programme for mass literacy is called 'Operation Blackboard'. According to this programme, each village must have a school with Blackboard and Teachers.

Many distance education programmes through correspondence courses have been started in different States. The National Open School and several Open Universities have been set up to attain the goal of universalisation of education. But still a lot remains to be done.

You are also getting education through the National Open School by its distance education programmes.

7.5.2. Child Labour : You have already read that one of the Directive Principles provides that children are given opportunities and facilities to develop in a healthy manner. You have also read about the Fundamental Right against Exploitation of children. Employment of children below the age of 14 years in mines and industries which is hazardous to their health is prohibited.

In addition, India is a Signatory to the convention on the Rights of the Child. It seeks to protect children everywhere against exploitation, neglect and abuse. It also ensures a secure, healthy and joyful childhood.

The National Human Rights Commission is taking note of violation of rights in the form of child labour and child exploitation. It has taken a serious view of the denial of right to education to the victims of the practice of child labour. It has drawn the attention of the State Governments to urgently remedy the situation. It lays stress on elementary education for the children liberated from the grips of child-labour.

In spite of these suggestions, the desired results have not come up. In most of the cases the parents' attitude also is not conducive to the elimination of child labour. They force their children to do some sort of work to earn money and contribute to the family income. No doubt, poverty is a compelling factor. But more than that, there is the lack of will for the welfare of the children.

The children should not be deprived of their right to enjoy childhood and right to education.

7.5.3 Status of Women

In the context of a woman, status implies : What is her position in a particular social system. What are her rights and privileges? How are they determined? Does she have access to power, authority and privileges? How does her status compare with that of man? How has her position been changed?

Indian society is a male-dominated society in which father has been head of the family and the mother's position has been subordinated to him. Whether she is : mother, a wife, a sister or a daughter, the position of women under such a system has been

naturally weak. All the rules and customs regarding property, succession, marriage, etc. are favourable to men. Men in society, are its privileged members from birth. Sons are welcome and celebrated as assets while daughters are unwelcome and considered liabilities. Women have been suffering a great deal on account of cruel social customs and religious practices like Sati, Pardah system and Dowry.

Status : It means the position held by a person in terms of esteem, affection, power, authority, privileges and influence in relation to others in a social system.

Realizing the plight of Indian women, our Constitution-makers provided for women's equality and prohibition of exploitation of women in the Fundamental Rights. They have also provided in the Directive Principles that women have the right to an adequate means of livelihood and equal pay for equal work, vis-a-vis men. Women workers have also been provided for health care and maternity relief.

Even in the Fundamental Duties, stress has been laid on the duty of every citizen of India to renounce practices derogatory to the dignity of women.

Many laws and judicial decisions have restored the dignity of women. To protect their rights, measures have been taken to give them share in property. And for their emancipation from cruel practices like bride-burning for dowry, wife-beating, sati, etc. laws have been enacted. Prohibition of female infanticide before birth, discrimination against the girl-child and child-marriage are some of the other measures which help in improving the status of women.

To empower women, reservation of one-third of the seats for them has been made in the Panchayats and municipalities. There is a similar proposal for reservation of seats for them in the Parliament and in the State Legislatures.

But in spite of all these efforts, much remains to be done to improve the status of women in Indian society.

INTEXT QUESTIONS 7.2

Fill in the blanks selecting the correct word or figure from the brackets given against each question :

- (i) The percentage of literate people at the time of Independence was (12%, 14%, 16%)
- (ii) The National Education Policy was started in (1984, 1986, 1988).
- (iii) Provision against exploitation of children is made in the (Fundamental Right, Directive principles, Fundamental Duties).
- (iv) Provision for equal pay for equal work for both men and women is available in the (Fundamental Rights, Fundamental Duties, Directive Principles).
- (v) To renounce practices derogatory to the dignity of women is stressed in the (Directive Principles, Fundamental Rights, Fundamental Duties)
- (vi) Department of Women and Child Development was set up in (1978, 1985, 1992).

(vi) of the seats have been reserved for women in the Panchayats.
(1/4, 1/3 1/2).

7.6 DIRECTIVE PRINCIPLES PROVIDE FRAME WORK OF WELFARE STATE AND ESTABLISH ECONOMIC AND SOCIAL DEMOCRACY

The makers of the Constitution included the Directive Principles with a special purpose. At the outset, the right to vote was given to every adult citizen and thus, political democracy was established. But Economic and Social democracy in terms of equality was felt necessary for the successful working of political democracy and the establishment of a welfare state.

However, removal of illiteracy, provision of employment to all and filling the wide gap between the rich and the poor were very difficult goals to be achieved.

The Directive Principles are just like a polestar to provide direction. Their basic aim is to persuade the Government to provide social and economic justice in all spheres of life as early as possible, keeping in view its material resources.

But we have not been able to achieve certain targets included in the Directive Principles such as economic and Social equality to a large extent.

Welfare State : A State which takes upon itself the social responsibility of providing goods and services to the weaker sections in society is called Welfare State. Such a State ensures equitable distribution of wealth, protection of the poor, the needy and the weak, minimum standard of living, etc. It is committed to the maximum good of the maximum number of people.

7.7 IMPLEMENTATION OF DIRECTIVE PRINCIPLES

The Directive Principles lay down the foundations of a secular, socialist and welfare state. Various steps have been taken to implement some of these Principles. Here are some of the examples:

Land reforms have been introduced and Jagirdari and Zamindari systems have been abolished. Planning has been initiated for speedy economic development. There has been rapid industrialisation and tremendous increase in agricultural production, through Green Revolution.

Ceiling has been placed on land and property to fix the limit of a person's holdings. The privy purses of the Princes have been abolished. Life Insurance, General Insurance and major banks have been nationalised. Laws have been passed to control monopolies.

In order to reduce economic disparity, the Right to Property has been dropped from the chapter on fundamental Rights. Tax-structure has been modified to achieve equitable distribution of wealth and social justice. Subsidized public distribution schemes have been launched to help the people who are below the poverty line. Steps have been taken to bring about equality of sex by way of equal pay for equal work for both men and women.

Green Revolution : Our agricultural production being low, we had to import food grains from abroad. With improved methods, it has suddenly jumped up. We are now not only self-sufficient in food but are also left with surplus. This increase in the production of food grains is called "Green Revolution".

The evil of untouchability has been removed by law, though much remains to be done in practice. The Government has done a great deal to improve the conditions of Scheduled Castes and Scheduled Tribes and other backward classes.

Panchayati Raj has been established to decentralise political authority in rural areas. Through the 73rd and 74th Amendments, local bodies have been made more powerful. The Central Khadi and Village Industries Board has been set up to encourage cottage industries.

Drinking of Liquor has been prohibited by some State Governments.

Steps have been taken to separate the judiciary from the executive. India has positively co-operated with the United Nations to promote international peace and security.

In spite of the Supreme Court's reminder in bigamy cases, the State has not done anything to secure uniform civil code for the whole country. Nor has it been able to remove illiteracy by providing free and compulsory education for all children up to the age of 14 years.

When we look at our society, we find that the major objective of establishing a just social and economic order free from exploitation, hunger and disease still seems to be a far cry. Why is it so? The reasons like limited material resources or hurdles created by judiciary are mere excuses. Each time the judiciary came in the way, the path was cleared by amendments. The real reasons for non-implementation of some important Directive Principles are : one, lack of political will on the part of the state and two, lack of awareness and organised action on the part of the people.

INTEXT QUESTIONS 7.3

Fill in the blanks selecting the appropriate word from the brackets given against each question:

- (i) A State takes the responsibility of providing goods and services to the weaker sections in society. (Socialist, Charitable, Welfare).
- (ii) Government has tried to bring about distribution of wealth. (equal, unequal, equitable).
- (iii) Thesystem has been abolished all over India. (Capitalist, zamindari, Caste).
- (iv) The Right to property has been ropped from (Directive principles Fundamental Rights, Fundamental Duties)
- (v) Panchayats have been established inareas. (Rural, Urban, Metropolitan)
- (vi) Khadi and Village Industries Board has been set up to promote industries (small, medium, cottage).

7.8 DISTINCTION BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES

The Fundamental Rights are privileges of the citizens recognised by the State. They are in the nature of denial of certain authority to the Government. They are, therefore, negative in nature. The Directive Principles are like the positive directives that the Government at all levels must follow so that social and economic democracy in India can be established. The fundamental Rights aim at the development of every individual citizen and are thus for the individual good. But the Directive Principles are meant for the general welfare of the society.

Another point of difference, as mentioned earlier, is that while the Fundamental rights are justiciable and are enforceable by a court of law, the Directive Principles are non-justiciable. For this reason, some people call them as "merely New Year's Greetings".

This should not lead us to conclude that the Directive Principles are inferior or subordinate to the Fundamental Rights. We have seen that the Indian State has regarded the Directive Principles as fundamental in the governance of the country. It has been making attempts to apply these principles in making laws and formulating policies.

In spite of these differences, there is a close relationship between them. Whereas the Fundamental Rights establish social equality and democracy, the Directive Principles are meant to establish economic and social democracy. Both are complementary to each other. All organs of the Government must follow these directions to accomplish the goal of a welfare state.

The Government cannot afford to ignore them. It is responsible for all its actions to the people in general. Although there is no legal sanction behind these Principles, the ultimate sanction lies with the people. The people know that these Directives are for their welfare hence, they are bound to pressurise the Government to implement them. Such public pressure on the Government is exercised through periodic elections.

INTEXT QUESTIONS 7.4

Fill in the blanks selecting the correct word from brackets given against each question :

- (i) The Directive Principles arein nature. (negative, positive, natural)
- (ii) The Fundamental Rights aim at the development of every (family, group, individual).
- (iii) The Directive Principles are called merely a New Year's Greetings because they are..... (pious, Justiciable, non-justiciable) .
- (iv) The Indian State regards the Directive Principles in the governance of the country. (useless, burdensome, fundamental).
- (v) Of late, the Supreme Court has started the implementation of the Directive Principles. (neglecting, emphasizing, ignoring).
- (vi) The Directive Principles are meant to establish democracy. (political, cultural, economic)

7.9 FUNDAMENTAL DUTIES

Rights and duties are two sides of a coin. There can be no right without a duty. It is due to this that the proper functioning of a modern democratic State depends upon a well-organised system of duties and rights. It may be pointed out that these days, while evaluating a society, emphasis is not only laid on the rights but also on the citizens performance of their duties. Perhaps, it was with this spirit, that the Fundamental Duties were included in our Constitution in 1976, through the 42nd Amendment. By this a new Article 51A has been added in Part IV of the Constitution, which deals with the Directive Principles.

It may be noted that just as the Directive Principles of State Policy are non-justiciable, these duties are also non-justiciable. It means that if any citizens of India does not perform any or all Fundamental Duties, no legal action can be taken against him or her.

7.9.1 Duties Enlisted

The following Fundamental Duties are listed in our Constitution:

- (i) To abide by the Constitution and respect our National Flag and National Anthem.
- (ii) To follow the noble ideals that inspired our national movement for freedom.
- (iii) To protect the unity and integrity of India.
- (iv) To defend the country when the need arises.
- (v) To promote harmony and brotherhood among all sections of the people and to respect the dignity of women.
- (vi) To preserve our rich heritage and composite culture.
- (vii) To protect and improve our natural environment including forests, rivers, lakes and wildlife.
- (viii) To develop scientific outlook and humanism.
- (ix) To protect public property and not to use violence.
- (x) To strive for excellence in all spheres of individual and collective activity.
- (xi) Parent or guardian to provide opportunities for education to his/her child (ward) between the age of 6 years.

INTEXT QUESTIONS 7.5

Answers by writing 'Yes' or 'No' against each question:

1. The Rights and Duties are the two sides of the same coin.
2. The Fundamental Duties were there in the original Constitution.
3. The Fundamental Duties have been mentioned along with the Fundamental Right.
4. The Fundamental Duties are justiciable.

7.9.2 Nature of Fundamental Duties

The Fundamental Duties in our Constitution simply indicate towards ideals. They do

not appear to be realistic. The main criticism of these duties is that they are non-justiciable. The result is that they have become a 'burden' on the Constitution. Many of the duties are beyond the comprehension of common man. For example, it is not clear what is meant by rich heritage of our 'composite culture'. There can be several definition of 'humanism' and 'scientific temper'. Another ambiguous duty is regarding the noble ideals which inspired our national struggle. These ideals were different with different sets of leaders. The ideals of Gandhiji were quite different from the ideals of Subhash Chandra Bose. Today, if some one follows Bhagat Singh's ideals, he will not be given credit.

Nothing can be gained by having incorporated such vague ideals in the list of Fundamental Duties. It would have been much better if such clear duties were included in the Constitution which could be easily observed, and whose violation could be made a punishable offence. A jurist had said in 1976 itself that perhaps these duties would never be observed. They would end up in pious declarations. There is lot of truth in the arguments of the critics, yet it would not be proper to call these duties as pious declarations. It is true that the duties are non-justiciable as are the Directive Principles. Many a time the courts have taken them into account. Similarly, the duty to preserve the national environment' has been taken into account by the Supreme Court while ordering shifting of polluting industries away from cities, keeping Yamuna water free from pollution and taking slaughter houses away from the populated areas. Similarly, recognising the duty of a citizen to respect the dignity of women, the Supreme Court has given its decisions to restore women's dignity in cases in which it was infringed by molestation by men.

INTEXT QUESTION 7.6

1. Choose the right option :
 - (i) The Fundamental Duties are justiciable/non-justiciable.
 - (ii) These Duties are ideals/real in life.
 - (iii) These duties are very clear/ambiguous.
 - (iv) The Supreme Court takes/does not take into account of these Duties.

WHAT YOU HAVE LEARNT

The Directive Principles of State Policy are included in Part IV of the Constitution. The framers of the Constitution included them with a special purpose of bringing about social and economic equality. These Principles give directions to the State for making laws and policies for the collective good of the people. These Principles are non-justiciable and are not enforceable by the courts of law. But they are nevertheless fundamental in the governance of the country.

For the sake of our convenience, we can classify them into (i) Social and Economic, (ii) Gandhian and (iii) Miscellaneous Directive Principles.

The Directive Principles lay stress on universalisation of education, abolition of child labour and improvement of the status of women. They provide a framework for establishing welfare state and achieving economic and social democracy.

It is important to note that the Government has been making efforts to implement the Directive Principles. It has succeeded to a great extent but much remains to be done

There are important differences between the Fundamental Rights and the Directive Principles. The former are justiciable and negative in nature while the latter are non-justiciable and positive in nature.

There is close relationship between the two. They are both equally important to bring social and economic democracy in practice. Of late, the Supreme Court has started laying stress on the implementation of Directive Principles.

The Government cannot afford to ignore them. It has to implement them because they are fundamental in the governance of the country. Moreover, people can defeat the Government in the general elections, if such a Government ignores them.

Rights and duties are two sides of the same coin. In the interest of the well-being and progress of the society, rights and duties must be shared equally by all.

There are ten Fundamental Duties which were included in the Constitution by the 42nd Amendment in 1976. They are placed in Article 51A as non-justiciable provisions like the Directive Principles.

Though they are only ideals and vague, yet the Supreme Court has taken them in to account in certain cases like protection of environment from polluting industries, etc.

TERMINAL EXERCISES

1. Evaluate the nature of Directive Principles of State Policy. What is the sanction behind them?
2. Discuss briefly six important Directive Principles of State Policy. Show how they are aimed at socio-economic democracy.
3. Write short notes on the Directive Principles concerning :
 - (a) Universalisation of Education.
 - (b) Abolition of Child Labour.
 - (c) Improving status of Women.
4. Explain the role of the State in the implementation of the Directive Principles.
5. Analyse the points of difference between the Fundamental Rights and the Directive Principles of State Policy. Are they both equally important? Give reasons.
6. Explain briefly the inter-relationship between the Fundamental Rights and the Directive Principles of State Policy.
7. Explain "the enjoyment of our rights depends upon the performance of our duties".
8. What are different kinds Fundamental Duties.
9. Evaluate the place of Fundamental Duties in the Indian Constitution.

ANSWERS TO INTEXT QUESTIONS

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>7.1 (i) Social and Economic
 (ii) Gandhian
 (iii) Miscellaneous
 (iv) Social and Economic
 (v) Gandhian
 (vi) Miscellaneous</p> | <p>7.2 (i) 14
 (ii) 1986
 (iii) Fundamental Rights
 (iv) Directive Principles
 (v) Fundamental Duties
 (vi) 1985
 (vii) 1/3</p> |
| <p>7.3 (i) Welfare
 (ii) Equitable
 (iii) Zamindari
 (iv) Fundamental Rights
 (v) Rural
 (vi) Cottage</p> | <p>7.4 (i) Positive
 (ii) Individual
 (iii) Non-justiciable
 (iv) Fundamental
 (v) Emphasizing
 (vi) Economic</p> |
| <p>7.5 (1) Yes (2) No
 (3) Yes (4) No</p> | <p>7.6 (i) Non-justiciable
 (ii) Ideals
 (iii) ambiguous
 (iv) Takes account</p> |

HINTS FOR TERMINAL EXERCISES

1. Refer to Section 7.1
2. Refer to Section 7.3
3. Refer to Section 7.4.1, 7.4.2, 7.4.3
4. Refer to Section 7.6
5. Refer to Section 7.7
6. Refer to Section 7.7
7. Refer to Section 7.8
8. Refer to Section 7.8.1
9. Refer to Section 7.8.2