

**HUMAN RIGHTS EDUCATION IN SCHOOLS IN INDIA: A
COMPARATIVE STUDY OF SYLLABUS PRESCRIBED BY THE
STATYE EDUCATION BOARD**

SUBMITTED TO

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PREFACE

Human rights and issues related thereto have taken center stage ever since the inception of the United Nations. Since the past several decades, different ideas have been mooted by academicians, judges, jurists and eminent thinkers etc. to help bring about more respect for human dignity.

Over the years, we have witnessed many positive actions on the part of the legislature as well as the judiciary insofar as many ameliorative legislative Acts and judgments seeking to protect human rights have been rendered. However, something seems to be amiss as reflected through the innumerable human rights infractions taking place on a daily basis.

This wide gap exists mainly due to the lack of awareness amongst the citizenry. No doubt that strong legal provisions are quintessential to fulfilling a nation-state's vision of a rights-based approach, nevertheless, the role of awareness of one's own rights & duties (towards other human beings) cannot be overlooked when we are attempting to garner respect for human rights.

From our own experiences we know that the human brain is most malleable during childhood and as we grow older, we keep becoming more rigid and set in our ways. Therefore, it is easier to raise children with a uniform belief in the dignity of fellow human beings rather than striving to correct adults who have become habitual to committing misdeeds i.e. earlier the intervention, more lasting the impression.

This study having been carried out across 29 states and Delhi NCR seeks to analyse the syllabus prescribed from class I to class XII in order to ascertain how much of a human rights-centric approach does each state board have and what are the best practices that may be adopted inter se so as to be able to raise children sensitive to the needs of other fellow beings.

The report brings out an objective analysis of the data analysed which may help the state boards to inculcate more human rights in their prescribed syllabus and adopt better teaching mechanisms. A major advantage of such an extensive comparative study is that it gives the states an opportunity to learn from the mistakes of one-another and customize what they like about the curriculum of other states in accordance to their own needs.

In the concluding section of the report, a set of recommendations have been provided that may help yield better results for the various boards functioning in India.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION:

The youth, as well as the children, play a pivotal part in the growth and development of a particular social structure. They are expected to form the basis of a social setup that is based on equality and protection of rights of the weaker sections. It is in the light of the responsibilities put upon the future generations that it becomes important that these children or young adults be sensitized about the basic rights that all human beings have.

Human rights are the basic fundamental rights of an individual irrespective of race, caste, religion, age etc. Education has a very important role to play in promotion and protection of human rights. It acts as an important tool to make us aware of our civil and political rights often called as the first generation rights and the social, economic and cultural rights known as the second generation rights.

In the absence of proper education and sensitization, one cannot be expected to respect the rights of others. The right to know one's rights is a human right in itself and therefore it is the duty of the state to ensure its citizens are given ample opportunities to learn about them.

Even on the International platform, human rights education has found recognition through the United Nations Declaration on Human Rights Education and Training. In addition to this, the General Assembly declared 1995 to 2004 as the United Nations Decade for Human Rights Education which called for universal human rights education.

Amnesty International, a leading human rights protection watch group also runs a Human Rights Education Program with the belief that learning about human rights is the first step towards respecting, promoting and defending these rights. Through human rights education, we can empower ourselves and others to develop the skills and attitudes that promote equality, dignity, and respect in the community, society and also across the globe.

1.2 UNDERSTANDING HUMAN RIGHTS:

Human Rights are the fundamental minimum guarantees that every human being ought to enjoy by virtue of having taken birth in the human form irrespective of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Although a very narrow and limiting viewpoint, it may be useful to mention the definition given to human rights under section 2 (1) (d) of the 'The Protection of Human Rights Act, 1993': "Human Rights means the rights relating to life, liberty, equality and dignity of the individual guaranteed by the Constitution or embodied in the International Covenants and enforceable by Courts in India."

The practice of slavery, apartheid, sati, caste system and the Holocaust are some of the prominent examples of human brutality on members of the same species. Having a set of minimum guarantees helps in securing our dignity and liberty, both as individuals and also as members of humankind.

Over the centuries, several attempts have been made to secure some form of fundamental rights for individuals. The most prominent of these efforts are highlighted as under:

- Magna Charta in 1215;
- Petition of Rights in 1628;
- The Bill of Rights (Declaration of Rights) in 1689, England;
- The American Declaration of Independence in 1776;
- The French Declaration of Human and Citizen Rights in 1789;

These individualistic efforts by countries culminated into the most comprehensive document on human rights ever in human history, namely the United Nations' Universal Declaration of Human Rights, 1948 (Hereinafter called 'UDHR'). It was the 1st document to have proclaimed the universality of human rights for all individuals irrespective of nationality. The significance of the UDHR is fathomable from the fact that it has been hailed as ".....the mine from which other conventions as well as national Constitutions protecting these rights have been and are being quarried".¹

¹ J.E.S. Fawcett, *The Law of Nations*, (1968), p. 158;

The following are some of the human rights decipherable from the ‘Universal declaration of human rights’, ‘International covenant on civil and political rights’, ‘International covenant on economic, social and cultural rights’, ‘Convention on the rights of child’ amongst other human rights instruments on the one hand and/or the Constitution of India, governmental legislation and decisions of the Indian courts on the other. These are:-

- Right to life;
- Right to liberty and security of person;
- Right against slavery and servitude;
- Right against torture and cruel, inhuman or degrading treatment or punishment;
- Right to recognition as a person before the law;
- Right to equality before the law;
- Right to effective remedy from national tribunals against violations of fundamental rights guaranteed by the Constitution or the law;
- Right against arbitrary arrest, detention or exile;
- Right to a fair trial;
- Right against arbitrary interference with one’s privacy, family, home etc.;
- Right to freedom of movement within one’s country;
- Right to leave and return to one’s country;
- Right to asylum against prosecution;
- Right to nationality;
- Right to marry;
- Right to family;
- Right to property;
- Right to freedom of thought, conscience and religion;
- Right to freedom of opinion and expression;
- Right to freedom of peaceful assembly;
- Right to form associations including trade unions;
- Right to take part in the government;
- Right to equal access to public service;
- Right to Vote (Universal and equal Suffrage);
- Right to social security;
- Right to work;

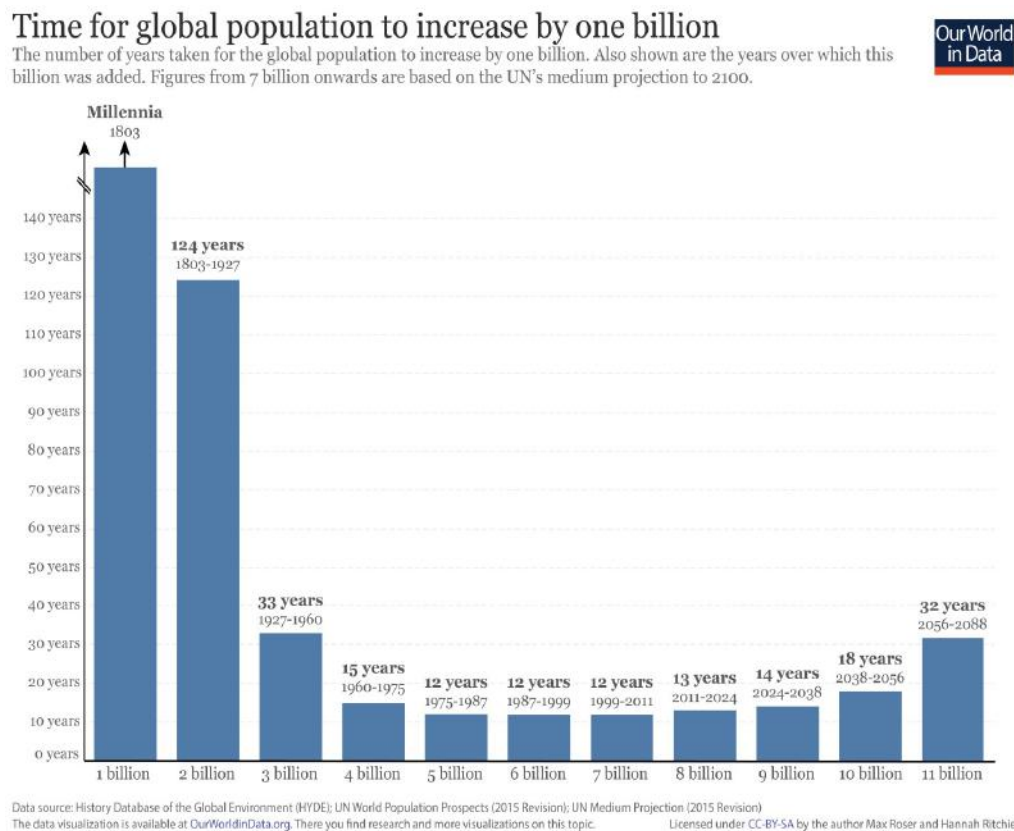
- Right to just and favourable conditions of work;
- Right to equal pay for equal work;
- Right to rest and leisure;
- Right to adequate standard of living;
- Right to food;
- Right to housing;
- Right to medical care/health;
- Right to education;
- Right to participate in the cultural life of the community;
- Right to scientific advancements and its benefits;
- Right to self-determination;
- Right against forced Labour;
- Right to equality;
- Right against discrimination;
- Rights of minorities to protect culture, religion and language;
- Right to freedom of occupation;
- Right against exploitation;
- Right against child-labour;
- Right to environment;
- Right to development;
- Right to live with dignity (rights of differently-abled);
- Right to live with dignity (rights of old-aged persons);
- Right to protection of the child;
- Right of the child to freedom of association;
- Right of the child to peaceful assembly;
- Right to development of the child;
- Right of the child against economic exploitation;
- Right of the child against sexual exploitation;
- Right of the child to rest, leisure and play;
- Right to freedom;
- Right to peace;
- Right to justice;

- Right to know;

1.3 IMPORTANCE OF HUMAN RIGHTS:

The two world wars serve as melancholic reminders of the brutality we are capable of as a species. However, even during times of peace, we have failed to preserve the sacredness of humanity with abundant examples of human rights violations on a daily basis. Thankfully, ever since the establishment of the United Nations in 1945, the issue of human rights violations has taken center stage and it is no longer an issue which can be swept under the rug.

The issue of human rights violations is closely linked to population explosion i.e. competing interests for valuable natural resources. *Figure 1* highlights the rapid rise in population. Although it may be difficult to imagine until about 200 years back, there were only a billion people inhabiting the Earth. In 2011 this number rose to a staggering 7 billion. Estimations in the figure beyond 2011 are based on UN projections.



(Figure 1)²

² Graph retrieved from 'Our World in Data', Website URL <https://ourworldindata.org/world-population-growth> [accessed 3 May 2018]

With so many humans competing for natural resources juxtaposed with the number of people that are projected to be or already have been displaced³ due to climate change (climate change refugees/persons displaced in the context of climate change)⁴, there is a likelihood of greater inter-country and intra-country conflicts in the near future resulting in innumerable infractions of human rights. Unless we begin to treat human rights as sacrosanct and inalienable, there is no way that we can protect our future generations from the scourge of human rights violations.

The growing importance of human rights is gatherable from the emphasis laid on human rights in the Sustainable Development Goals (hereinafter called ‘SDGs’) adopted by the United Nations General Assembly in 2015. The 17 sustainable development goals (SDGs) are as follows:

- Goal 1: No Poverty;
- Goal 2: Zero Hunger;
- Goal 3: Good Health and Well-being;
- Goal 4: Quality Education;
- Goal 5: Gender Equality;
- Goal 6: Clean Water and Sanitation;
- Goal 7: Affordable and Clean Energy;
- Goal 8: Decent Work and Economic Growth;
- Goal 9: Industry, Innovation and Infrastructure;
- Goal 10: Reduced inequalities;

³ “Displacement linked to climate change is not a future hypothetical – it’s a current reality: An annual average of 21.5 million people have been forcibly displaced by weather-related sudden onset hazards – such as floods, storms, wildfires, extreme temperature – each year since 2008. Thousands of others flee their homes in the context of slow-onset hazards, such as droughts or coastal erosion linked to sea level rise. There is high agreement among scientists that climate change, in combination with other drivers, is projected to increase displacement of people in the future”.-UNHCR

Website URL: <http://www.unhcr.org/news/latest/2016/11/581f52dc4/frequently-asked-questions-climate-change-disaster-displacement.html>[accessed 3 May 2018]

⁴ The term ‘climate refugee’ is misleading because in international law the word ‘refugee’ describes people fleeing war or persecution and who have crossed an international border. Climate change affects people inside their own countries, and typically creates internal displacement before it reaches a level where it pushes people across borders. It is therefore preferable to refer to ‘persons displaced in the context of climate change’. -UNHCR

Website URL: <http://www.unhcr.org/news/latest/2016/11/581f52dc4/frequently-asked-questions-climate-change-disaster-displacement.html>[accessed 3 May 2018]

- Goal 11: Sustainable Cities and Communities;
- Goal 12: Responsible Consumption and Production;
- Goal 13: Climate Action;
- Goal 14: Life below Water;
- Goal 15: Life on Land;
- Goal 16: Peace, Justice and Strong Institutions;
- Goal 17: Partnerships to achieve the Goals;

The SDGs are a set of 169 targets to be achieved by 2030. It is noteworthy that more than 90% of these targets relate to Human Rights⁵ and each of the 17 goals is linked to human rights in the most comprehensive manner.⁶

Further, the SDGs have been hailed as⁷:

Universal: While the ‘Millennium Development Goals’ (Hereinafter called ‘MDGs’) were restrictedly applicable to ‘developing countries’, the SDGs have an all-encompassing universal framework inasmuch as it is applicable to all countries across the globe.

Transformative: The SDGs make a shift from the traditional developmental approach and instead follow a “planet-centered, human rights-based, and gender-sensitive sustainable development that goes far beyond the narrow vision of the MDGs.”

Comprehensive: The SDGs are comprehensive in nature as they touch upon “issues related to all human rights, including economic, civil, cultural, political, social rights and the right to development.”

Inclusive: The SDGs are inclusive in the sense that they strive to achieve a world based on equality and non-discrimination seeking to promote human rights without discrimination on any grounds whatsoever.

⁵ The Danish Institute of Human Rights; Website URL <https://www.humanrights.dk/our-work/sustainable-development/human-rights-sdgs>[accessed 3 May 2018]

⁶ Kindly open link to view Human Rights linkages for each of the 17 SDGs: The Danish Institute of Human Rights, The Human Rights Guide to the Sustainable Development Goals; Website URL <http://sdg.humanrights.dk/>[accessed 3 May 2018]

⁷ United Nations Human Rights, Office of the High Commissioner: Website URL: <http://www.ohchr.org/EN/Issues/MDG/Pages/The2030Agenda.aspx>[accessed 3 May 2018]

Therefore, there can be no two opinions about the growing importance being attached to human rights.

1.4 HUMAN RIGHTS EDUCATION:

The right to know one's rights is a human right in itself. Article 1 of the 'Declaration on Human Rights Education and Training'⁸ (United Nations General Assembly Resolution-2011) states that all persons have a right to know and should have access to human rights education and training.

Former Chief Justice of India, Justice S. Rajendra Babu opines thusly "Human Rights Education is an indispensable part of the right to education and has of late gained larger recognition as a human right itself. The knowledge of the rights and freedoms, of oneself as much as of the others, is considered as a fundamental tool to guarantee the respect of all rights for each and every person."⁹

From our own experiences we know that the human brain is most malleable during childhood and as we grow older, we keep becoming more rigid and set in our ways. It is for this reason that interventions during childhood can help us become more sensitized to causes of concern to humanity as a whole which in turn will ensure the protection of human rights.

It would be pertinent to reproduce here the observations of Justice S. Rajendra Babu in regard to achieving the varied goals of education "To achieve such multifaceted goals for education, it is essentially important to imbibe the values of human rights among children, particularly at the formative years. In other words, the human rights values need to be set in the young minds so as to create a society full of people who have an understanding to respect the rights of fellow beings, and it would lead to a sustainable development where equality, opportunity, and mutual respect would be the order of the day. For addressing all these issues, there is a need to create an appropriate mechanism to address various issues of human rights education and concerns. .

⁸ Retrieved from [http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx) [accessed 3 May, 2018].

⁹ Forward by Justice S. Rajendra Babu, Module on human rights education for teaching professionals imparting education in primary, secondary, higher secondary levels, National Human Rights Commission; (2007) Website URL <http://nhrc.nic.in/Documents/Publications/ModuleonHR.pdf> [accessed 3 May 2018]

Human rights education can go a long way in sensitizing the children of today to become future torch bearers of human rights. Malala Yousafzai, the youngest Nobel Laureate is a shining example of how one child can change the lives of so many around the world. She is a human rights advocate focusing primarily on the rights of women, children, and education as a means to transform society. Human rights education is undoubtedly the most potent antidote to all the brutalities that afflict humanity. Only if we are sensitive and mindful of the needs of others can we truly preserve human rights.

Given the growing importance of human rights education, it is disheartening to see that the ‘National Policy on Education’ (2016) formulated nearly three decades after India’s last education policy makes just a single direct reference to the term ‘**human rights**’ under chapter IX entitled ‘Summary of Recommendations-Evolution of the National Policy of Education 2016’ in its 217 pages and the said reference is being reproduced hereunder:

*“Schools must develop in students, qualities like regularity and punctuality, cleanliness, good conduct, consideration for the elderly and respect for women. The process of education should inculcate a spirit of hard work and entrepreneurship, a respect for **human rights** and compassion for the disadvantaged sections of society. Every student should be made aware not only of his/her fundamental rights, but also of fundamental duties, laid down by the Constitution. The National Policy on Education should enable students to become responsible citizens of India in a globalized world.”¹⁰*

Nevertheless, there is a silver lining to this report in as much as value education has been given prime importance therein. Several indirect references to matters relating to human rights such as non-violence, peace, social justice, righteous conduct, right to education, mid-day meal scheme, child rights convention, National Commission for Protection of Child Rights Act (2005), educating children about fundamental rights and duties, equality, respecting secularism, social amity, respect towards women, care for the elderly and the need to preserve the environment etc. can be found in the report.

¹⁰ At page 170 <http://www.nuepa.org/New/download/NEP2016/ReportNEP.pdf> [accessed 3 May, 2018]

1.5 INTERNATIONAL & NATIONAL MANDATE FOR HUMAN RIGHTS LITERACY

The preamble to the Universal Declaration of Human Rights:

"The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction."

Article 26 (2) of Universal Declaration of Human Rights:

"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace".

Article 13 (1) of International Covenant on Economic, Social and Cultural Rights:

"The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance, and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace."

UNESCO's International Congresses

The 3 International Congresses held under the aegis of UNESCO, namely the 'International Congress on the teaching of human rights, Vienna, 1978',¹¹ the 'International Congress on human rights teaching, information and documentation, Malta, 1987',¹² and the 'International Congress on education for human rights and democracy, Montreal, 1993',¹³ lay down the framework for inculcating human rights teachings in the classroom. The Montreal Congress of 1993 has also adopted the 'World plan of action on education for human rights and democracy.'

The Vienna Declaration & Programme of Action adopted by the United Nations World Conference on Human Rights (Vienna, 1993)¹⁴ : Following are the relevant portions quoted from the aforesaid document-

Article 33 of Part I:

"The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms. The World Conference on Human Rights emphasizes the importance of incorporating the subject of human rights education programmes and calls upon States to do so. Education should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of United Nations activities in pursuance of these objectives. Therefore, education on human

¹¹ For the full text of the report: <http://unesdoc.unesco.org/images/0004/000401/040182eo.pdf> [accessed 3 May, 2018]

¹² For the full text of the report: <http://unesdoc.unesco.org/images/0007/000741/074172eb.pdf> [accessed 3 May, 2018]

¹³ For the full text of the report: <http://unesdoc.unesco.org/images/0016/001610/161096eo.pdf> [accessed 3 May, 2018]

¹⁴ UN General Assembly, *Vienna Declaration and Programme of Action*, 12 July 1993, A/CONF.157/23, available at: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/Vienna.aspx> [accessed 3 May 2018]

rights and the dissemination of proper information, both theoretical and practical, play an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international levels. The World Conference on Human Rights notes that resource constraints and institutional inadequacies may impede the immediate realization of these objectives.”

Article 78 of Part II (D) dealing with ‘Human Rights Education:

“The World Conference on Human Rights considers human rights education, training, and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.”

Article 79 of Part II (D) dealing with ‘Human Rights Education’:

“States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The World Conference on Human Rights calls on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions in formal and non-formal settings.”

Article 80 of Part II (D) dealing with ‘Human Rights Education:

“Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights.”

Article 81 of Part II (D) dealing with ‘Human Rights Education’:

“Taking into account the World Plan of Action on Education for Human Rights and Democracy, adopted in March 1993 by the International Congress on Education for Human Rights and Democracy of the United Nations Educational, Scientific and Cultural Organization, and other human rights instruments, the World Conference on Human Rights recommends that States develop specific programmes and strategies for ensuring the widest human rights education and the dissemination of public information, taking particular account of the human rights needs of women.”

Article 82 of Part II (D) dealing with ‘Human Rights Education’:

"Governments, with the assistance of intergovernmental organizations, national institutions, and non-governmental organizations, should promote an increased awareness of human rights and mutual tolerance. The World Conference on Human Rights underlines the importance of strengthening the World Public Information Campaign for Human Rights carried out by the United Nations. They should initiate and support education in human rights and undertake effective dissemination of public information in this field. The advisory services and technical assistance programmes of the United Nations system should be able to respond immediately to requests from States for educational and training activities in the field of human rights as well as for special education concerning standards as contained in international human rights instruments and in humanitarian law and their application to special groups such as military forces, law enforcement personnel, police and the health profession. The proclamation of a United Nations decade for human rights education in order to promote, encourage and focus these educational activities should be considered."

United Nations General Assembly Resolution number A/RES/49/184¹⁵. The much-needed impetus to the cause of human rights literacy came in the form of resolution number A/RES/49/184 wherein the General Assembly declared 1995-2004 as the ‘**United Nations Decade for Human Rights Education**’.

‘World Programme for Human Rights Education’ adopted by the United Nations General Assembly vide resolution number A/RES/59/113¹⁶ on the 10th of December 2004): Following the end of the ‘UN Decade for Human Rights Education’, the general assembly adopted the aforementioned programme to further the objectives of the UN Decade for Human Rights Education.

This resolution is based on the belief that human rights education is quintessential towards the actualization of human rights and fundamental freedoms of all beings without any distinction whatsoever. As opposed to the ‘UN Decade for Human Rights Education’ which ran between 1995-2004, the ‘World programme for Human Rights Education’ is an open-ended programme and currently in its 3rd phase of implementation.

- Phase 1 of the programme: The 1st phase ran between the period of 2005 to 2009 focusing on human rights education in the primary and secondary school setup;
- Phase 2 of the programme: The time-frame for the 2nd phase was 2010 to 2014 with the focus on human rights education for higher education and civil servants, law enforcement officials and the military.
- Phase 3 of the programme¹⁷: The third phase is currently underway. The time period for this phase is 2015-2019. During this phase, the focus is not only on strengthening the two phases that have been completed but also on promoting human rights training for media professionals and journalists.

United Nations General Assembly Resolution number A/RES/66/137¹⁸: The 14 articles of this resolution, namely the ‘**Declaration on Human Rights Education and Training**’ (2011) are dedicated singularly to the cause of spreading knowledge on human

¹⁵ For Full text of Resolution <http://www.un.org/documents/ga/res/49/a49r184.htm> [accessed 3 May, 2018]

¹⁶ For full text of Resolution [http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/WorldProgrammeForHumanRightsEducation\(2004\).aspx](http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/WorldProgrammeForHumanRightsEducation(2004).aspx) [accessed 3 May, 2018]

¹⁷ For full text of the Plan of Action for the 3rd phase <http://www.ohchr.org/Documents/Publications/ThirdPhaseWPHREducation.pdf> [accessed 3 May, 2018]

¹⁸ For full text: [http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining\(2011\).aspx](http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/UnitedNationsDeclarationonHumanRightsEducationandTraining(2011).aspx) [accessed 3 May, 2018].

rights at all levels including preschool, primary, secondary and higher education. The resolution is based on the principle that human rights education is a lifelong process and therefore, opportunities for human rights education and awareness ought to be extended to all ages.

Article 51 (c) of the Indian Constitution: Article 51 (c) being a directive principle mandates the Indian state to foster respect for International law and treaty obligations. India being a signatory to the ‘Universal Declaration of Human Rights’ (1948) and also having ratified the ‘International Covenant on Economic Social and Cultural Rights’ (1966) is obligated to effectively promote respect for human rights through education as required by Article 26 (2) of the UDHR and Article 13 (1) of the ICESCR.

Section 12 (h) of the ‘Protection of Human Rights Act, 1993’: “Spread human rights literacy among various sections of society and promote awareness of the safeguards available for the protection of these rights through publications, the media, seminars and other available means.”

M.C. Mehta V. Union of India¹⁹: The Supreme Court delivered a landmark judgment on 22.11.1991 in a Public Interest Litigation filed by environmental lawyer and activist, Mr. M.C. Mehta wherein it had the opportunity to delve into the question of the need for environmental education at the school and higher education level. The apex court laid down that all educational boards were required to enforce compulsory education on ‘environment’ from the following academic year.

Although the judgment does not deal with human rights education in its totality, it has helped add content in school curriculum on a particularly important facet of human rights, namely the ‘right to environment.’ The environmental content raises awareness amongst children about the alarming pace of environmental degradation and the need to protect our natural resources.

Intergenerational equity demands that people from all over the world become conscious consumers. The havoc we have raked in the post-industrialization era, stripping the earth of its natural resources at a speed that makes its replenishments impossible is something that the future generations will hold us accountable for. Sensitizing children to the

¹⁹1992 AIR 382

environmental cause instead of just theoretically expanding on the idea of environmental protection may be a step in the right direction.

Thus, it is abundantly evident from the foregoing discussion that Human Rights education for children, as well as elders, is indispensable towards the full realization of human rights. Only a human-rights based approach to education can ensure that the rights of fellow humans are not trampled upon as often as they are in today's world and each inhabitant of the planet can lead a life of dignity and worth.

1.6 STATEMENT OF THE PROBLEM:

The issue of Human Rights violations has been at hand for a very long time, perhaps it even precedes the coinage of the term 'human rights' given that humans have always been extremely competitive and at each other's throats. We have witnessed rights violations of the marginalized sections by the majority, of students by teachers and parents, of prisoners by prison authorities, of the tribal population by the non-tribes etc.

The State in its wisdom has enforced mechanisms for the protection of the Human Rights, be it by way of inclusion of such rights in the Constitution or by way of statutory provisions. Guidelines have also been laid down from time to time. However, these legal mechanisms have not proved effective in the protection of Human Rights.

There are frequent instances of Human Rights violations in schools by the fellow class mates, seniors, teachers, staff, and management. This is primarily because of the non-awareness amongst the masses about the essentiality of these rights. When the masses are not aware of their own and their fellow citizens' rights, enforcement would certainly be a problem. Keeping that in mind, it becomes imperative that citizens are informed about their basic human rights so that a better social order can prevail.

Our education system has failed miserably to address the cause of human rights as we still follow a very theoretical approach to education. This limited and traditional approach to education fails to sensitize the students to the needs and problems of fellow humans. Proper mechanisms need to be established so the children are not only made aware of their own rights but are also encouraged to respect the rights of fellow beings.

International, as well as National institutions, do recognize the importance of inculcating Human Rights in education and it is for this reason that the need arises to analyze the

status of Human Rights education imparted by the schools at various levels across different states of India. It is quintessential that the children are made aware of Human Rights right from the beginning so that they can nurture the true spirit of these rights.

The present research “**Human Rights Education in Schools in India: A Comparative Study of Syllabus prescribed by State Education Boards**” attempts to analyze the course content of the syllabus prescribed by the State Boards at the Primary, Secondary and Senior Secondary level in order to gauge the status of Human Rights Education imparted in the Indian schools.

1.7 RESEARCH QUESTIONS:

- Which subjects impart Human Rights Education in schools at Primary, Secondary and Senior Secondary levels?
- What is the course content of Human Rights Education imparted at Primary level in different states in India?
- What is the course content of Human Rights Education imparted at Secondary level in different states in India?
- What is the course content of Human Rights Education imparted at Senior Secondary level in different states in India?
- Is there any difference in the content of Human Rights Education imparted at different levels across different states in India?
- What is the course content of Human Rights Education imparted by NCERT books?
- Is there any difference in the content of Human Rights taught by NCERT books and State Board books?
- How much is the difference between the content of Human Rights Education in books of class IX and XI in some of the backward states of the country as against NCERT books?

1.8 OBJECTIVES OF THE STUDY:

- To analyse the subjects that impart Human Rights Education in schools at Primary, Secondary and Senior Secondary Levels.

- To analyse the course content of Human Rights Education imparted at Primary level in different states in India.
- To analyse the course content of Human Rights Education imparted at Secondary level in different states in India.
- To analyse the course content of Human Rights Education imparted at Senior Secondary level in different states in India.
- To compare the course content of Human Rights Education imparted at different levels across different states in India.
- To analyse the course content of Human Rights Education imparted by NCERT books.
- To compare the content of Human Rights taught by NCERT books and State Board books.
- To compare the content of Human Rights Education in books of class IX and XI in some of the backward states of the country as against NCERT books.

1.9 RESEARCH METHODOLOGY:

The study is both descriptive and analytical in nature. The relevant material has been collected from primary and secondary sources such as books on Human Rights education, papers in academic journals of various disciplines, government publications, reports, policy papers, relevant websites, databases, newspaper articles and newsletters etc. The major part of the research is Analytical. The requisite data has been collected through the compilation of the Syllabus prescribed by the various State Education Boards functioning across India.

1.10 LIMITATIONS:

- The study is confined to State Board schools curriculum only.
- Open schools and madrasas have not been studied.

CHAPTER 2

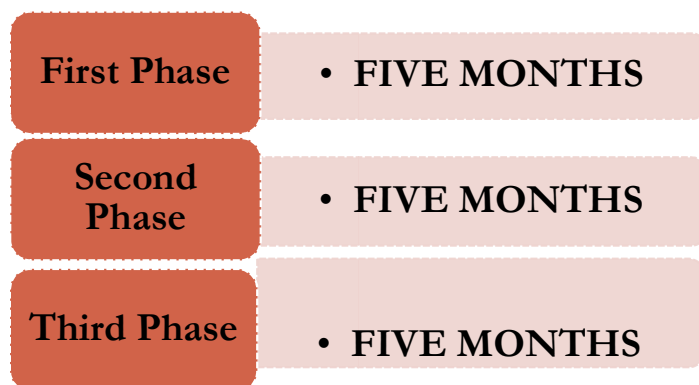
RESEARCH METHODOLOGY

This chapter discusses the research design and methodology for the present study. It includes Research plan, Research Sample, Data collection techniques and Research procedure. The limitations of the study will also be discussed in this chapter.

2.1 RESEARCH PLAN:

For the purpose of this study all the 29 states of India along with Delhi NCR were selected. A substantial part of the research included analysis into the syllabus and the text books prescribed by the 29 state boards in India along with Delhi NCR. For the purposes of which the same were collected from all states which enabled the investigators to have first-hand access to the curriculum for better documentation of the status of Human Rights Education in India.

The study was divided into three phases:



- In the **First Phase** the syllabus prescribed, the list of books as well as books of different state boards across India were procured. After which the books in local languages were translated so as to enable the investigators to analyse the same.
- In the **Second Phase** the curriculum taught by the State Boards from classes I-XII was analysed in direct and indirect context.
- Lastly in the **Third Phase** the report has been drafted which includes a detailed analysis of Human Rights Education in each state of India as well as comparative analysis of States Board Syllabus with NCERT to bring out the gaps in the

curriculum. In addition to it recommendations of the Investigators have also been laid down.

2.2 RESEARCH SAMPLE:

For undertaking this research all the state education boards across all the 29 states in India have been selected along with Delhi NCR

From each state data has been collected as per the following list:

SR. NO.	STATE	BOARD
1.	Andhra Pradesh	- Andhra Pradesh Board of Secondary Education, Hyderabad - Board of Intermediate Education, Govt. of AP
2.	Arunachal Pradesh	The data relating to the board is not available online so the researchers are in the process of finding the same.
3.	Assam	- Assam Higher Secondary Education Council, Bamunimaidan, Guwahati - Assam Board of Secondary Education, Guwahati
4.	Bihar	- Bihar Intermediate Education Council, Patna - Bihar school Examination Board, Patna
5.	Chhattisgarh	Chhattisgarh Board of Secondary Education, Raipur
6.	Goa	Goa Board of Secondary & Higher Secondary Education, Goa
7.	Gujarat	- Gujarat Secondary & Higher Secondary Education Board, Gandhi Nagar - Directorate of Primary Education
8.	Haryana	Haryana Board of School Education, Hansi Road, Bhiwani
9.	Himachal Pradesh	Himachal Pradesh Board of School Education, Dharamshala
10.	Jammu & Kashmir	J & K State Board of School Education, Srinagar/ Jammu

SR. NO.	STATE	BOARD
11.	Jharkhand	Jharkhand Academic Council, Ranchi
12.	Karnataka	- Karnataka Board of the Pre-University Education, Bangalore - Karnataka Secondary Education Examination Board, Bangalore
13.	Kerala	- Kerala Board of Public Examination, PareekshaBhawan, Thiruvananthapuram - Kerala Board of Higher Secondary Education, Thiruvananthapuram
14.	Maharashtra	Maharashtra State Board of Secondary and Higher Secondary Education, Pune
15.	Madhya Pradesh	Madhya Pradesh Board of Secondary Education, Bhopal
16.	Manipur	- Manipur Council of Higher Secondary Education, Imphal - Manipur Board of Secondary Education, Imphal
17.	Meghalaya	Meghalaya Board of School Education, Meghalaya
18.	Mizoram	Mizoram Board of School Education Chaltlan, Aizawl
19.	Nagaland	Nagaland Board of School Education, Kohima
20.	Orissa	- Orissa Council of Higher Secondary Education, Bhubaneswar - Orissa Board of Secondary Education, Cuttack
21.	Punjab	Punjab School Education Board, Mohali
22.	Rajasthan	Rajasthan Board of Secondary Education, Ajmer
23.	Sikkim	School are affiliated to the Cental Board of Secondary Education , New Delhi

SR. NO.	STATE	BOARD
24.	Tamil Nadu	- Tamil Nadu Board of Secondary Education - Tamil Nadu Board of Higher Secondary Education
25.	Telangana	- Telangana Board of Secondary Education - Telangana State Board of Intermediate Education
26.	Tripura	Tripura Board of Secondary Education, Agartal, Tripura West
27.	Uttar Pradesh	U.P. Board of High School & Intermediate Education, Allahabad
28.	Uttarakhand	Board of School Education, Uttarakhand
29.	West Bengal	- West Bengal Board of Secondary Education, Calcutta - West Bengal Council of Higher Secondary Education, Calcutta - West Bengal Board of Primary Education
30.	Delhi	- Delhi Board of Senior Secondary Education - Board of Higher Secondary Education, Delhi

2.3 RESEARCH PROCEDURE:

A. First Phase: Procurement

The First Phase was completed in the following stages:

- **Stage 1: Appointment of Research Associate and Research Assistant**

A Research Associate and a Research Assistant were appointed in accordance with the Terms and Conditions laid down by the Commission.

- **Stage 2: Procurement of Syllabus and Books of different State Boards**

The investigators procured syllabus and books prescribed by various state boards and Delhi NCR. For the purposes of same, the investigators visited some states, filed RTI applications and also hired persons in different states. For the

procurement of syllabus RTI's were filed to the State Boards of different states and (where ever available) syllabuses were downloaded from the official website of the state boards.

For the procurement of books investigators visited states, hired persons, contacted text book corporations and private book depots .Detailed list is given below:

S. NO.	STATE	MODE OF PROCUREMENT
1.	Andhra Pradesh	Person Hired, some e-books downloaded
2.	Arunachal Pradesh	Investigators were unable to find the details of the state board. NHRC was requested to help in the procurement. Subsequently a letter was sent to the Chief Secretary, Govt. of Arunachal Pradesh for helping the Investigators however the books could not be procured
3.	Assam	Person Hired, Text book Corporation contacted
4.	Bihar	Person Hired, some e-books downloaded
5.	Chhattisgarh	Person Hired, some e-books downloaded
6.	Delhi	Person Hired, some e-books downloaded
7.	Goa	Person Hired
8.	Gujarat	Person Hired, some e-books downloaded
9.	Haryana	e-books downloaded
10.	Himachal	Person Hired
11.	J & K	Person Hired
12.	Jharkhand	e-books downloaded
13.	Karnataka	Person Hired, some e-books downloaded
14.	Kerala	Person Hired
15.	Maharashtra	Principal Investigator visited, Person hired
16.	Madhya Pradesh	Principal Investigator visited, Person hired

S. NO.	STATE	MODE OF PROCUREMENT
17.	Manipur	Person Hired
18.	Meghalaya	Person Hired, Private book seller contacted
19.	Mizoram	Person Hired
20.	Nagaland	Person Hired
21.	Orissa	Person Hired, e-books downloaded
22.	Punjab	Investigators procured
23.	Rajasthan	Person Hired
24.	Sikkim	Person Hired
25.	Tamil Nadu	e-books downloaded
26.	Telangana	Person Hired
27.	Tripura	Procured with the help of Secretary, Tripura board of Secondary education
28.	Uttar Pradesh	Person Hired
29.	Uttarakhand	e-books downloaded
30.	West Bengal	Person Hired

. Stage 3: Translation of Syllabus and Books available in Regional Languages.

All the Textbooks of local languages were translated so as to extract the portions which deal with human rights. In the following states translators were hired:

SR. NO.	STATE	LANGUAGE
1.	Andhra Pradesh	Telugu
2.	Assam	Assamese
3.	Bihar	Urdu and Sanskrit
4.	Chhattisgarh	Sanskrit
5.	Goa	Konkani

SR. NO.	STATE	LANGUAGE
6.	Gujarat	Gujarati
7.	Himachal Pradesh	Sanskrit
8.	J & K	Urdu
9.	Karnataka	Kannada
10.	Kerala	Malayalam
11.	Maharashtra	Marathi
12.	Madhya Pradesh	Urdu and sanskrit
13.	Manipur	Manipuri
14.	Meghalaya	Khasi
15.	Mizoram	Mizo
16.	Orissa	Oriya
17.	Punjab	Punjabi
18.	Rajasthan	Sanskrit
19.	Sikkim	Nepali
20.	Tamil Nadu	Tamil
21.	Telangana	Telugu
22.	Tripura	Bengali
23.	Uttar Pradesh	Sanskrit and Urdu
24.	West Bengal	Bengali

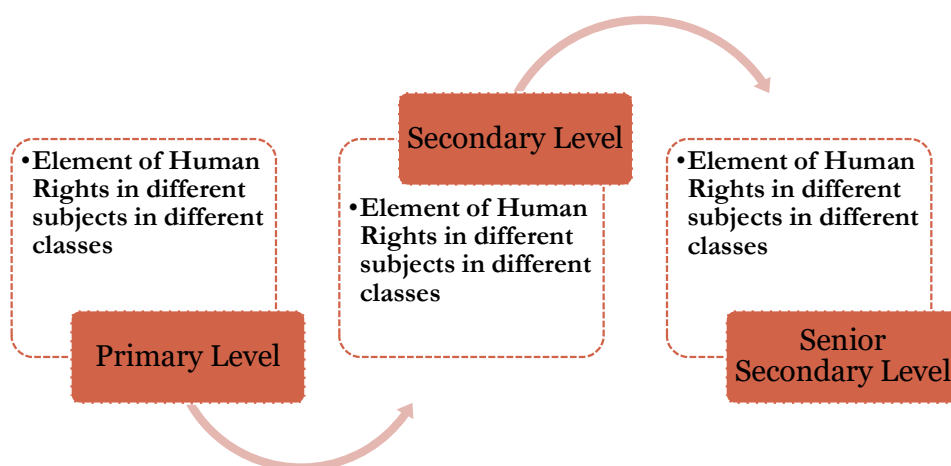
B. Second Phase : Data Analysis

The second phase of the study is Analytical Research .The Researchers analysed the Formal Curriculum in the light of Human Rights taught Directly and Indirectlyby State Board Schools in order to explore and evaluate the Human Rights content.

S. NO.	STATE	NUMBER OF BOOKS
1.	Andhra Pradesh	83
2.	Assam	84
3.	Bihar	98
4.	Chhattisgarh	68
5.	Delhi	114
6.	Goa	93
7.	Gujarat	84
8.	Haryana	114
9.	Himachal Pradesh	96
10.	Jammu& Kashmir	84
11.	Jharkhand	114
12.	Karnataka	61
13.	Kerala	77
14.	Maharashtra	69
15.	Madhya Pradesh	60
16.	Manipur	49
17.	Meghalaya	66
18.	Mizoram	80
19.	Nagaland	42
20.	Orissa	61
21.	Punjab	64
22.	Rajasthan	84
23.	Sikkim	119
24.	Tamil Nadu	115
25.	Telangana	85

S. NO.	STATE	NUMBER OF BOOKS
26.	Tripura	66
27.	Uttar Pradesh	99
28.	Uttarakhand	114
29.	West Bengal	68
30.	NCERT	148
	TOTAL	2559

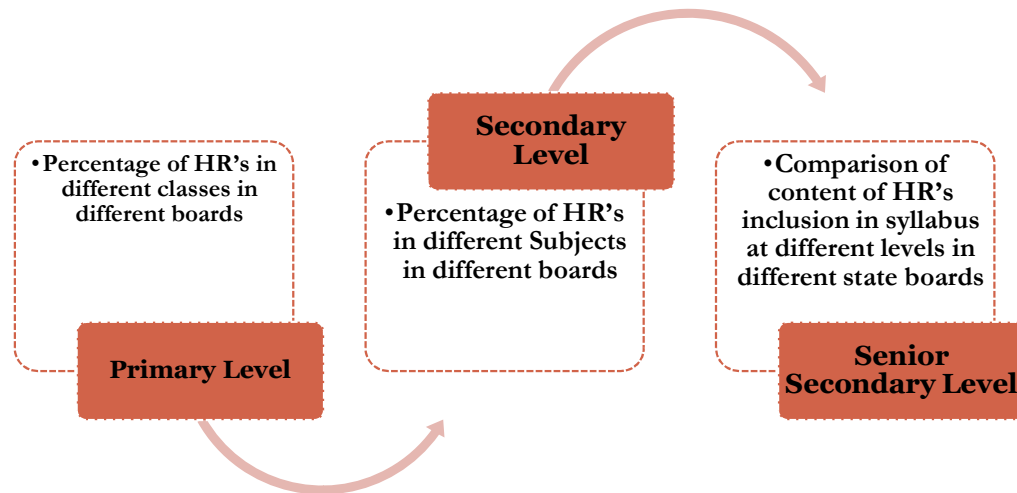
The analysis is done Subject wise, Class wise, Level wise and State wise.



Class wise and Subject wise Analysis : The researchers in order to carry out the class wise and subject wise analysis to find out the direct and indirect content of human rights taught have taken only the compulsory subjects (except maths) taught by the majority of the state board schools in a particular state. In order to analyse the human rights content in a particular class as well as subject the researchers have used the content analysis technique and the pages depicting direct human rights and indirect human rights were counted.

Level wise Analysis: The researchers have grouped classes into four levels that is Class I-V, Class VI-VIII, Class IX-X and Class XI-XII.

Comparative analysis is done of all the states Subject wise, Class wise and level wise.



Class wise and Subject wise Comparative Analysis: The researchers in order to carry out the class wise comparative analysis have calculated the percentage of direct and indirect human rights taught in all the classes from class I-XII in respective states. For subject wise comparative analysis the researchers have taken only those subjects which are uniformly taught in majority of the state board schools across India (Details at chapter 4).

C. Third Phase : Report Writing

Research report is a research document that contains basic aspects of the research project. The practical utility of research study depends heavily on the way it is presented to those who are expected to act on the basis of research findings.

Preparation of research report is not an easy task. It is an art. It requires a good deal of knowledge, imagination, experience, and expertise. It demands a considerable time and money.

Therefore in this phase the investigators have tried their best to write down the report in a manner so as to communicate research work with relevant people.

2.4 STATISTICAL TECHNIQUES EMPLOYED:

The investigators have employed the Content Analysis technique. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts.

In this study the Investigators have quantified and analysed the presence, meanings and relationships of words and concepts relating to human rights and then made inferences about the messages within the texts.

The researchers have also used Descriptive Analysis, Histograms, Pie charts, tables and graphs to represent the data in a structured, coherent and logical manner.

2.5 LIMITATIONS:

The Investigators could not analyse the Human Rights content in the books of Arunachal Pradesh due to non-procurement of the syllabus and books. Also the following books were not available and could not be analysed.

S.NO	STATE	BOOKS
1	Assam	Class 11: Assamese
2	Bihar	Class 7: Sanskrit
3	Chhattisgarh	Class 3 :English and Hindi
4	Jammu and Kashmir	Class 10 :Economics
5	Manipur	Class 8: –Scienceand Hindi
6	Meghalaya	Class6: EVSand Class 10:Khasi
7	Nagaland	Class 4-EVS
8	Orissa	Class 3-Hindi ,Class 11-12- Geography
9	Tamilnadu	Class 6 –Tamil
10	West Bengal	Class9- Geography
11.	Andhra Pradesh	Class 11-12 : Telugu

CHAPTER 4

CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN STATE BOARD SYLLABUS BOOKS

CLASS : I – V

DIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)				
		CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
1.	Andhra Pradesh	0	0	0	0.36	2.14
2.	Arunachal Pradesh*	-	-	-	-	-
3.	Assam	0	0	0	0	1.17
4.	Bihar	0	0	0	0	0.68
5.	Chhattisgarh	0	0	0	0	0.24
6.	Delhi	0	0	0	1.01	0.84
7.	Goa	0	0	0	0.86	0.76
8.	Gujarat	0	0	0	0	0
9.	Haryana	0	0	0	1.34	1.13
10.	Himachal	0	0	0.71	0.71	0
11.	J & K	0	0	0	0	0.71
12.	Jharkhand	0	0	0	1.01	0.84
13.	Karnataka	0	0	0.17	0.17	0.82
14.	Kerala	0	0	0	0	0
15.	Maharashtra	0	0	0	0	0.78
16.	Madhya Pradesh	0	0	0	1.93	1.22
17.	Manipur	0	0	0.20	0	0.20
18.	Meghalaya	0	0	0	0	0.01
19.	Mizoram	0	0	0	1.08	1.12
20.	Nagaland	0	0	0.45	0.60	0.36
21.	Orissa	0	0	0	0	0
22.	Punjab	0	0	0	0	0
23.	Rajasthan	0.45	0	0	1.72	0.60
24.	Sikkim	0	0	0	1.05	0.87
25.	Tamil Nadu	0	0	0	0.59	0.35
26.	Telangana	0	0	0	0.35	2.09
27.	Tripura	0	0	0	1.09	0.88
28.	Uttar Pradesh	0	0	0	0.16	0.15
29.	Uttarakhand	0	0	0	1.01	0.84
30.	West Bengal	0	0	0.38	0.37	1.84

Table 4.1: Class I-V Comparative Study of Human Rights (Direct Context)

Percentage = Pages depicting direct human rights/Total pages x 100

* Data not available

Table 4.1 highlights the comparative analysis (class I-V) carried out for human rights conveyed in the direct context.

In **class I**, no state other than Rajasthan conveys human rights directly and the percentage of direct references remains way below 1% for the aforementioned state.

Class II remains completely oblivious to the cause of human rights in the direct context.

As far as data for **class III** is concerned, merely 5 states have a miniscule presence of direct references i.e. Himachal Pradesh, Karnataka, Manipur, Nagaland and West Bengal.

A major improvement is noticeable in **class IV** as approximately two-thirds of the states take up the cause of human rights in the direct context. Madhya Pradesh has the maximum references, almost touching 2%.

Almost all the states mention human rights in the direct context in **class V**, Andhra Pradesh and Telangana breach the 2% mark for the 1st time in this segment.

Data for Arunachal Pradesh could not be procured.

**CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

CLASS : I – V

INDIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)				
		CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
1.	Andhra Pradesh	2.36	3.31	7.57	5.47	9.40
2.	Arunachal Pradesh*	-	-	-	-	-
3.	Assam	2.60	2.13	7.54	9.63	9.93
4.	Bihar	0.92	0.33	3.81	6	4.26
5.	Chhattisgarh	0.63	2.11	4.12	2.94	6.15
6.	Delhi	1.53	0.99	3.95	7.65	5.47
7.	Goa	4.02	3.80	5.97	9.38	5.44
8.	Gujarat	0.54	3.82	3.62	4.35	8.92
9.	Haryana	2.15	0.87	5.23	5.22	6.22
10.	Himachal	3.12	3.33	5.69	6.81	9.79
11.	J & K	0.4	2.85	3.50	5.6	3.38
12.	Jharkhand	1.53	0.99	3.95	7.65	5.47
13.	Karnataka	2.37	5.36	5.20	4.67	7.12
14.	Kerala	1.87	4.86	5.28	5.65	5
15.	Maharashtra	1.53	4.08	2.67	6.38	12.5
16.	Madhya Pradesh	3.96	4.76	5.55	8.83	9.59
17.	Manipur	1.36	5.34	4.29	6.76	5.8
18.	Meghalaya	6.86	4.45	6.41	6.36	9.07
19.	Mizoram	4	4.25	5.39	8.51	8.22
20.	Nagaland	2.94	13.28	5.45	6.66	14.76
21.	Orissa	1.08	4.96	3.29	8.72	6.77
22.	Punjab	2.36	3.80	4.73	8.90	7.58
23.	Rajasthan	1.36	7.43	7.41	7.47	11.89
24.	Sikkim	2.04	2.49	5.44	7.09	6.24
25.	Tamil Nadu	4.91	3.87	4.55	7.78	5.03
26.	Telangana	2.40	3.24	6.92	5.33	8.52
27.	Tripura	3.05	1.72	5.97	7.05	5.76
28.	Uttar Pradesh	0	3.80	5.81	8.89	9.40
29.	Uttarakhand	1.53	0.99	3.95	7.65	5.47
30.	West Bengal	1.34	1.06	8.58	4.48	7.39

Table 4.2: Class I-V Comparative Study of Human Rights (Indirect Context)

Percentage = Pages depicting indirect human rights/Total pages x 100

* Data not available

Table 4.2 highlights the comparative analysis (class I-V) carried out for human rights conveyed in the indirect context. Apart from the 0 references in the syllabus prescribed for class I of the Uttar Pradesh state board, indirect references can be found in all the classes of all states in this segment.

As far as state-wise data for **class I** is concerned, the state of Tamil Nadu takes the lead with 4.91% of the prescribed syllabus conveying human rights in the indirect context.

Whereas Nagaland with 13.28% of its syllabus conveying human rights occupies the top spot, Rajasthan with 7.43% is a faraway second in the analysis carried out for **class II**.

West Bengal with 8.58% of the syllabus conveying human rights indirectly has the maximum presence in **class III**. It is noteworthy that more than 50% of the states analysed cross the 5% mark in class III.

A major improvement is apparent in the overall coverage of human rights in **class IV** in comparison to the preceding classes with Assam (9.63%) and Goa (9.38%) surpassing the 9% mark.

The trend of greater number of overall indirect references as we move towards higher classes continues in **class V** with 3 states crossing the 10% mark. At 14.76% of human rights conveyed indirectly, Nagaland tops the evaluation for class V.

Data for Arunachal Pradesh could not be procured.

**CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

CLASS : VI – VIII

DIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)		
		CLASS VI	CLASS VII	CLASS VIII
1.	Andhra Pradesh	0.91	2.45	2.68
2.	Arunachal Pradesh *	-	-	-
3.	Assam	0.59	1.88	2.37
4.	Bihar	1.48	5.19	1.92
5.	Chhattisgarh	0.51	1.21	1.91
6.	Delhi	0.57	1.13	5.53
7.	Goa	0.48	0.97	4.89
8.	Gujarat	1.54	0.49	0.58
9.	Haryana	0.64	1.28	6.27
10.	Himachal	0.64	1.20	6.68
11.	J & K	0	0.64	1.12
12.	Jharkhand	0.57	1.13	5.53
13.	Karnataka	0.85	2.06	0.77
14.	Kerala	0	1.21	0.42
15.	Maharashtra	0.83	1.41	1.43
16.	Madhya Pradesh	0.30	2.29	1.13
17.	Manipur	0.96	1.36	9.64 [†]
18.	Meghalaya	1.62	1.28	3.87
19.	Mizoram	0.79	1.37	6.46
20.	Nagaland	1.03	1.20	2.46
21.	Orissa	0	0.11	0
22.	Punjab	0.62	1.12	1.84
23.	Rajasthan	1.09	3.68	1.69
24.	Sikkim	0.62	1.24	6.14
25.	Tamil Nadu	0.88	1.04	0.93
26.	Telangana	0.91	2.35	2.58
27.	Tripura	0.64	1.30	6.30
28.	Uttar Pradesh	0.25	1.28	0.72
29.	Uttarakhand	0.57	1.13	5.53
30.	West Bengal	0.09	0	0.76

Table 4.3: Class VI-VIII Comparative Study of Human Rights (Direct Context)

Percentage = Pages depicting direct human rights/Total pages x 100

* Data not available

† The calculation is based on the basis of English, Social Science and Manipuri

Table 4.3 highlights the comparative analysis (class VI-VIII) carried out for human rights conveyed in the direct context.

As far as data for **class VI** is concerned, barring 3 states, all the other states convey human rights directly and 5 states surpass the 1% mark.

As regards data for **class VII**, whereas Bihar conveys the maximum percentage of human rights in the direct context @ 5.19% on the one hand, West Bengal does not convey a single human right on the other.

Class VIII by far exceeds the percentage of prescribed syllabus conveying human rights directly in comparison to all the preceding classes. Orissa is the only state with no direct references to human rights. Manipur with 9.64% of the prescribed syllabus dealing with human rights conveys the highest percentage of human rights in the direct context.

Data for Arunachal Pradesh could not be procured.

**CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

CLASS : VI – VIII

INDIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)		
		CLASS VI	CLASS VII	CLASS VIII
1.	Andhra Pradesh	5.35	9.16	8.21
2.	Arunachal Pradesh*	-	-	-
3.	Assam	4.82	9.03	9.78
4.	Bihar	6.34	9.95	7.44
5.	Chhattisgarh	6.19	4.09	6.43
6.	Delhi	4.90	6.44	9.23
7.	Goa	4.28	5.79	8.72
8.	Gujarat	6.67	6.44	10.88
9.	Haryana	5.40	6.94	10.37
10.	Himachal	5.40	6.51	11.05
11.	J & K	3.72	2.70	5.20
12.	Jharkhand	4.90	6.44	9.23
13.	Karnataka	5.95	7.73	5.35
14.	Kerala	7.69	7.75	4.05
15.	Maharashtra	9.77	5.65	5.50
16.	Madhya Pradesh	8.63	8	10.98
17.	Manipur	9.82	9.86	14.14 [†]
18.	Meghalaya	7.83	4.34	10.71
19.	Mizoram	9.18	8.31	11.39
20.	Nagaland	6.95	7.48	5.33
21.	Orissa	3.39	6.24	4.64
22.	Punjab	8.55	7.75	10.94
23.	Rajasthan	5.62	9.98	11.86
24.	Sikkim	5.75	8.18	9.56
25.	Tamil Nadu	5.98	5.10	7.67
26.	Telangana	5.69	8.13	8.01
27.	Tripura	5.80	7.32	10.01
28.	Uttar Pradesh	8.78	7.68	10.46
29.	Uttarakhand	4.90	6.44	9.23
30.	West Bengal	4.07	10.35	7.49

Table 4.4: Class VI-VIII Comparative Study of Human Rights (Indirect Context)

Percentage=Pages depicting indirect human rights/Total pages x 100

* Data not available

† The calculation is based on the basis of English, Social Science and Manipuri

Table 4.4 highlights the comparative analysis (class VI-VIII) carried out for human rights conveyed in the indirect context. There is not one class where we do not find mention of indirect references.

Class VI: The percentage of indirect references range from 3.39% (Odisha) to 9.82% (Manipur).

Class VII: Jammu and Kashmir with a miniscule 2.70% of the prescribed syllabus conveying human rights indirectly stands at the bottom with the least percentage. Moreover, J & K suffers a fall of over 1% in the number of indirect references when compared to the preceding class. On the other hand, West Bengal stands tall with 10.35% of its prescribed syllabus conveying human rights indirectly, making it the only state with figures running in double-digits for class VII.

Class VIII: 11 states achieve the feat of entering double digits as regards percentage of prescribed syllabus conveying human rights, 14.14% (Manipur) being the highest in any of the classes analysed in this segment. Kerala with 4.05% of its prescribed syllabus conveying human rights indirectly stands at the bottom of the ladder.

Data for Arunachal Pradesh could not be procured.

**CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

CLASS : IX – X

DIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)	
		CLASS IX	CLASS X
1.	Andhra Pradesh	2.21	1.67
2.	Arunachal Pradesh*	-	-
3.	Assam	0.51	0.85
4.	Bihar	2.41	1.77
5.	Chhattisgarh	3.15	3.06
6.	Delhi	2.65	2.17
7.	Goa	3.99	0.47
8.	Gujarat	0.17	2.78
9.	Haryana	2.75	2.28
10.	Himachal	2.97	2
11.	J & K	1.52	0.34
12.	Jharkhand	2.65	2.17
13.	Karnataka	2.01	2.08
14.	Kerala	1.34	0.72
15.	Maharashtra	0.85	1.21
16.	Madhya Pradesh	1.72	0.80
17.	Manipur	2.49	1.25
18.	Meghalaya	3.19	2.15
19.	Mizoram	2.30	0.92
20.	Nagaland	2.75	2.99
21.	Orissa	2.98	0.27
22.	Punjab	0.07	0.26
23.	Rajasthan	2.75	2.28
24.	Sikkim	2.39	2.02
25.	Tamil Nadu	1.61	3.50
26.	Telangana	2.21	1.71
27.	Tripura	2.46	0.55
28.	Uttar Pradesh	2.65	2.17
29.	Uttarakhand	2.65	2.17
30.	West Bengal	0	0.33

Table 4.5: Class IX-X Comparative Study of Human Rights (Direct Context)

Percentage=Pages depicting direct human rights/Total pages x 100

* Data not available

Table 4.5 highlights the comparative analysis (class IX-X) carried out for human rights conveyed in the direct context.

Class IX: Apart from the state of West Bengal, human rights in the direct context are present in all other states. Whereas two-thirds of the states cross the 2% mark, it is Goa at 3.99% that conveys the highest percentage of human rights in the indirect context.

Class X: There is a drastic fall in the overall percentage of prescribed syllabus conveying human rights indirectly in class X when compared to the preceding class. Less than half the states cross the 2% benchmark and Tamil Nadu at 3.50% is the state with the maximum syllabus conveying human rights indirectly.

Data for Arunachal Pradesh could not be procured.

**CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

CLASS : IX – X

INDIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)	
		CLASS IX	CLASS X
1.	Andhra Pradesh	6.78	11.18
2.	Arunachal Pradesh*	-	
3.	Assam	6.52	13.51
4.	Bihar	8.85	12.62
5.	Chhattisgarh	4.55	5.28
6.	Delhi	9.36	12.59
7.	Goa	11.31	14.40
8.	Gujarat	6.66	8.52
9.	Haryana	9.71	13.24
10.	Himachal	9.97	13.77
11.	J & K	3.88	4.04
12.	Jharkhand	9.36	12.59
13.	Karnataka	5.29	5.47
14.	Kerala	4.56	4.80
15.	Maharashtra	10.69	14.72
16.	Madhya Pradesh	9.04	13.70
17.	Manipur	8.10	7.43
18.	Meghalaya	11.94	10.57
19.	Mizoram	7.40	9.64
20.	Nagaland	12.67	18.52
21.	Orissa	4.10	1.10
22.	Punjab	11.36	9.94
23.	Rajasthan	9.71	13.24
24.	Sikkim	9.73	12.96
25.	Tamil Nadu	7.12	9.12
26.	Telangana	6.70	11.61
27.	Tripura	1.54	3.07
28.	Uttar Pradesh	9.36	12.59
29.	Uttarakhand	9.36	12.59
30.	West Bengal	6.88	9.50

Table 4.6: Class IX-X Comparative Study of Human Rights (Indirect Context)

Percentage = Pages depicting indirect human rights/Total pages x 100

* Data not available

Table 4.6 highlights the comparative analysis (class IX-X) carried out for human rights conveyed in the indirect context. There is not one class where we do not find mention of indirect references.

Class IX: More than half the states cross the 8% benchmark. A major improvement in indirect references is noticeable when compared to the preceding classes. Nagaland with 12.67% of its prescribed syllabus conveying human rights in the indirect context stands at the top of the pyramid.

Class X shows tremendous gains in indirect references with two-thirds of the states crossing the 8% benchmark. Like class IX, Nagaland takes the lead with 18.52% of the prescribed syllabus conveying human rights indirectly.

Data for Arunachal Pradesh could not be procured.

**CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

CLASS : XI – XII

DIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)	
		CLASS XI	CLASS XII
1.	Andhra Pradesh	6.15	0.99
2.	Arunachal Pradesh*	-	-
3.	Assam	7.41	1.04
4.	Bihar	6.15	0.99
5.	Chhattisgarh	6.15	0.99
6.	Delhi	6.15	0.99
7.	Goa	4.59	1.09
8.	Gujarat	1.39	0.79
9.	Haryana	6.15	0.99
10.	Himachal	6.15	0.99
11.	J & K	6.15	0.99
12.	Jharkhand	6.15	0.99
13.	Karnataka	2.18	1.69
14.	Kerala	6.35	1.09
15.	Maharashtra	2.93	3.11
16.	Madhya Pradesh	2.16	2.90
17.	Manipur	7.44	1.46
18.	Meghalaya	1.28	2.41
19.	Mizoram	5.58	1.23
20.	Nagaland	3.68	1.24
21.	Orissa	0.95	0.28
22.	Punjab	2.94	0.88
23.	Rajasthan	6.15	0.99
24.	Sikkim	4.84	0.87
25.	Tamil Nadu	1.03	0.77
26.	Telangana	5.23	0.94
27.	Tripura	4.57	0
28.	Uttar Pradesh	6.15	0.99
29.	Uttarakhand	6.15	0.99
30.	West Bengal	2.49	2.80

Table 4.7: Class XI-XII Comparative Study of Human Rights (Direct Context)

Percentage=Pages depicting direct human rights/Total pages x 100

* Data not available

Table 4.7 highlights the comparative analysis (class XI-XII) carried out for human rights conveyed in the direct context.

Class XI: All the states help foster respect for human rights, although the percentage of human rights conveyed vary from state to state. Whereas more than half the states cross the 5% benchmark, it is Manipur at 7.44% that leads the way.

The figures for **class XII** disappoint in the sense that more than half the states remain below the 1% mark. Maharashtra with 3.11% of its prescribed syllabus conveying human rights is the only state to cross the 3% mark. All in all, class XII suffers a major dip in references when compared to class XI.

Data for Arunachal Pradesh could not be procured.

**CLASS WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

CLASS : XI – XII

INDIRECT CONTEXT

S. NO.	STATE	HUMAN RIGHTS TAUGHT (Figures in %)	
		CLASS XI	CLASS XII
1.	Andhra Pradesh	11.30	7.40
2.	Arunachal Pradesh*	-	-
3.	Assam	11.41	9.50
4.	Bihar	11.30	7.40
5.	Chhattisgarh	11.30	7.40
6.	Delhi	11.30	7.40
7.	Goa	10.64	7.12
8.	Gujarat	4.66	10.91
9.	Haryana	11.30	7.40
10.	Himachal	11.30	7.40
11.	J & K	11.30	7.40
12.	Jharkhand	11.30	7.40
13.	Karnataka	10.21	5.45
14.	Kerala	12.05	6.41
15.	Maharashtra	9.41	12.04
16.	Madhya Pradesh	9.63	8.93
17.	Manipur	6.37	8.81
18.	Meghalaya	7.04	9.50
19.	Mizoram	6.12	8.94
20.	Nagaland	4.06	8.25
21.	Orissa	0.95	2.77
22.	Punjab	8.60	6.43
23.	Rajasthan	11.30	7.40
24.	Sikkim	10.52	7.36
25.	Tamil Nadu	3.51	5.42
26.	Telangana	11.06	7.49
27.	Tripura	2.28	2.89
28.	Uttar Pradesh	11.30	7.40
29.	Uttarakhand	11.30	7.40
30.	West Bengal	9.43	9.39

Table 4.8: Class XI-XII Comparative Study of Human Rights (Indirect Context)

Percentage = Pages depicting indirect human rights/Total pages x 100

*** Data not available**

Table 4.8 highlights the comparative analysis (class XI-XII) carried out for human rights conveyed in the indirect context. There is not one class where we do not find mention of indirect references.

Class XI: Two-thirds of the states cross the 9% benchmark. Kerala with 12.05% of its syllabus conveying human rights in the indirect context is the only state to cross the 12% benchmark.

Class XII: Merely 5 states cross the 9% benchmark. As in the case of direct references for this segment, indirect references also reflect a fall in total percentage of references in class XII. Maharashtra with 12.04% of its syllabus conveying human rights in the indirect context is the only state to scrape through the 12% benchmark.

Data for Arunachal Pradesh could not be procured.

**SUBJECT WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

S. NO.	STATE	ENGLISH (Class I-XII)		HINDI (Class I-XII)	
		Direct	Indirect	Direct	Indirect
1.	Andhra Pradesh	0.08	7.69	0.03	4.81
2.	Arunachal Pradesh * Pradesh *	-	-	-	-
3.	Assam	0.21	6.35	0	2.77
4.	Bihar	0.29	7.11	0.08	6.25
5.	Chhattisgarh	0.40	4.02	0.10	5.74
6.	Delhi	0.21	6.35	0	5.11
7.	Goa	0	4.81	0.05	4.39
8.	Gujarat	0.11	4.86	0	2.42
9.	Haryana	0.21	6.35	0	5.11
10.	Himachal	0.24	6.83	0.03	5.68
11.	J & K	0.09	3.50	0.04	5.16
12.	Jharkhand	0.21	6.35	0	5.11
13.	Karnataka	0	3.32	0	3.55
14.	Kerala	0.05	3.28	0	6.01
15.	Maharashtra	0	4.69	0	5.67
16.	Madhya Pradesh	0	8.87	0	10.43
17.	Manipur	0	3.76	0	2.60
18.	Meghalaya	0	4.76	0	4.20
19.	Mizoram	0	4.52	0	4.83
20.	Nagaland	0	3.86	**	**
21.	Orissa	0	1.29	0	3.68
22.	Punjab	0	4.83	0	7.66
23.	Rajasthan	0.41	8.54	0.08	7.75
24.	Sikkim	0.21	6.35	0	5.11
25.	Tamil Nadu	0.31	3.85	**	**
26.	Telangana	0.08	7.69	0.03	4.81
27.	Tripura	0	2.97	0	2.97
28.	Uttar Pradesh	0.32	9	0.07	7.68
29.	Uttarakhand	0.21	6.35	0	5.11
30.	West Bengal	0	3.36	0	4.56

Table 4.2.1: Subject wise Comparative Study of Human Rights

* Data not available

**Not Applicable

**Percentage = Pages depicting human rights (direct/indirect) from Class I-XII in a
subject/Total pages in the textbook of a subject from class I-XII x 100**

Table 4.2.1 highlights the subject-wise comparative analysis carried out for **English** and **Hindi**. The percentage of prescribed syllabus conveying human rights in the direct context is negligible in both the subjects.

Rajasthan at 0.41% (English) and Chhattisgarh at 0.10% (Hindi) top the charts in the segment i.e. direct references. In the indirect context, English seems to do slightly better than Hindi in the overall analysis. Madhya Pradesh has the highest concentration of references in English as well as Hindi in the indirect segment.

**SUBJECT WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

S. NO.	STATE	EVS & SCIENCE (Class III-X)		SOCIAL SCIENCE (Class VI-X)	
		Direct	Indirect	Direct	Indirect
1.	Andhra Pradesh	0.86	8.43	8.08	14.42
2.	Arunachal Pradesh * Pradesh *	-	-	-	-
3.	Assam	1.30	12.11	4.93	13.84
4.	Bihar	0.36	7.07	7.01	13.36
5.	Chhattisgarh	0	4.28	7.66	8.02
6.	Delhi	1.42	8.31	8.55	16.47
7.	Goa	1.49	10.17	7.75	17.06
8.	Gujarat	0	8.59	5.51	14.51
9.	Haryana	1.42	8.31	8.55	16.47
10.	Himachal	0.84	8.63	8.14	16.39
11.	J & K	0.17	2.57	2.27	7.27
12.	Jharkhand	1.42	8.31	8.55	16.47
13.	Karnataka	0.37	5.82	6.13	10.98
14.	Kerala	0.13	4.23	2.97	7.13
15.	Maharashtra	0.55	8.10	3.83	20.4
16.	Madhya Pradesh	0.73	9.11	4.88	16.77
17.	Manipur	0.33	10.92	6.21	11.50
18.	Meghalaya	0.40	5.04	5.88	11.20
19.	Mizoram	1.01	8.59	7.72	15.45
20.	Nagaland	0.43	6.62	3.91	11.25
21.	Orissa	0	4.26	2.11	6.81
22.	Punjab	0.13	10.87	2	14.68
23.	Rajasthan	0.78	6.52	7.82	16.77
24.	Sikkim	1.42	8.31	8.55	16.47
25.	Tamil Nadu	0.34	6.61	4.35	11.99
26.	Telangana	0.86	8.43	8.08	14.42
27.	Tripura	1.06	6.96	6.52	8.52
28.	Uttar Pradesh	0.59	8.64	5.58	17.75
29.	Uttarakhand	1.42	8.31	8.55	16.47
30.	West Bengal	0.54	9.25	0.77	9.32

Table 4.2.2: Subject wise Comparative Study of Human Rights

* Data not available

**Not Applicable

**Percentage = Pages depicting human rights (direct/indirect) in a subject/Total pages
in the textbook of a subject x 100**

Table 4.2.2 highlights the subject-wise comparative analysis carried out for **E.V.S. & Science** on the one hand and **Social Science** on the other. The percentage of prescribed syllabus conveying human rights in the direct context is negligible in both the subjects.

Social Science performs way better than E.V.S. & Science in the direct as well as the indirect segment. In the direct context, whereas none of the states reach the 2% mark in E.V.S. & Science, nearly two-thirds of the states cross the 5% mark in Social Science. Similarly, in the indirect context, whereas only 3 states cross the 10% mark in E.V.S. & Science, more than two-thirds of the states cross the 10% mark in Social Science.

S. NO.	STATE	Geography (Class XI-XII)		Political Science (Class XI-XII)		Sociology (Class XI-XII)		History (Class XI-XII)		Economics (Class XI-XII)	
		D	ID	D	ID	D	ID	D	ID	D	ID
1.	Andhra Pradesh	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
2.	Arunachal Pradesh*	-	-	-	-	-	-	-	-	-	-
3.	Assam	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
4.	Bihar	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
5.	Chhattisgarh	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
6.	Delhi	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
7.	Goa	0.17	0.71	13.16	10.04	4.31	28.07	0.18	4.15	0	0
8.	Gujarat	0	5.11	11.30	16.66	1.04	22.39	0	4.05	1.42	8.21
9.	Haryana	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
10.	Himachal	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
11.	J & K	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
12.	Jharkhand	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
13.	Karnataka	0	4.4	12.79	2.81	4.30	19.87	0	9.86	0	8.10
14.	Kerala	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
15.	Maharashtra	0.39	1.57	15.59	22.5	5.07	26.81	2.00	10.44	2.89	1.23
16.	Madhya Pradesh	0	7.63	10.32	4.64	6.17	12.22	0.75	9.10	0.56	9.90
17.	Manipur	0.80	3.71	17.50	11.09	4.18	23.95	0.41	5.88	0	0
18.	Meghalaya	0.20	8.55	13.57	8.27	4.18	23.95	0.63	12.10	0	8.10
19.	Mizoram	0.17	6.67	17.78	8.70	4.18	23.95	0.28	6.37	0	0
20.	Nagaland	0.79	4.35	12.41	6.55	4.41	16.91	0.68	5.44	0.57	5.20
21.	Orissa	*	*	3.47	6.58	0	2.29	0.30	1.54	0	0
22.	Punjab	0	0.34	5.48	4.93	0.88	14.97	0	9.48	1.98	5.79
23.	Rajasthan	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
24.	Sikkim	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
25.	Tamil Nadu	1.20	6.02	4.81	2.10	**	**	0.26	5.98	0	1.89
26.	Telangana	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
27.	Tripura	*	*	12.58	0	0.51	4.38	0	3.05	*	*
28.	U.P.	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
29.	Uttarakhand	0.20	8.55	17.78	8.70	4.18	23.95	0.28	6.37	0	8.10
30.	West Bengal	0	8.51	7.64	12.31	8.83	21.55	0	11.29	16.97	1.95

Table 4.2.3: Subject wise Comparative Study of Human Rights

**Percentage = Pages depicting human rights (direct/indirect) in a subject/Total pages
in the textbook of a subject x 100**

* Data not available

**Not Applicable

Table 4.2.3 highlights the subject-wise comparative analysis carried out for five subjects i.e. Geography, Political Science, Sociology, Economics and History.

In the direct context, Political Science outnumbers all the other four subjects. Sociology is a distant second. Geography, Economics and History perform poorly in this segment.

In the indirect context, Sociology takes a grand lead. Political Science occupies the 2nd place with the references being significantly lower than Sociology. Geography, Economics and History appear to be on a similar footing in regard to the percentage of prescribed syllabus conveying human rights in the indirect context.

**LEVEL WISE COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN
STATE BOARD SYLLABUS BOOKS**

DIRECT CONTEXT

S. NO.	STATE	I-V	VI-VIII	IX-X	XI-XII
		(All figures are in %)			
1.	Andhra Pradesh	0.59	2.08	1.91	2.93
2.	Arunachal Pradesh *	--	--	--	--
3.	Assam	0	1.64	0.69	3.45
4.	Bihar	0.20	2.60	2.07	3.12
5.	Chhattisgarh	0.08	1.27	3.11	2.95
6.	Delhi	0.39	2.53	2.38	6.48
7.	Goa	0.51	2.77	2.22	2.02
8.	Gujarat	0	0.84	1.44	1.04
9.	Haryana	0.39	2.53	2.38	6.48
10.	Himachal	0.29	2.85	2.34	4.08
11.	J & K	0.21	0.63	0.93	2.95
12.	Jharkhand	0.39	2.53	2.38	6.48
13.	Karnataka	0.27	1.16	2.05	1.90
14.	Kerala	0	0.57	1.13	3.28
15.	Maharashtra	0.19	1.27	1.00	2.89
16.	Madhya Pradesh	0.62	1.74	1.20	2.11
17.	Manipur	0.10	2.91	1.82	0.04
18.	Meghalaya	0.77	2.12	2.68	2
19.	Mizoram	0.61	3.17	1.53	3.36
20.	Nagaland	0.33	1.62	2.87	2.36
21.	Orissa	0	0.04	1.43	0.61
22.	Punjab	0	1.26	0.17	1.81
23.	Rajasthan	0.53	1.84	2.48	2.95
24.	Sikkim	0.48	2.79	2.17	2.57
25.	Tamil Nadu	0.23	0.96	2.46	0.90
26.	Telangana	0.58	2.02	1.94	2.75
27.	Tripura	0.49	2.88	0.58	3.02
28.	Uttar Pradesh	0.09	0.75	2.38	2.95
29.	Uttarakhand	0.39	2.53	2.38	6.48
30.	West Bengal	0.64	0.30	0.15	2.66

Table 4.3.1: Level wise Comparative Study of Human Rights (Direct Context)

* Data not available

Table 4.3.1 highlights the level wise comparative analysis of human rights conveyed in the direct context. The following has been observed in regard to the different levels:

Class I-V: None of the states were able to cross the 1% mark.

Class VI-VIII: In this segment, a significant improvement is noticeable with approximately half the states crossing the 2% mark. Mizoram with 3.17% of its prescribed syllabus conveying human rights tops this segment.

Class IX-X: The overall position remains similar to the preceding segment with nearly half the states crossing the 2% mark. Chhattisgarh with 3.11% of its prescribed syllabus conveying human rights tops this segment.

Class XI-XII: A significant spike in direct references is apparent from a cursory glance at the table. Whereas more than two-thirds of the states cross the 2% mark, at 6.48 per cent, four states (Delhi, Haryana, Jharkhand and Uttarakhand) jointly top this segment.

INDIRECT CONTEXT

S. NO.	STATE	I-V	VI-VIII	IX-X	XI-XII
		(All figures are in %)			
1.	Andhra Pradesh	5.98	7.67	9.17	9.01
2.	Arunachal Pradesh* Pradesh*	-	-	-	-
3.	Assam	6.66	7.94	10.18	10.42
4.	Bihar	3.33	7.52	10.85	9.01
5.	Chhattisgarh	3.69	5.59	4.93	9.02
6.	Delhi	3.84	6.96	11.08	4.57
7.	Goa	7.12	8.09	12.86	7.97
8.	Gujarat	4.11	10.98	7.57	7.51
9.	Haryana	3.84	6.96	11.08	4.57
10.	Himachal	6.13	7.68	11.64	8.05
11.	J & K	0.37	3.98	3.96	9.02
12.	Jharkhand	3.84	6.96	11.08	4.57
13.	Karnataka	5.07	6.25	5.39	7.47
14.	Kerala	4.78	6.08	5.26	8.80
15.	Maharashtra	3.46	6.64	12.37	10.19
16.	Madhya Pradesh	6.79	14.45	11.64	13.68
17.	Manipur	5.23	10.78	7.74	7.74
18.	Meghalaya	7.78	7.29	11.2	11.46
19.	Mizoram	6.71	9.92	8.41	7.56
20.	Nagaland	9.28	6.51	15.65	6.33
21.	Orissa	5.42	4.89	2.38	1.89
22.	Punjab	5.97	5.45	10.41	7.24
23.	Rajasthan	6.67	7.93	11.54	9.02
24.	Sikkim	5.11	7.92	11.43	8.72
25.	Tamil Nadu	5.80	6.33	8.02	4.48
26.	Telangana	5.62	7.37	9.33	8.99
27.	Tripura	5.05	7.80	2.76	2.49
28.	Uttar Pradesh	6.47	9.01	11.08	9.02
29.	Uttarakhand	3.84	6.96	11.08	4.57
30.	West Bengal	5.24	7.46	8.02	9.41

Table 4.3.2: Level wise Comparative Study of Human Rights (Indirect Context)

* Data not available

Table 4.3.2 highlights the level wise comparative analysis of human rights conveyed in the indirect context. The following has been observed in regard to the different levels:

We can see a consistent rise in the overall percentage as we progress from one level to another. However, this pattern is broken in the last segment (class XI-XII) where a decline in comparison to the preceding level (class IX-X) is apparent. Thus, class IX-X conveys the maximum overall percentage of human rights in the indirect context.

COMPARATIVE STUDY OF HUMAN RIGHTS TAUGHT IN NCERT AND BACKWARD STATES

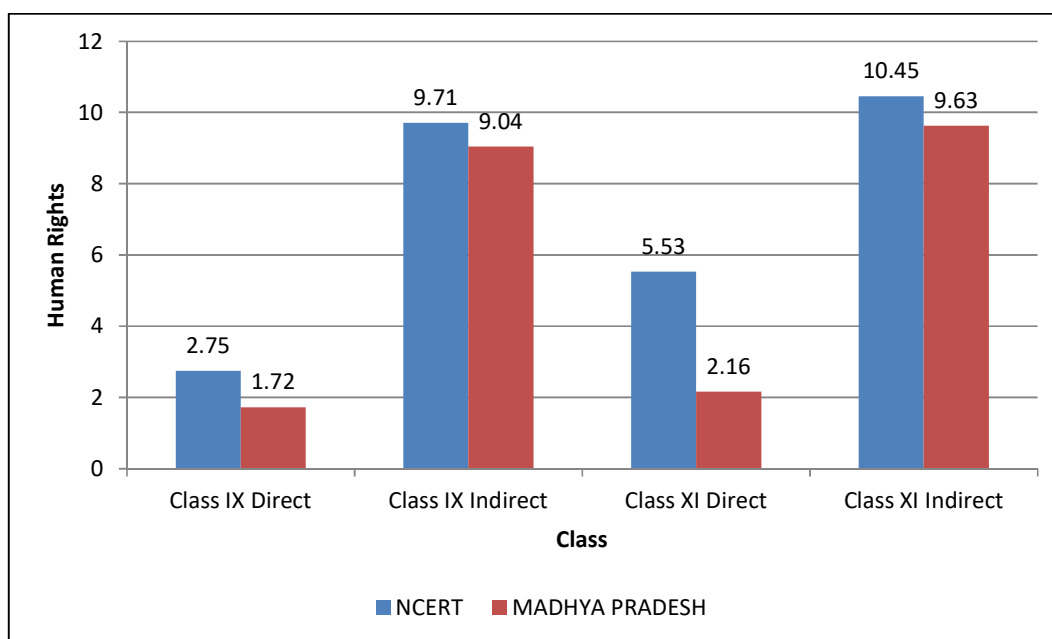


Figure 4.4.1: Comparative Study of Human Rights taught in Class IX and XI in NCERT and Backward States

The researchers have drawn a comparison of Class IX and XI syllabus between NCERT and Backward states*. In the state of Bihar, Rajasthan and Uttar Pradesh NCERT syllabus is taught in state board schools. Therefore, NCERT is compared with Madhya Pradesh.

NCERT fares better than **Madhya Pradesh** in both respects, direct as well as indirect. Whereas there appears to be a significant gap in the percentage of prescribed syllabus conveying human rights in the direct context(class IX and XI) on the one hand, the gap narrows down when we look at indirect references (class IX and XI) on the other.

*For the purpose of the study, BIMARU states i.e. Bihar, Rajasthan, Madhya Pradesh and Uttar Pradesh have been taken as backward states as guided by the Commission.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION:

Children's attitudes, ideas and characters are formed at a young age and these are heavily influenced by their environment, including their school education. Human rights education in school is an effective means to assist children to incorporate human rights values into their attitudes and behaviours.¹ Assisting young people to incorporate these values into their daily lives is a concrete way to prevent bullying, discrimination and promote inclusion and respect for diversity. Human rights provide a valuable framework for good inter-personal relations and for making informed and proportionate decisions – from the playground to government and public policy, it starts with human rights education in schools.

The present study in which an analysis of the state board syllabus is done reveals that Human rights are a part of the curriculum but in negligible percentage. Talking about teaching human rights directly, in majority of the states the students are taught fundamental rights and environmental related issues only. As per the findings of the study there are very few states in which the students are explained the concept and importance of human rights.

In the present era we have stepped into the fourth generation of human rights and the focus has shifted from individual rights to group rights. Therefore focusing only on civil, political, social, economic and cultural rights will not empower the students to enjoy and exercise their rights, and to respect and uphold the rights of others.

In order to give a holistic view of the status of human rights taught directly and indirectly by the state board schools and NCERT, the researchers have analysed and summarized the study state wise.

¹ K Frantzi 'Human Rights Education: The United Nations Endeavour and the Importance of Childhood and Intelligent Sympathy' in International Education Journal, Vol 5, No 1 (2004) p 7. At <http://ehlt.flinders.edu.au/education/iej/articles/v5n1/Frantzi/paper.pdf> (Accessed on 23 May 2018).

ANDHRA PRADESH

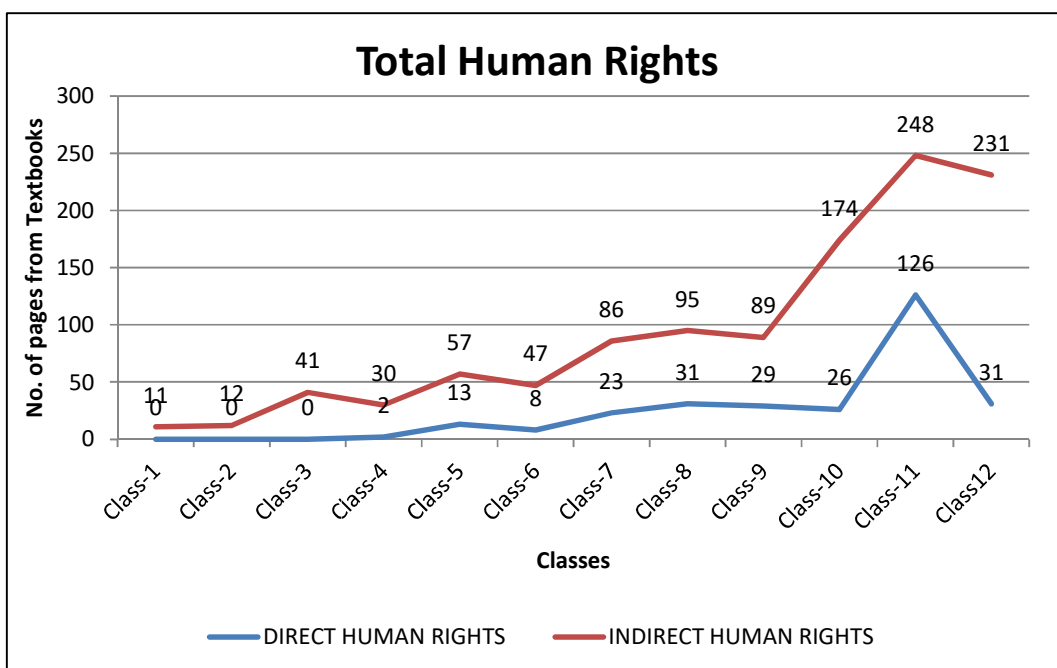
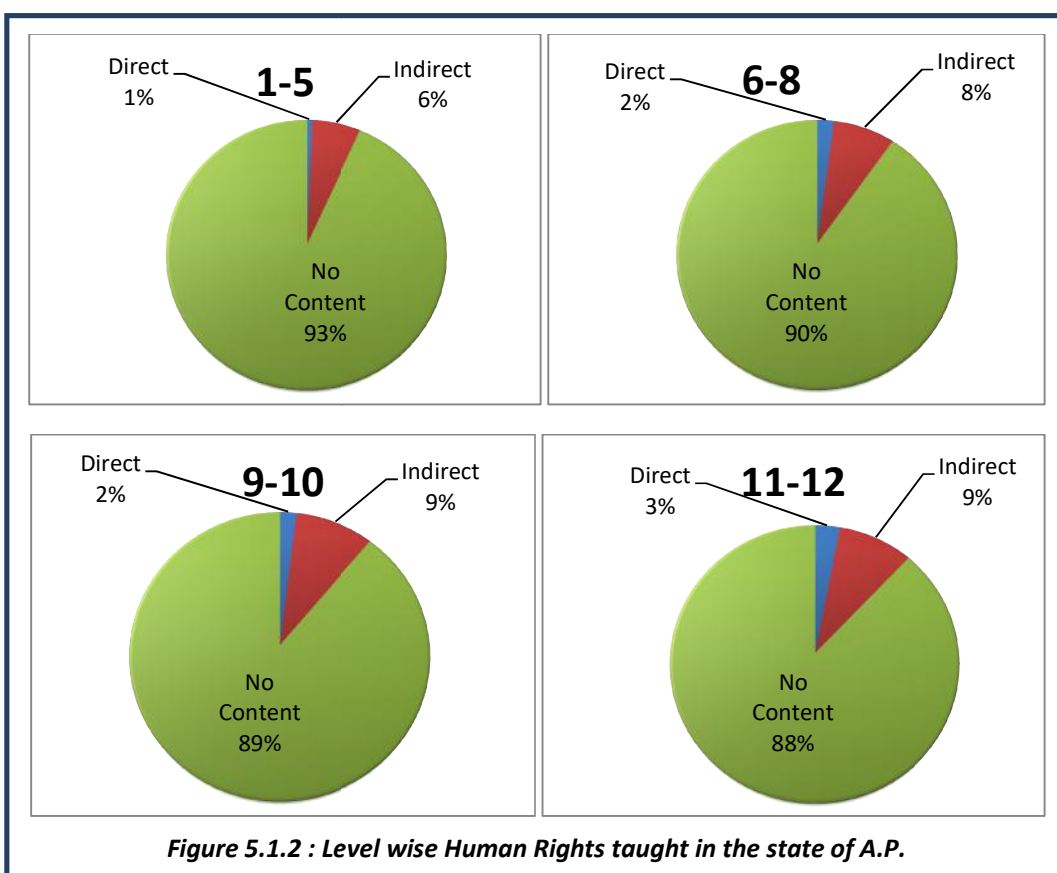


Figure 5.1.1 : Total Human Rights taught in the state of A.P.



SUMMARY FOR THE STATE OF ANDHRA PRADESH

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. The students are directly taught about the child rights by displaying these rights in pictorial form. They are informed about the various offices and institutions where a child can approach in case of violation of his rights. They are told about their political, social, cultural and economic rights enshrined in the Constitutions. These rights are also represented in pictorial form which creates a deep impact on the mind of the students. The students are also informed about the different institutions established by the Government for providing different services to the society and also different schemes initiated by the Government for the welfare of the people. The students are also informed about laws like Right to Information Act and Protection of Children from Sexual Offences Act.

Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits or remaining in a healthy and clean environment, the problem of pollution. There are stories in the books which tell them about disabled people and their problems and their quest to live with dignity. There are lessons depicting festivals of different religions as well as the life of tribals. There are chapters which depict girls and boys studying together and playing together.

These lessons help in imbibing the right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood. The chapters on disabled people help in inculcating the right to inclusion.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the rights of tribals staying in forests and the laws passed by the Government in order to safeguard their interests. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. They are also taught about the Government's responsibility for providing free and

compulsory education to children along with the responsibility to provide basic amenities to the public. The students are informed about laws like Right to Information Act and the Right to Education, and the age to marry etc.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters and growing population. There are chapters depicting gender equality by showcasing girls cycling around the city breaking all norms and also encouraging men to do household chores. The children are explained the importance of education and the problem of child marriages. The books contain chapters depicting the importance of health and encouraging children to eat a balanced and health diet. They are also told about the justice system of the country. The students are explained the importance of girl education.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the right to equality and that there should be no discrimination on the basis of colour. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their right to form associations with the help of a story. They are also taught about the Government's responsibility for providing public facilities and education. The students are informed about the rules to regulate labour. The students are specifically informed about Women Protection Acts like the provisions against child marriage, dowry, immoral trafficking etc. The students are also taught the evolution of human rights law in the world and the functioning of National Human Rights Commission. They are also given traffic education.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the damage caused by it to the ecosystem, global warming, natural disasters, increase in use of pesticides,

water scarcity and the problem of waste management. There are chapters talking about the prevalence of gender inequality. There is a chapter in the book which informs children the health and psychological problems related to overburdening of children with homework. The book showcases the stories of disabled people who could win the world through their positive attitude.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The books also imbibe the culture of positive attitude in life and the right to protect the environment and work for sustainable development.

ASSAM

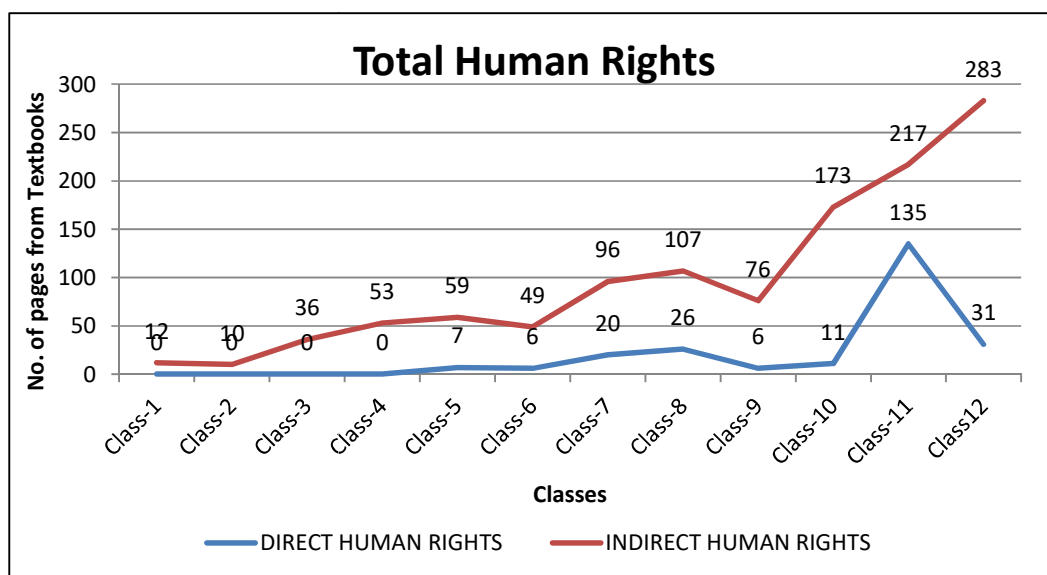


Figure 5.2.1 : Total Human Rights taught in the state of Assam

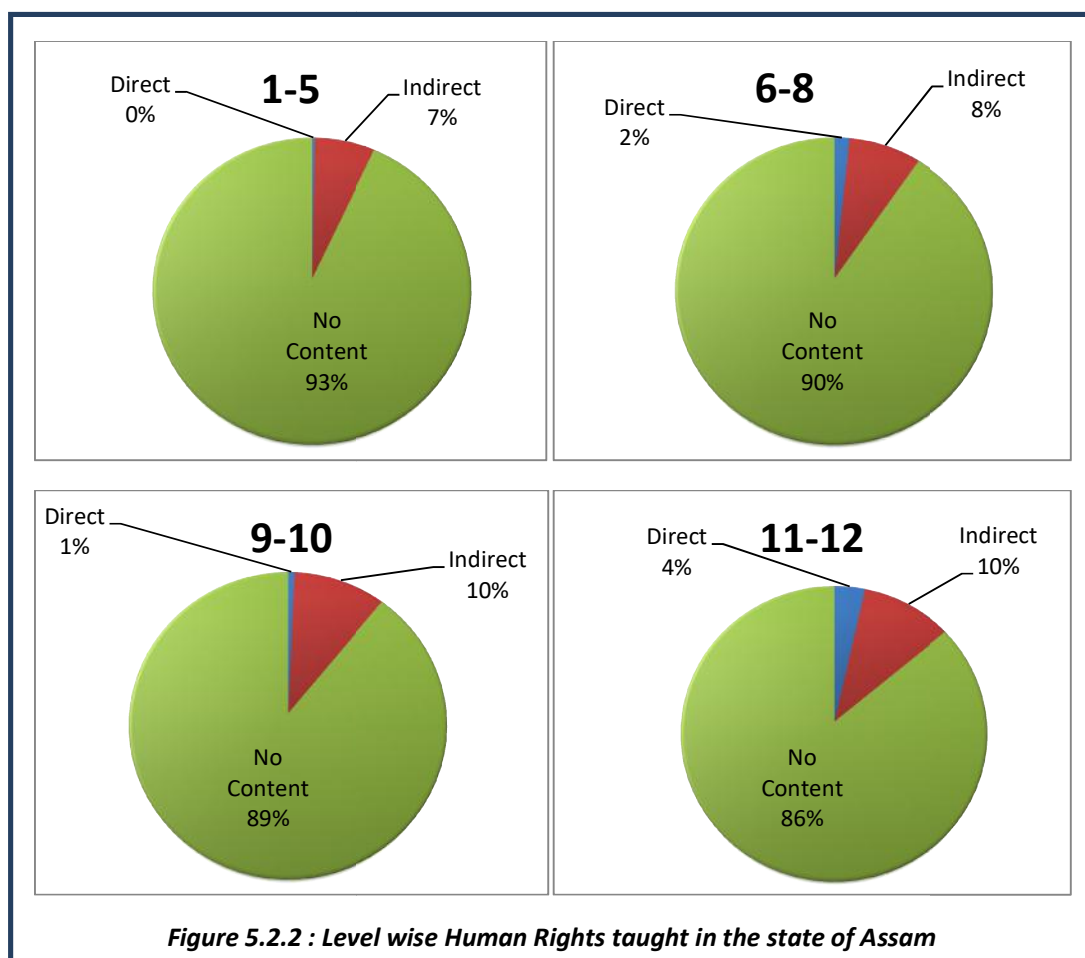


Figure 5.2.2 : Level wise Human Rights taught in the state of Assam

SUMMARY FOR ASSAM

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the fundamental rights. They are also told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are told about the importance of education. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability and how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people. The students are also explained that how they should ensure their safety during natural disasters. They are also told about stories where justice was given by the King.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country held children

learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories. They are also made aware of consumer rights.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste

discrimination. The students are told about the commoditization of persons in ancient society and how only men above certain age were considered as citizens. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society. The students are also told stories about exploitation of children who work in homes at the hands of their employers and also about the exploitation of Indians by Britishers.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan

etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions. The students are told about how exploitation takes place when a girl runs from her home to become an actress but gets exploited and become a prostitute.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems. The stories of children being exploited by outsiders sensitize children towards their personal safety.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in

India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

BIHAR

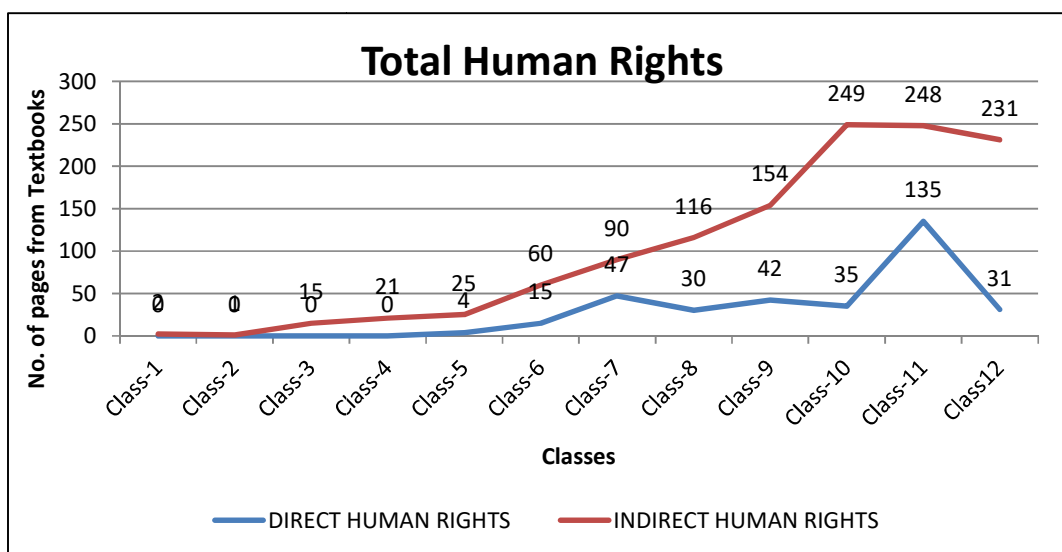
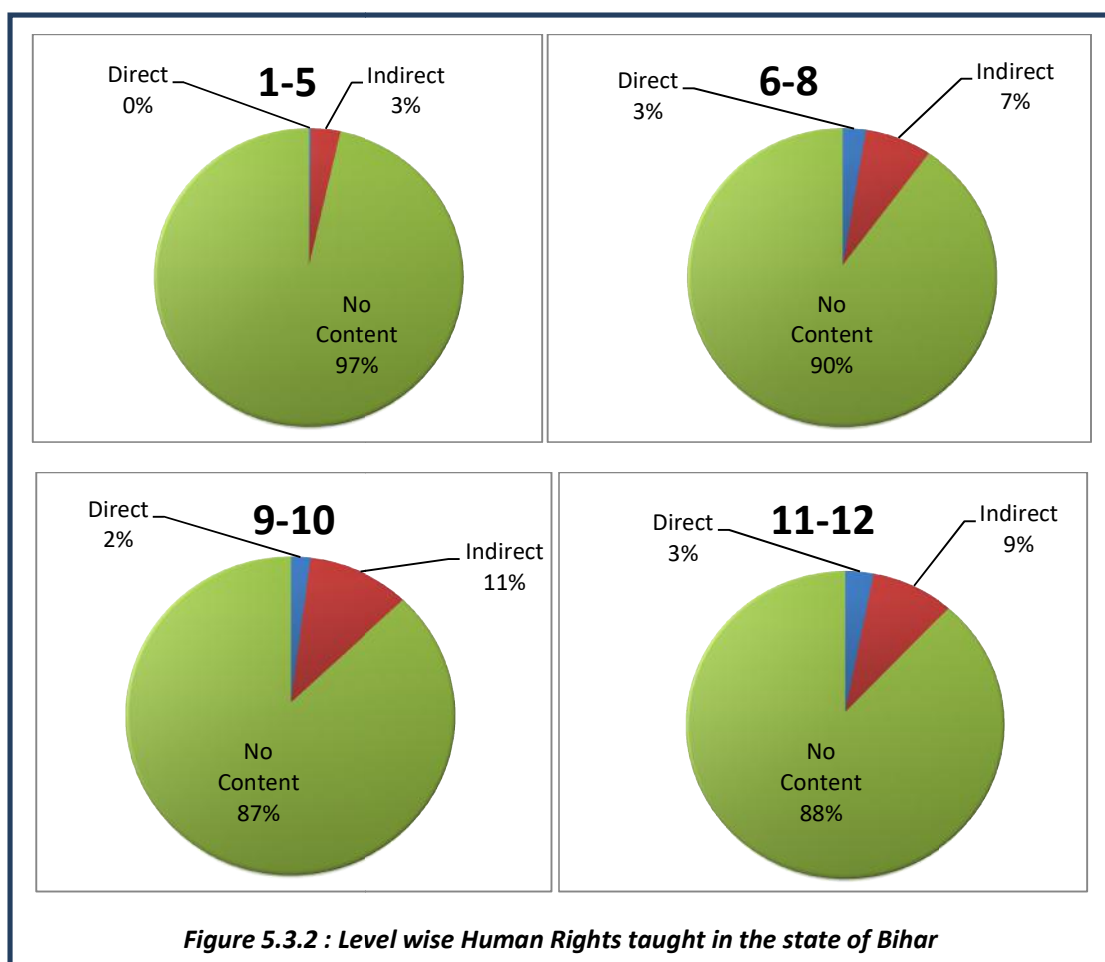


Figure 5.3.1 : Total Human Rights taught in the state of Bihar



SUMMARY FOR THE STATE OF BIHAR

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. There are notes made at the end of chapter (of many books) which directly tell the child about the ill-effects of consuming tobacco under the National Tobacco Control Programme. The books also encourage children to take a pledge for protecting the environment, keeping their surroundings clean and promoting use of cycles. This will help in promoting sustainable development. The students are directly informed to be cautious while crossing unmanned railway lines so that they can live safely.

Among indirect references they are taught the importance of trees, water and their uses and scarcity. They are also taught the benefits of remaining in a healthy and clean environment and the problem of pollution. They are told stories about children going to school. There are stories in the books which tell them about disabled people and their problems and their quest to live with dignity. There are lessons depicting festivals of different religions. The students are told about the concept of punishment and the how punishment should fit the crime. The students are told about the local custom of planting trees on the birth of a girl child.

These lessons help in imbibing the right to environment. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood. The stories and pictures depicting children going to school helps in imbibing the culture and importance of education. The lessons on disabled children help in imbibing the human right of inclusion. The chapter on justice helps them to understand the right to access justice. The lesson on local custom helps in promoting gender equality and also respect for the local customs and traditions.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. There are chapters which highlight the problem of discrimination and gender difference in the society. They are also taught about the Government's

responsibility for providing free and compulsory education including education to children with special and different schemes initiated by the government like providing 24-hour medical facility free of cost, food security etc. They are directly taught about their fundamental rights and duties. In order to ensure equality of woman, the students are informed about special legislations enacted by the Government for the welfare of woman like the Dowry Prohibition Act, Protection of Woman from Domestic Violence Act, the Hindu Succession (Amendment) Act, 2005 wherein the daughters are given equal rights in the joint family property with sons. There is a chapter highlighting the struggle of woman for equality and their success stories. There are chapters which tell students about the Indian judicial system. They directly talk about the rights of the arrested person, the procedure for lodging FIR, bailable and non-bailable offences, and special police stations for lodging complaints under the Scheduled Castes/ Scheduled Tribes (Prevention of Atrocities) Act.

Among indirect references they are taught about the rich and diversified heritage of India, the stories of great freedom fighters and how the country got independence from the British raj. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, and growing population. There are stories on children who want to go to school but are not able to get education because of certain limitations. The children are told about the caste discrimination prevalent in India society along with its ill effects. The books contain a lot of material depicting the importance of health, the safety rules that shall be followed by children. They are told about the honour, respect and dignity of women.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The information about different laws meant for the protection of women helps in empowering women. The stories depicting freedom movement help in imbibing the right to liberty and peace. The stories of Mahatma Gandhi help in promoting the value of non-violence. The lessons on government schemes and initiatives help the students understand the right of social security and access to public service. The chapters on Indian judicial system give children an overview of the judicial system of the country.

CHHATTISGARH

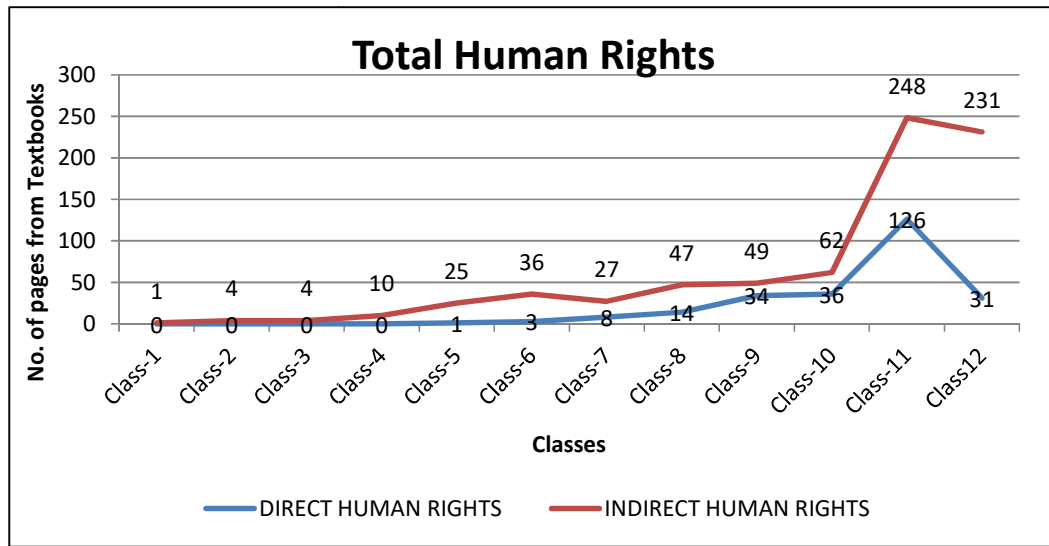
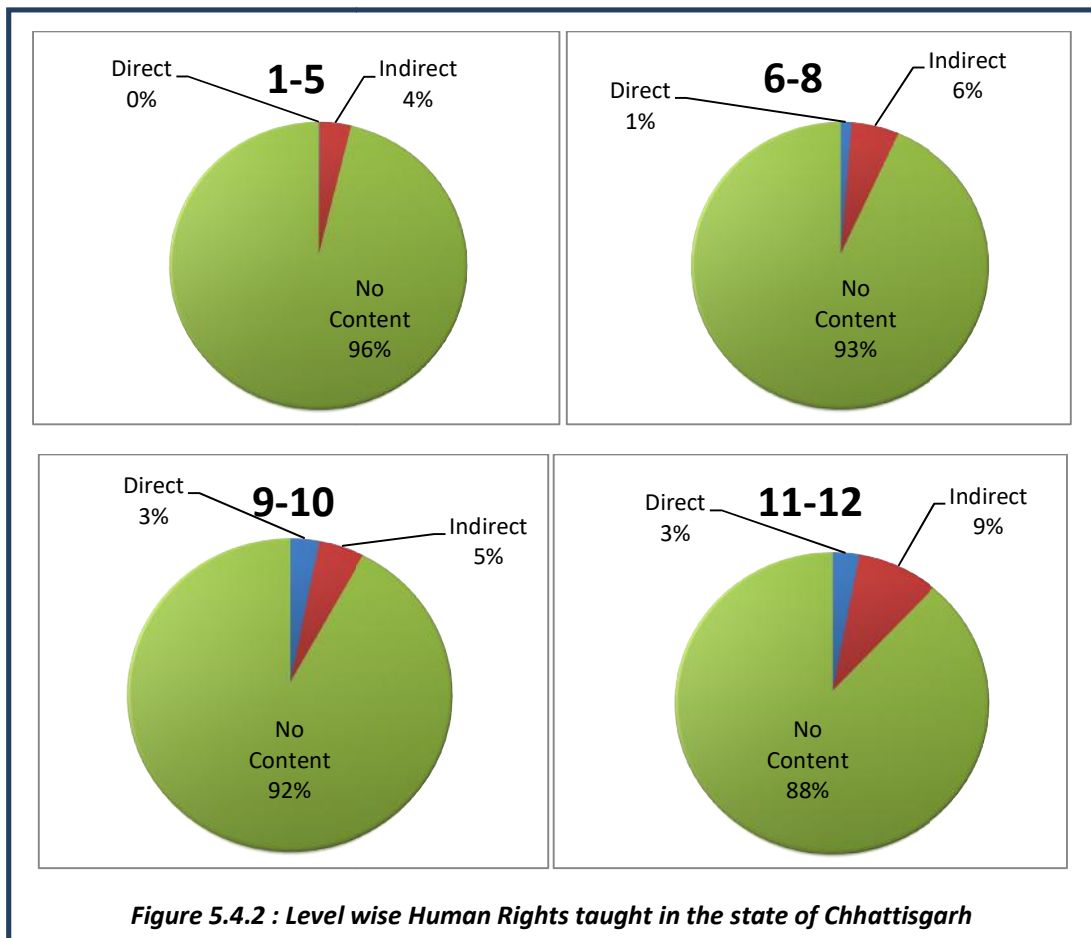


Figure 5.4.1 : Total Human Rights taught in the state of Chhattisgarh



SUMMARY FOR THE STATE OF CHHATISGARH

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. The chapter on Dr. B.R. Ambedkar shows that he insisted on granting of equal rights to all citizens.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses, the stories about great freedom fighters and other great and courageous people. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. There is a story which portrays that everyone is equal before judge. They are also through different instances showcased how Indians were exploited by the Britishers. They are also told about Braille – the script for blind and also the quest of the disabled to live life with dignity.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about human rights- its meaning and the instruments which talk about human rights. The students are also taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. They are made aware about the rights of a consumer and also about their right to know under the Right to Information Act. They are told about their right to education.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. There are chapters which sensitize children that to tolerate injustice is the greatest crime. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are taught cultural harmony and freedom of religion. They are also made

aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc. help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are explained about the importance of human rights, the different women and child rights Commissions established in India which ensure protection of human rights. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. they are taught about gender equality and entitlement of equal wages for both men and women. The students are taught about their different laws like Land Acquisition, labour laws etc. The students are also made aware from the side effects of chewing tobacco.

Among indirect references they are told about the growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are taught about the right to health by taking proper diet.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc.

DELHI NCR

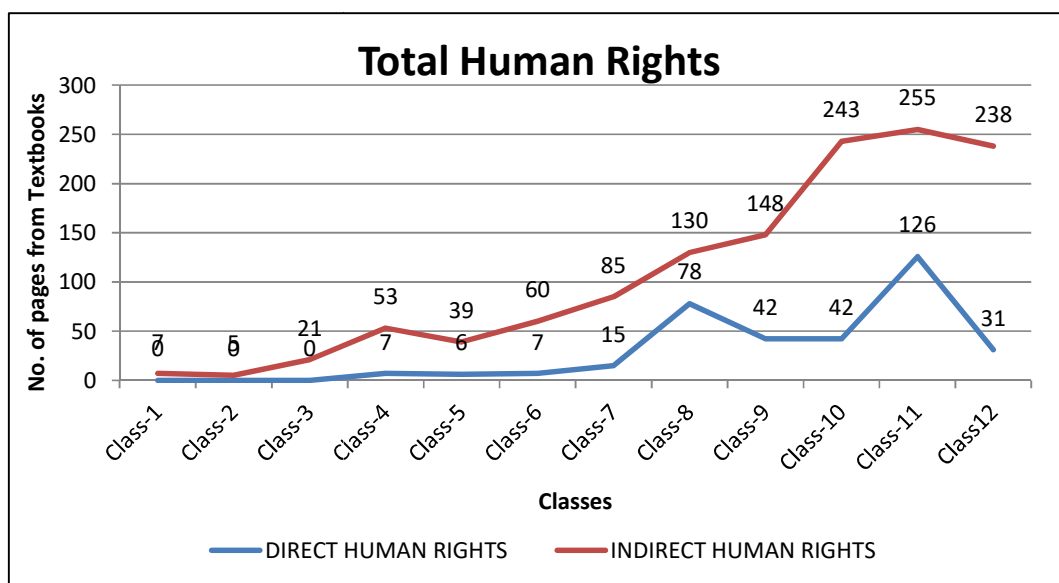
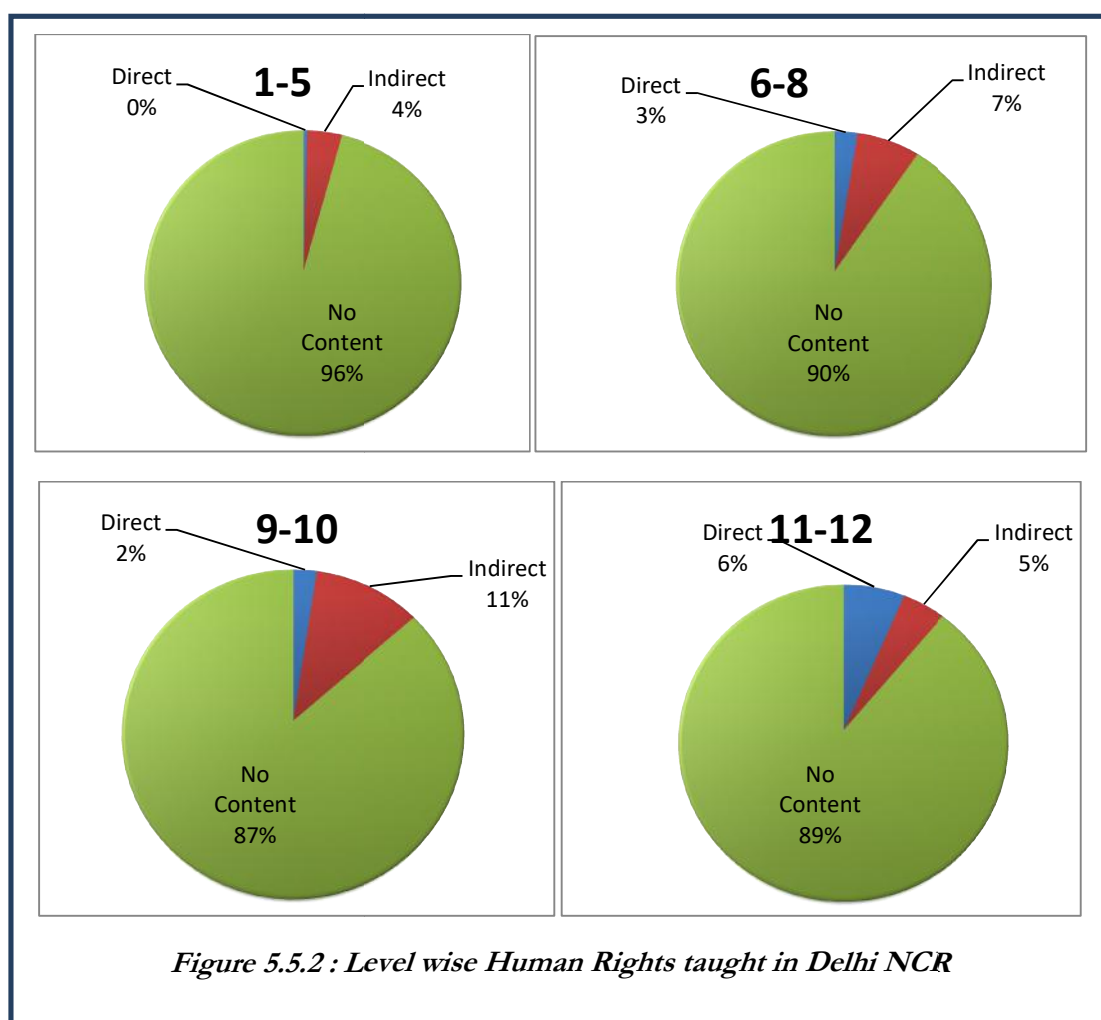


Figure 5.5.1 : Total Human Rights taught in Delhi NCR



SUMMARY FOR DELHI

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability he stand how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country held children learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and

tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the commoditization of persons in ancient society and how only men above certain age were considered as citizens. The students are

told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of

waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

GOA

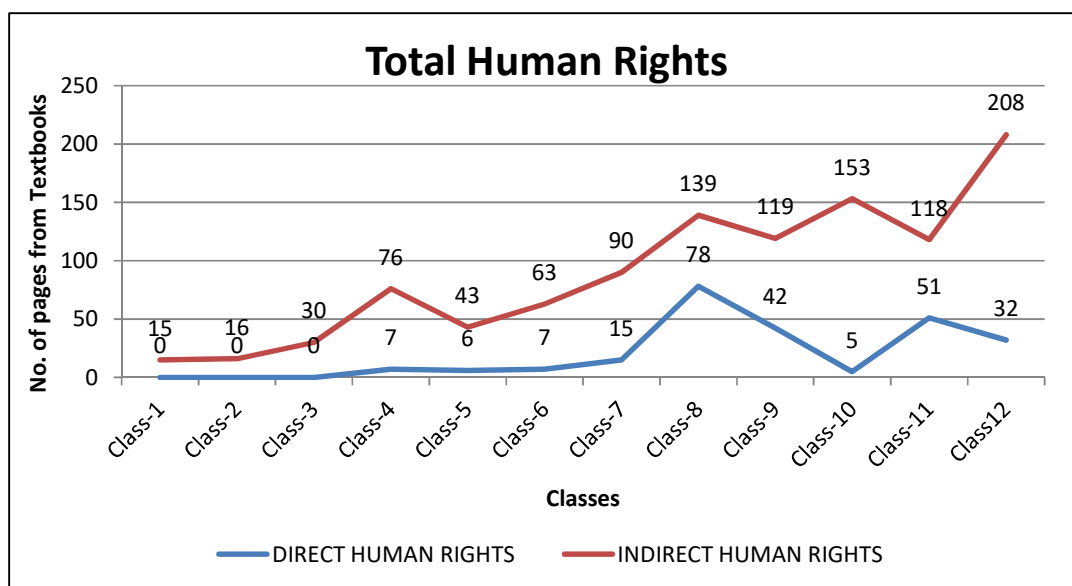


Figure 5.6.1 : Total Human Rights taught in the state of Goa

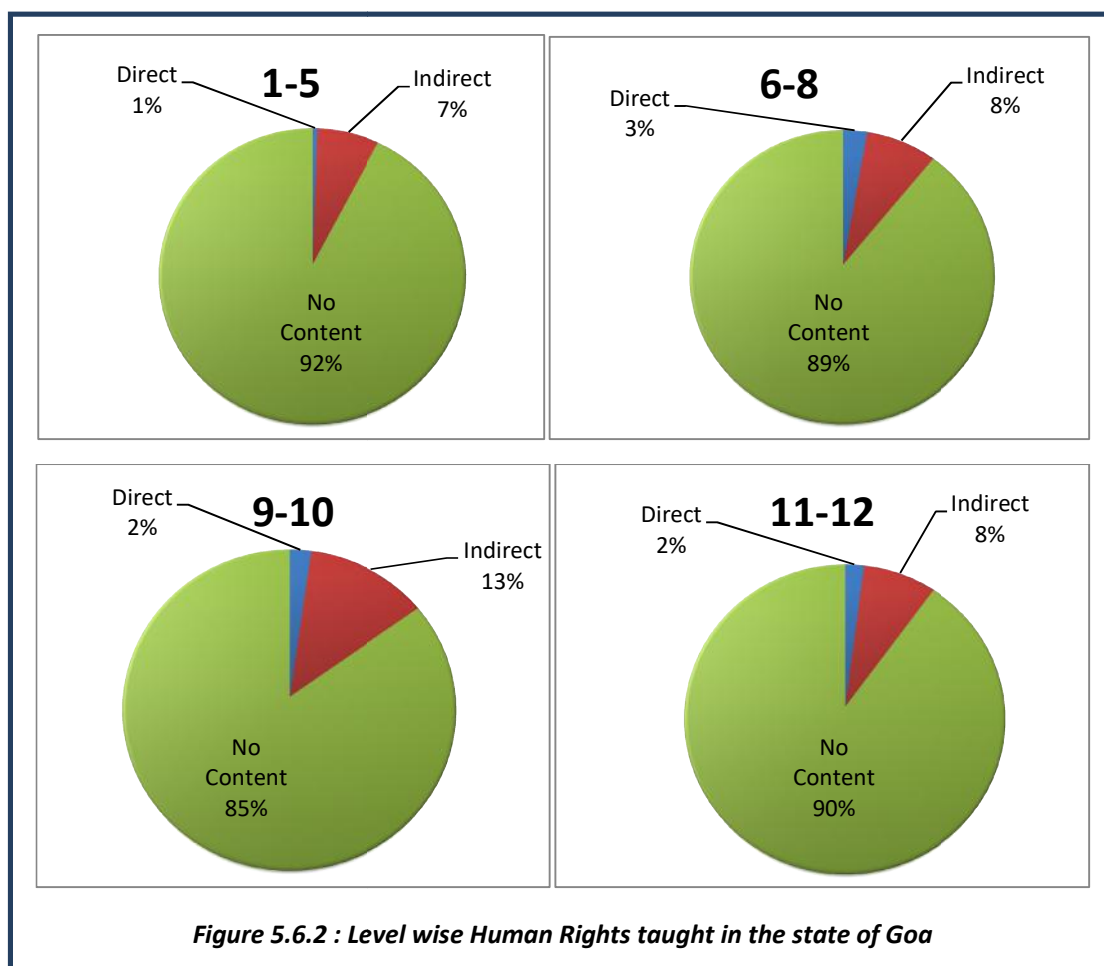


Figure 5.6.2 : Level wise Human Rights taught in the state of Goa

SUMMARY FOR THE STATE OF GOA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references the students are talked about the liberalization of Goa. The students are told about the importance of education with the help of a story where a child explains to the father that age is no bar for getting education. The students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability he stand how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently- abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people like opening of old age homes.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country held children learn freedom of expression, thought and freedom from slavery. The chapters also

sensitise children towards freedom of religion and development of brotherhood and tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the struggle of people for the liberalization of Goa. They are also told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The

students are told about the commoditization of persons in ancient society and how only men above certain age were considered as citizens. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities. The students are also made aware about AIDS and the manner in which it spreads.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the importance of education. They are also told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions. The students are further encouraged to help disabled children. There are non-evaluative chapters which tell students understand the stage of adolescence and the needs and concerns of this age. The students are also told about skill development and are taught techniques for managing stress and anxiety. The students are told sensitized about the abuse of drugs and are also told about HIV/ Aids and the measures to prevent it. The students are sensitized towards the issue of unity in diversity by showcasing them that how people of different religions and castes live together.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems. The lessons also encourage to understand the concept of unity in diversity.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. The students are also told about the liberalization of Goa from foreign rule. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. They are further sensitized towards the environmental issues and sustainable development. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. The students are also encouraged to spend some leisure time in order to ensure overall growth and development. The students are encouraged to respect their elders and encourage them to respect old people and recognize the right of old people to live with dignity.

GUJARAT

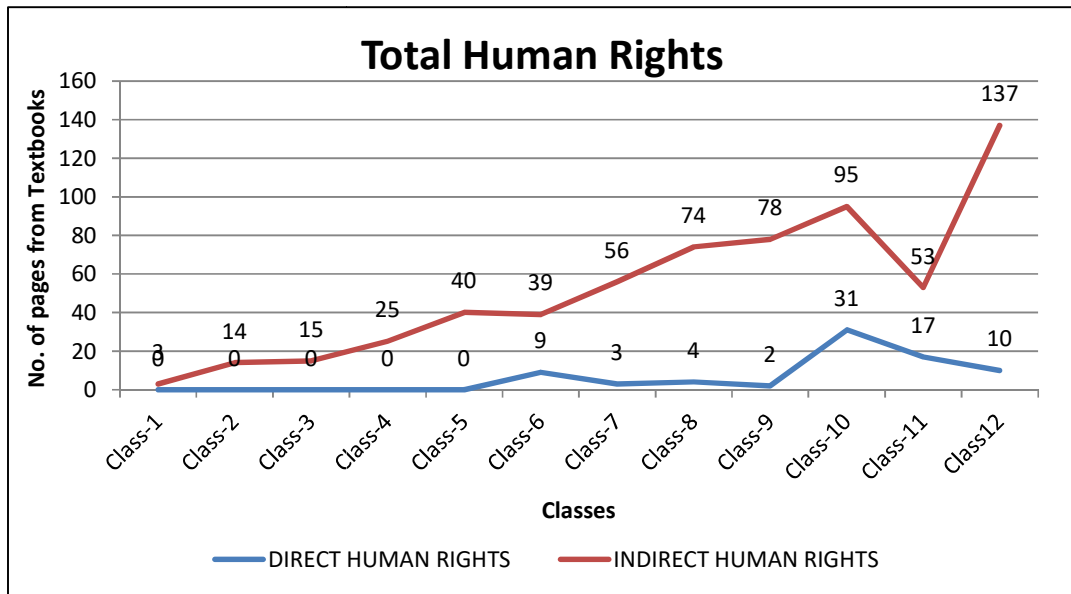


Figure 5.7.1 : Total Human Rights taught in the state of Gujarat

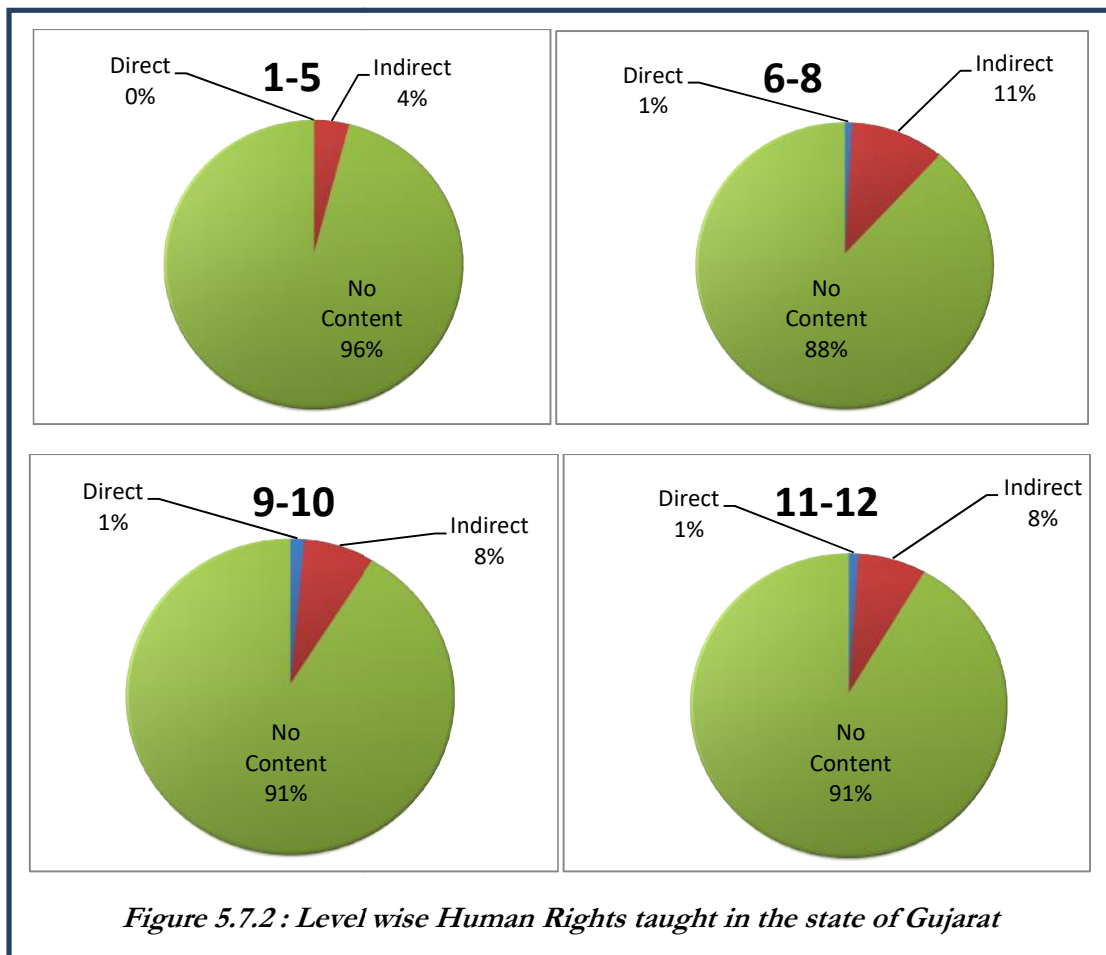


Figure 5.7.2 : Level wise Human Rights taught in the state of Gujarat

SUMMARY FOR THE STATE OF GUJARAT

Human Rights taught from classes I to V

The students from classes I to V are taught human rights indirectly. Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits or remaining in a healthy and clean environment, the problem of pollution. They are told about the heritage of Gujarat. They are also told about the courageous story of a disabled girl who was helped by others. The lessons also teach that equal opportunities should be provided to all.

These lessons help in imbibing the right to equality before law, right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. They are also made aware of consumer rights.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are told about the rigidity of caste system and other social evils that existed in the society and the work done by social reformers to fight these evils. The students are also told about the story of a benevolent king who opened his godowns for people suffering with hunger after facing a natural disaster.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc.

help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The students are also given an overview of the art and culture of Meghalaya.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the fundamental rights. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their different laws framed for the protection of women like dowry prohibition, sati prevention, etc. They are also made aware of their right to live with dignity and about the rights of the consumers.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are taught about the Russian and French revolution and decolonization.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act etc.

Among indirect references they are told about the freedom struggle of India. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the

upliftment and protection of women, peasants, tribals, consumers, trade unions and human rights etc. The students are taught about the provisions framed by the Government for the protection of Scheduled castes and scheduled tribes like reservation policy etc. The students are told about the problems existing in India such as unemployment, population explosion, poverty etc.

HARYANA

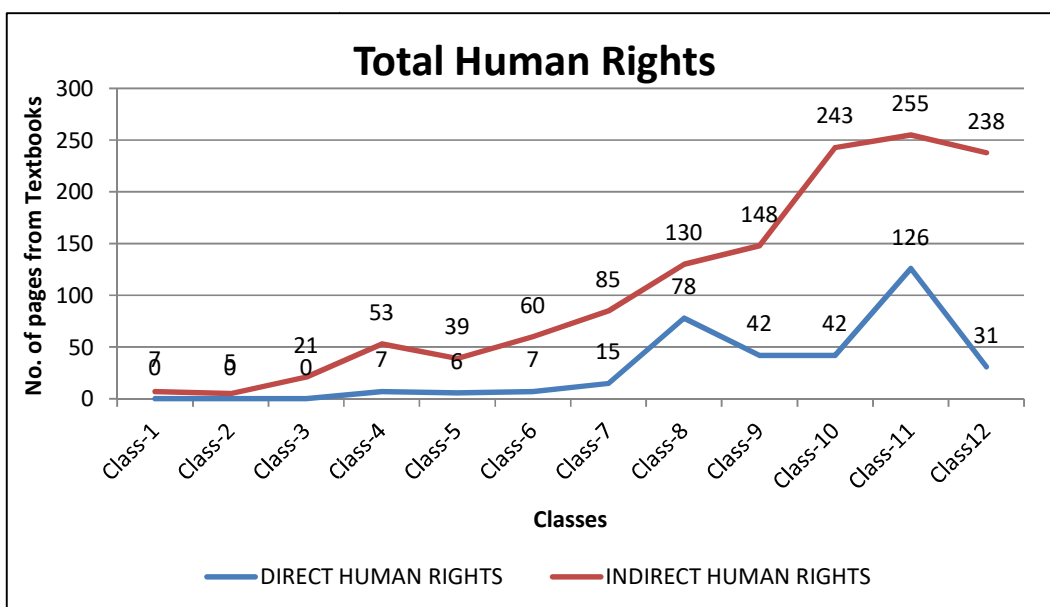


Figure 5.8.1 : Total Human Rights taught in the state of Haryana

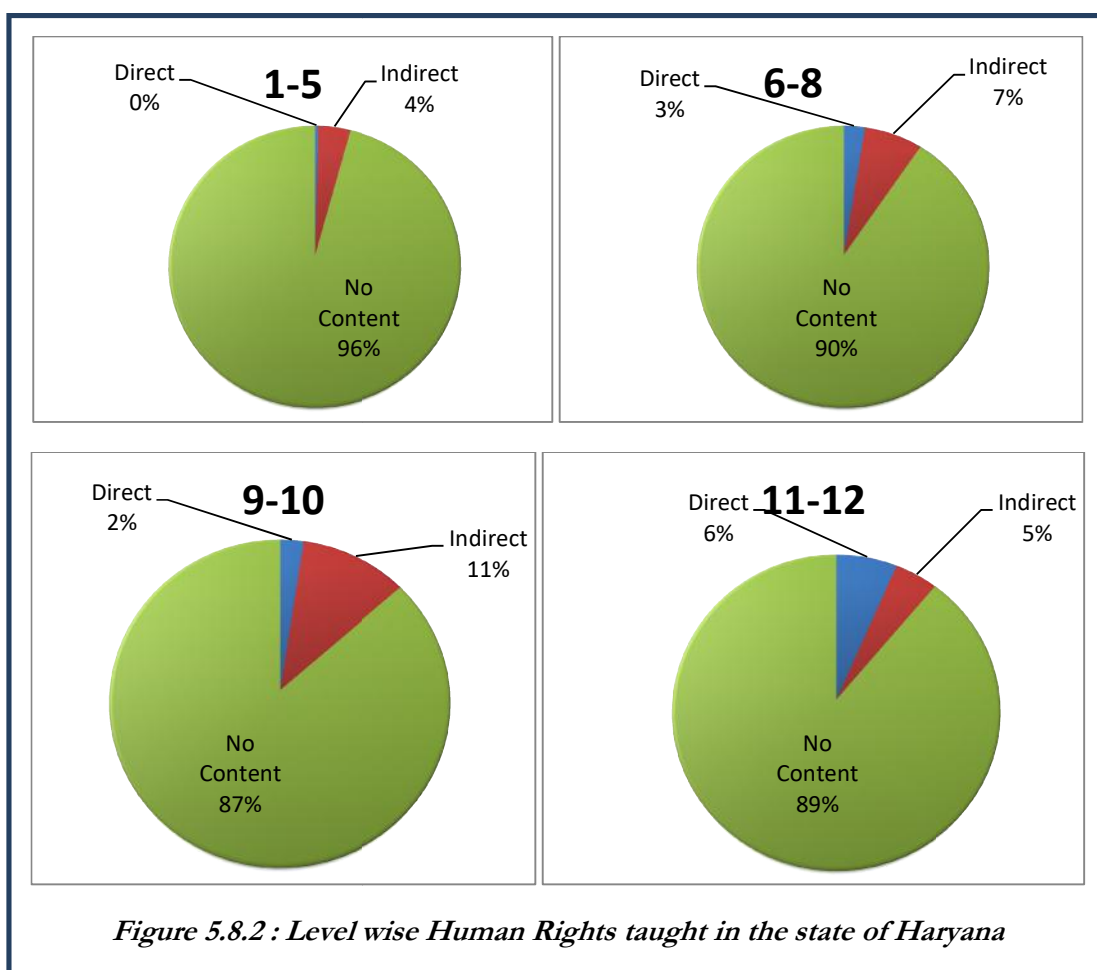


Figure 5.8.2 : Level wise Human Rights taught in the state of Haryana

SUMMARY FOR HARYANA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are told about the importance of education. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability and how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people. The students are also explained that how they should ensure their safety during natural disasters. They are also told about stories where justice was given by the King.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country helps children learn freedom of expression, thought and freedom from slavery. The chapters also

sensitise children towards freedom of religion and development of brotherhood and tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the commoditization of persons in ancient

society and how only men above certain age were considered as citizens. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society. the students are also told stories about exploitation of children who work in homes at the hands of their employers and also about the exploitation of Indians by Britishers.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan

etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions. The students are told about how exploitation takes place when a girl runs from her home to become an actress but gets exploited and become a prostitute.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems. The stories of children being exploited by outsiders sensitize children towards their personal safety.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in

India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

H.P.

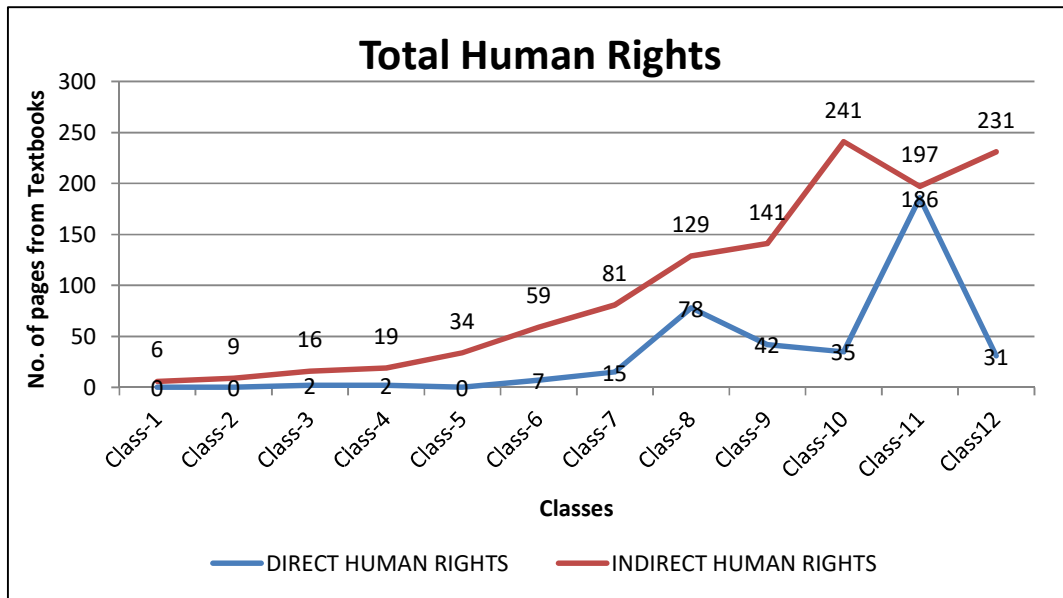


Figure 5.9.1 : Total Human Rights taught in the state of H.P.

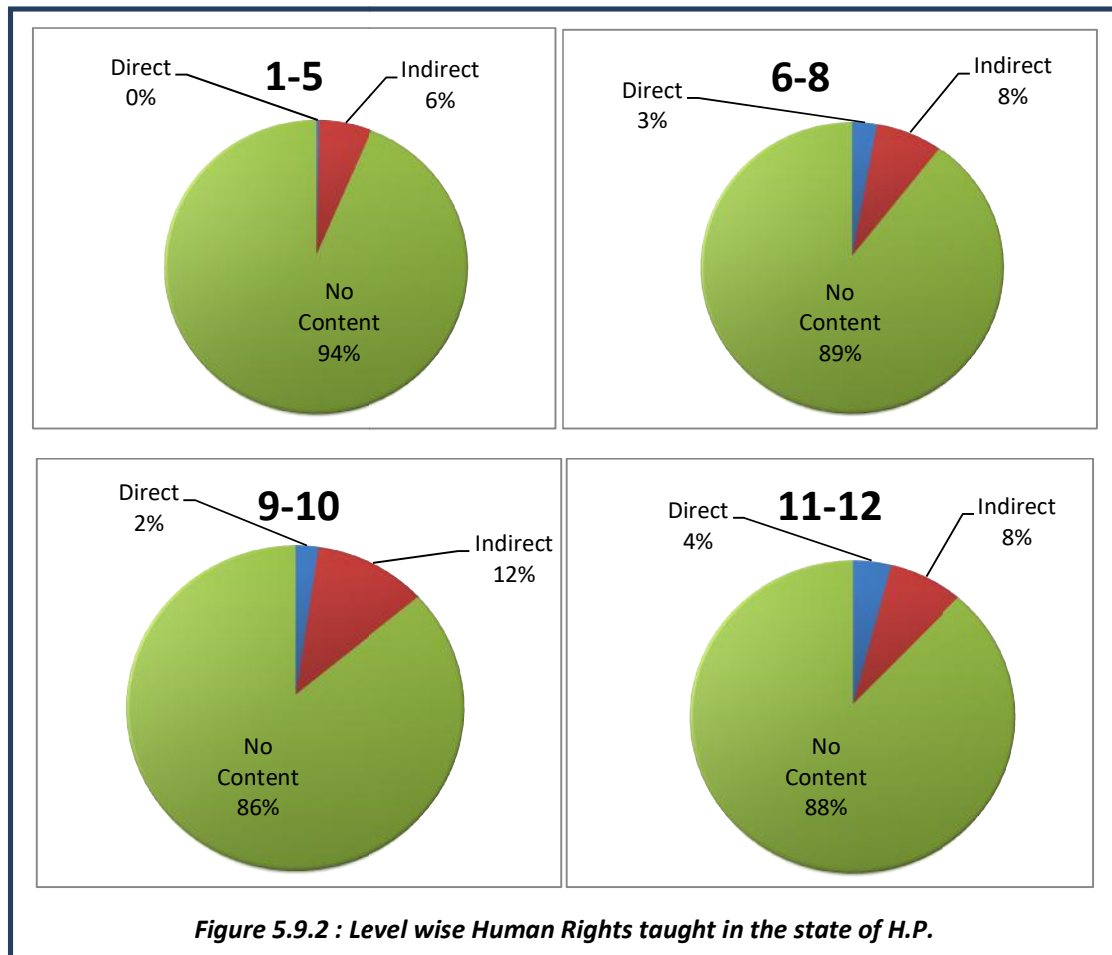


Figure 5.9.2 : Level wise Human Rights taught in the state of H.P.

SUMMARY FOR THE STATE OF HIMACHAL PRADESH

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. However, the direct reference is limited only to educating the child about the Right to Education and the scheme of Government for providing mid-day meal to the students studying in government schools.

Among indirect references, the students are taught the importance of trees and water. They are also taught about the problem of deforestation and depleting water resources. There is a chapter in which students are shown as participating in an assembly and reciting different incidents, stories etc. There are lessons where students are told about different professions. They are also taught the benefits of remaining in a healthy and clean environment and the benefits of practicing yoga. There are poems which show God as one and people practicing different religions. There are stories about great freedom fighters, about the importance of following the path of truth, the freedom movement of India. The students are explained told about natural disasters and the steps that shall be undertaken by them to protect themselves from natural disasters.

These lessons help student to learn the right to participate in assemblies, right of freedom of speech and expression. The students also learn that there is a freedom to choose any profession, occupation. The chapter showing God as one; help in inculcating tolerance towards other religions and also promote freedom of religion and brotherhood.

J & K

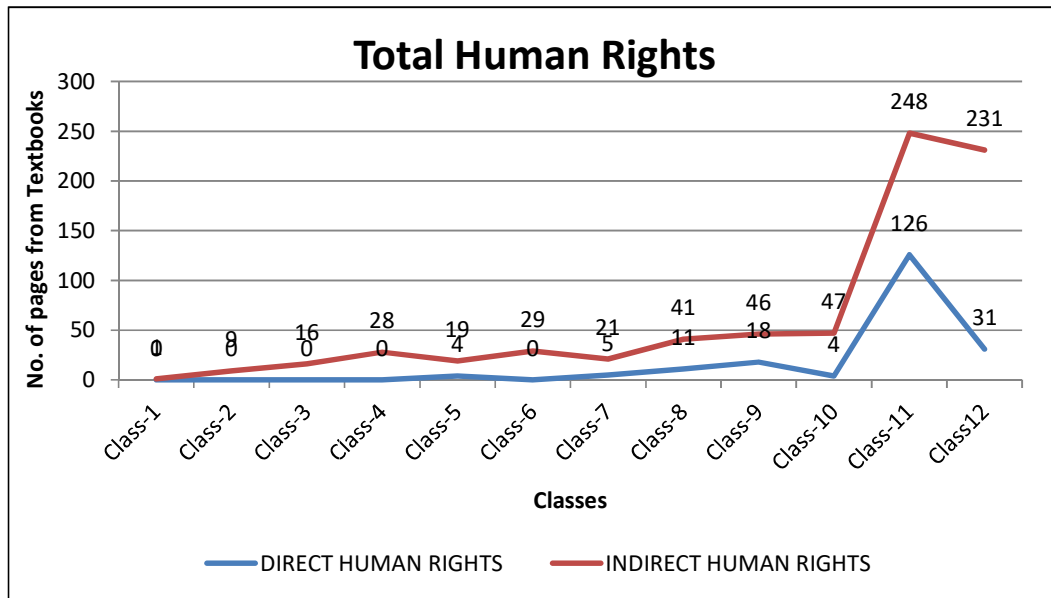
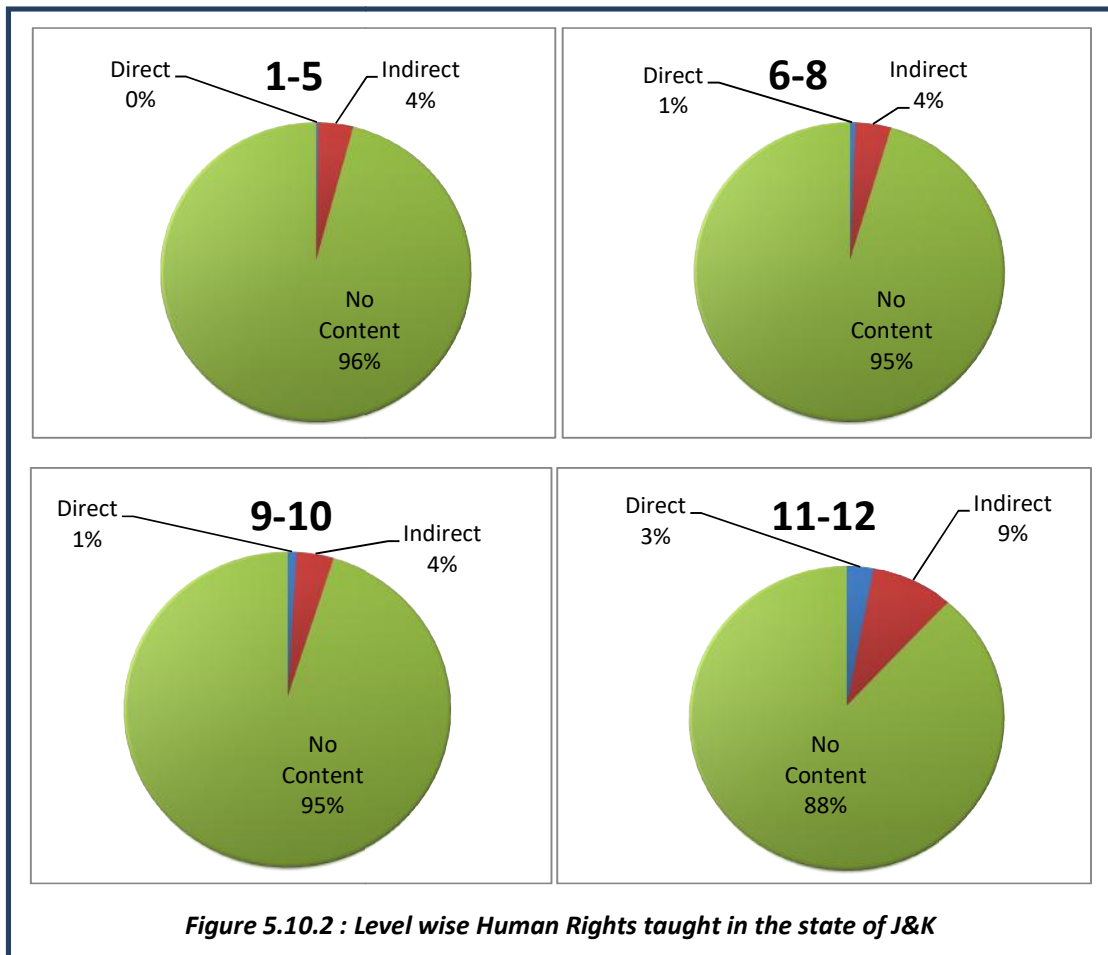


Figure 5.10.1 : Total Human Rights taught in the state of J&K



SUMMARY FOR THE STATE OF JAMMU AND KASHMIR

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. The students are directly taught about the right to food and clean drinking water. They are also told about the forest dwelling rights of the people living in forest for atleast 25 years. The students are also informed about the different health care schemes initiated by the Government like vaccination, blood banks etc.

Among indirect references, the students are taught the importance of trees and their uses. They are sensitized about Mother Nature and her destruction being caused by human beings. The students are told about the freedom movement of India and also life history of great people. They are also taught the benefits of remaining in a healthy and clean environment and the importance of education. The students are told about the problem of pollution. There are stories in the books which tell them about disabled people and their problems and aspirations. There is a chapter in the book which tells about the jobs done by people belonging to scheduled castes. There are poems depicting the beauty of Kashmir.

These lessons help in imbibing the right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The students are sensitized towards the natural beauty and the need to preserve the environment. The chapters on disabled people help in inculcating the right to inclusion. The chapters showcasing the importance of education promotes students to take education and also sensitize them towards problems like untouchability.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the human rights, different treaties and conventions which mention about human rights, mechanisms developed to deal with the problem of human rights. The students are sensitized towards global issues such as child labour, sustainable development etc. They are also taught about their democratic and political rights to participate in the functioning of the government directly

or indirectly and also about their cultural and social rights. The students are told about the ill-effects of chewing tobacco and smoking.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India and the emergence of nationalism. They are also taught about the importance of forests, the problem of growing environmental pollution. The books contain chapters depicting the importance of health and encouraging children to eat a balanced and health diet and to live in clean surroundings. There are chapters depicting the women's status in the society and their struggle for equality, problem of child marriage, caste system and the establishment of schools for providing education to girls. There are chapters which depict the great heritage of our country as well as the rich culture of the state of Jammu and Kashmir.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. It also promotes the culture of unity and integrity. It also promotes respect for the country.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the right to equality and that there should be no discrimination on the basis of colour. They are told about slavery. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are told about different government policies like MGNREGA and Public Distribution System etc.

Among indirect references they are told about the revolution in France. They are also taught about the freedom movement of other countries like Poland. The students are sensitized towards problems like growing environmental pollution, drainage problem and the damage caused by it to the ecosystem.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The books also imbibe the culture of positive attitude in life and the right to protect the environment and work for sustainable development. The knowledge about revolution instills the ideas of liberty, not to be enslaved and freedom to hold opinion.

JHARKHAND

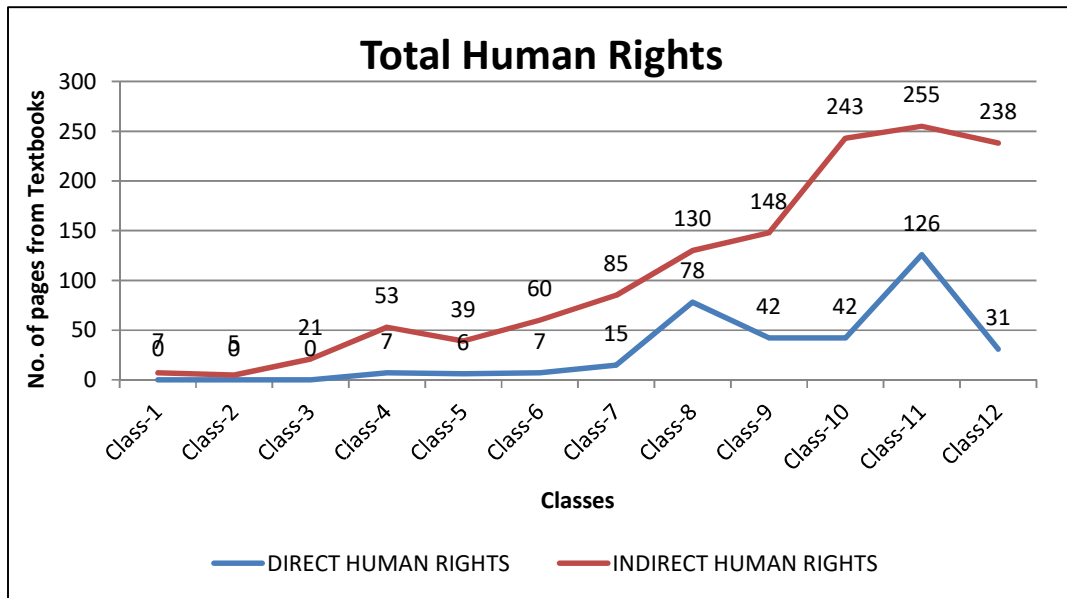
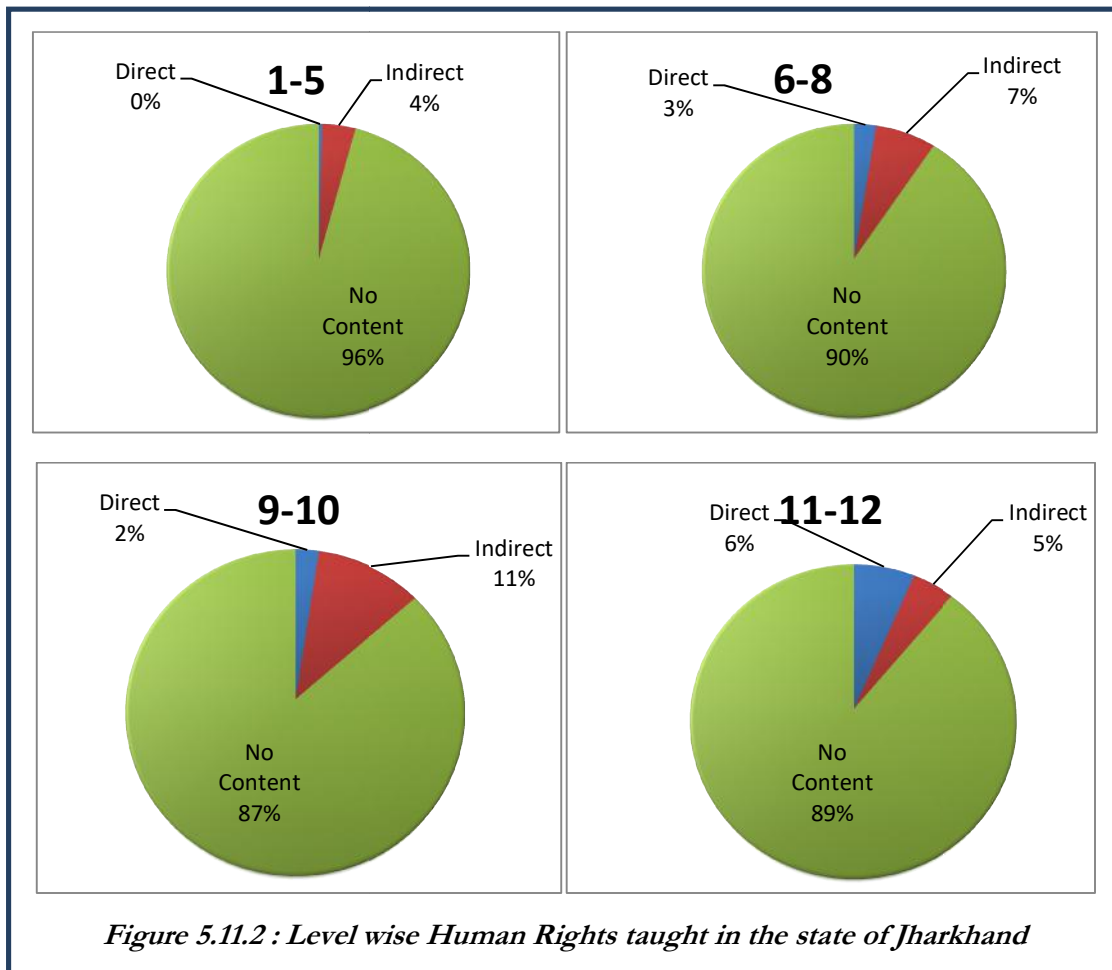


Figure 5.11.1 : Total Human Rights taught in the state of Jharkhand



SUMMARY FOR JHARKHAND

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability and how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country helps children learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and

tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the commoditization of persons in ancient society and how only men above certain age were considered as citizens. The students are

told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of

waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

KARNATAKA

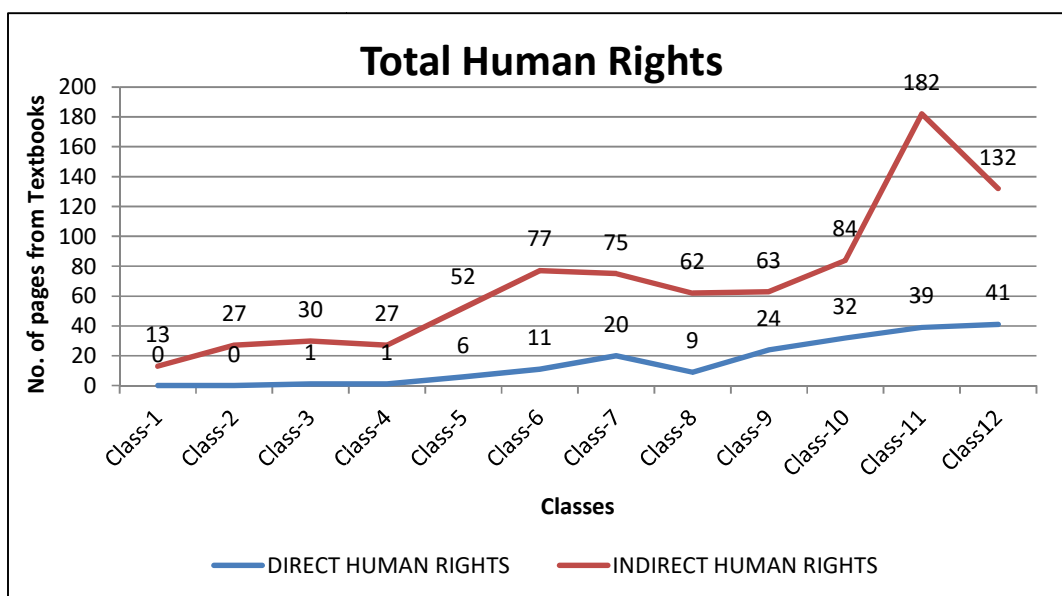
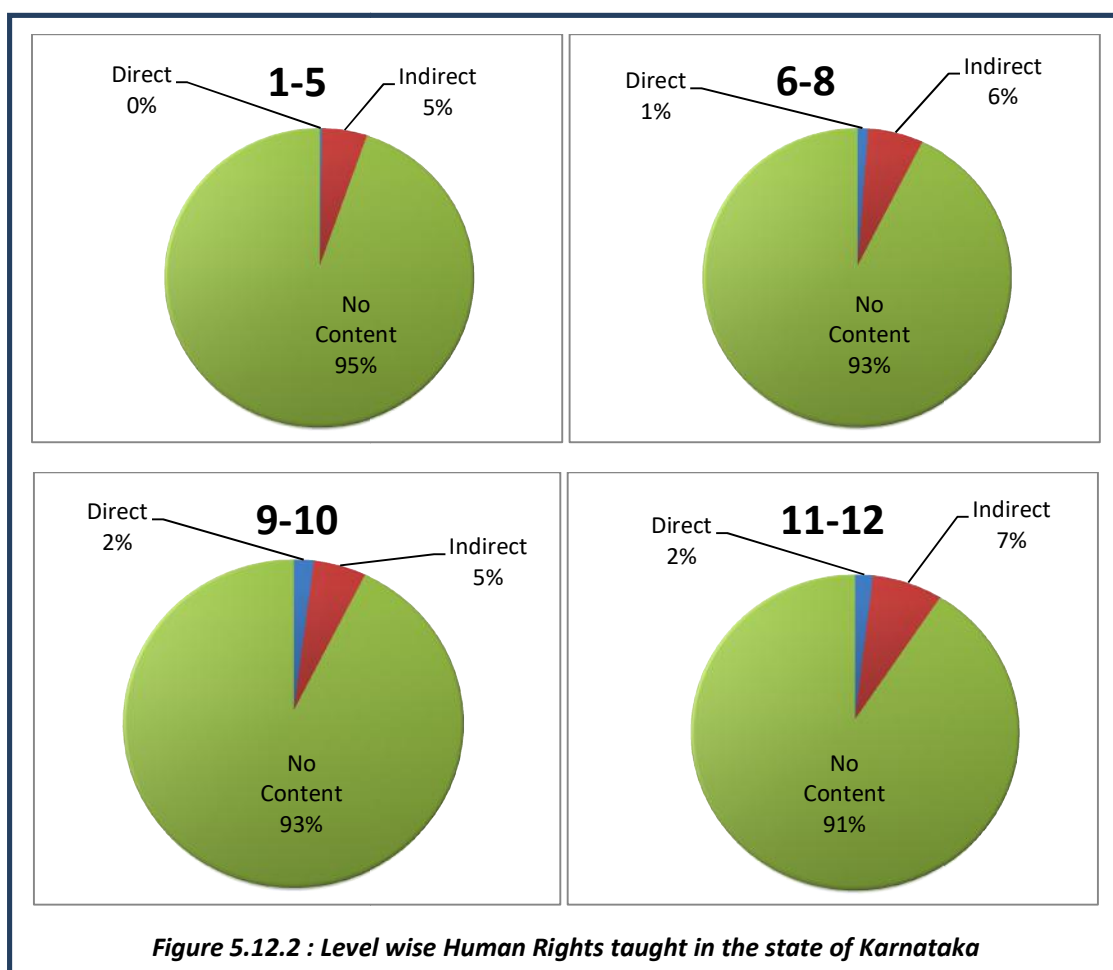


Figure 5.12.1 : Total Human Rights taught in the state of Karnataka



SUMMARY FOR THE STATE OF KARNATAKA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told that the Government has introduced many schemes for the benefit of the community. The children are also told that they have a right to go to school.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the importance of food and are sensitized towards the shortage of food. They are also taught about problems that the country is facing like pollution and population growth. They are also told about Braille – the script for blind and also the quest of the disabled to live life with dignity. The students are encouraged to respect their elders. They are also sensitized towards the concept of property. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country held children learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and tolerance.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the human rights and fundamental rights. The students are educated about the meaning of human rights and the different type of human rights. The students are also taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people. The students are also introduced to the concept that all are equal before judges and justice prevails.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the fundamental rights. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their different laws framed for the protection of women and the right to education. They are also informed about the various schemes initiated by the Government for providing employment to all like MGNREGA.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys and how women are given a great regard and honour in some parts of the country like Chirapunji. The children are also told about the cultural harmony in the

country. The students with the help of a story are told about the right to form associations and how these association can work for good cause like planting and saving trees.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. They are further sensitized towards the environmental issues and sustainable development.

KERALA

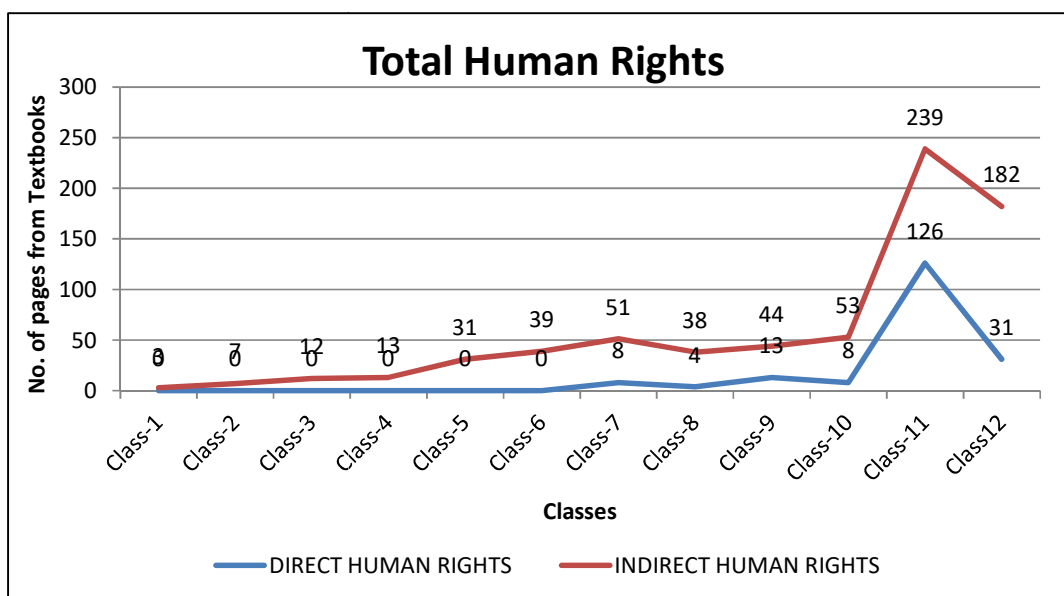
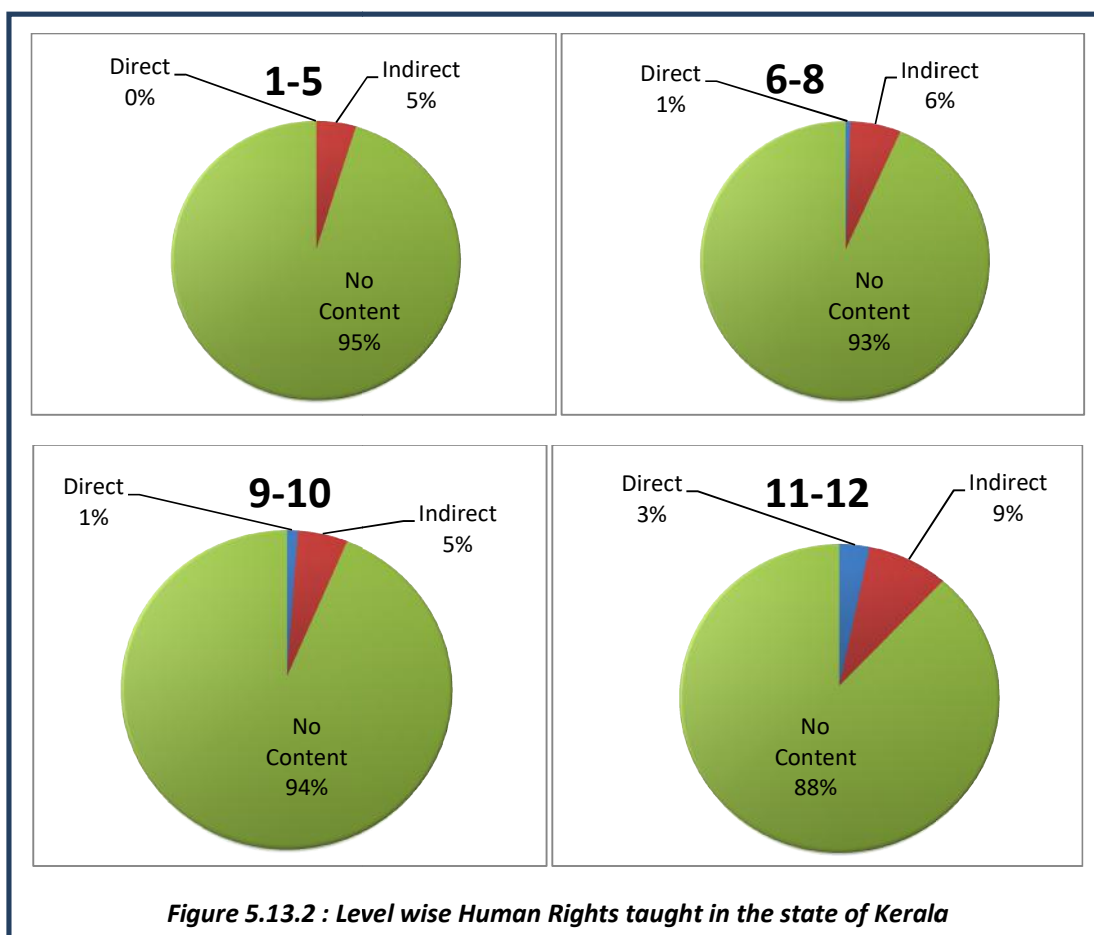


Figure 5.13.1 : Total Human Rights taught in the state of Kerala



SUMMARY FOR THE STATE OF KERALA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights indirectly. Among indirect references, the students are taught the importance of trees and forests and their uses. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. There are lessons depicting festivals of different religions. They are through stories told about exploitation. They are also informed about the special script developed for reading by blind people. The students are encouraged to maintain a plastic free environment. They are also told about India's independence movement.

These lessons help in imbibing the right to environment. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood. The chapters on independence movement imbibe the thought of freedom of speech, expression and liberty.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about fundamental like rights of participation in the government, right to vote, right to freedom of religion etc. They are also taught about their cultural and social rights. They are also informed about the welfare legislations passed by the Government like food security laws etc.

Among indirect references they are told about the story of a girl who stood against all odds in order to study. There are chapters on the freedom struggle of India. The books teach students about the vices prevalent in Indian society in medieval period like sati, child marriages, discrimination on the basis of caste, ownership of land by big land owners etc. The students are taught about the importance of forests, the problem of growing environmental pollution and waste management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. It also tells children to abstain from the habit of smoking and chewing tobacco because of the ill-effects caused to health by the consumption of these products. The students are taught about the rich diversity of India and maintenance of unity in diversity.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about social vices sensitizes children towards the prevalent problems in the Indian society. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their different laws framed for the protection of consumers like the Consumer Protection Act, Weights and Measures Act etc.

Among indirect references they are told about the freedom movement of India. The students are told about the growth of education in the society and the different schemes initiated by the Government to educate the people. They are told stories where children are exploited by making them work at home. The students are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are made aware of the problems faced by refugees. They are also introduced to the concept of nationality.

These lessons help in imbibing the feeling of equality among children. The students are enlightened about the environmental rights and also their right to education.

MAHARASHTRA

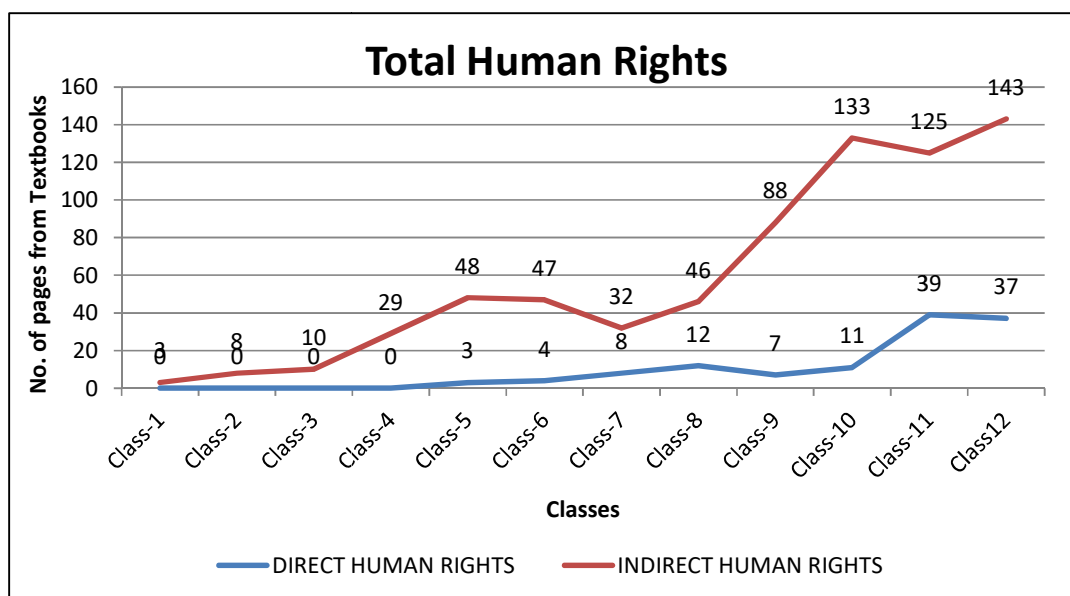
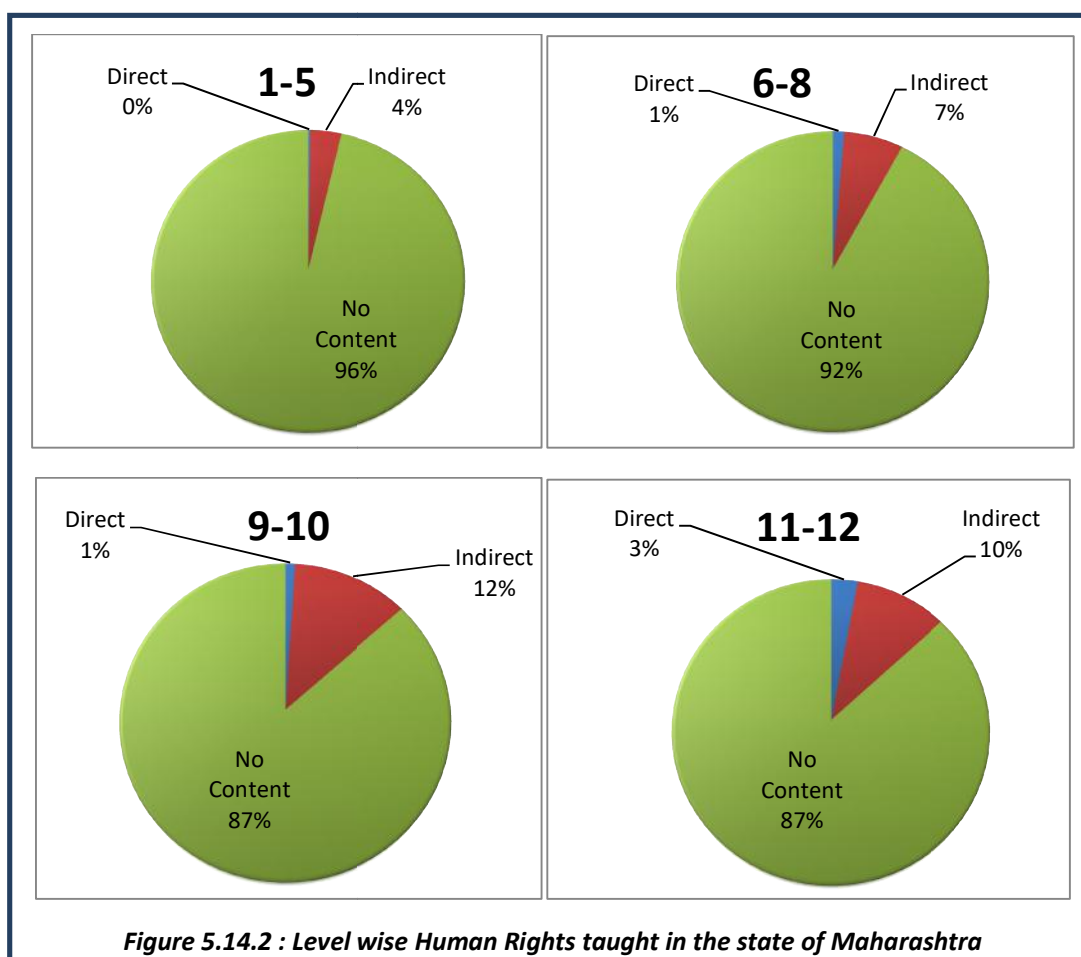


Figure 5.14.1 : Total Human Rights taught in the state of Maharashtra



SUMMARY FOR THE STATE OF MAHARASHTRA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. The students are directly taught that girls and boys are equal and they require the same nourishment as boys. The students are told that the rules for non-discrimination are given in the Constitution. The chapter also tells children about social issues like child marriage, dowry system, sati etc.

Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits of remaining in a healthy and clean environment, the problem of pollution. There are stories in the books which tell them about disabled people and their problems and their quest to live with dignity. There are lessons depicting festivals of different religions. The students are told about the principle of equality before law with the help of a story in which a king is punished for killing a little boy.

These lessons help in imbibing the right to equality before law, right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood. The chapters on disabled people help in inculcating the right to inclusion.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about human rights- its meaning, important human rights, the role played by United Nations in safeguarding human rights and the mechanism developed in India for the protection of human rights. The students are also taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. There are chapters which sensitize children about the legal age of a girl to get married,

customer protection, traffic rules, food adulteration etc. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are encouraged to develop “life skills” so that their personality is developed. They are also told about different festivals.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc. help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the human rights and fundamental rights. The students are explained the concept of human rights and are taught different types of human rights. The students are taught about the protection of minority groups and non discrimination on the basis of gender. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their different laws framed for the protection of women like dowry prohibition, sati prevention, right to alimony and divorce, maternity benefits etc. The students are made aware of the problems faced by refugees. The students are also told about the encouraging stories of disabled people.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are taught about the Russian and French revolution and decolonization. The students are also informed about the consumer protection laws and the functioning of public distribution system.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the meaning of human rights and different instruments framed for the declaration of human rights. The students are taught about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc.

Among indirect references they are told about the freedom struggle of India. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment and protection of women, peasants, tribals, consumers, trade unions and human rights etc.

M.P.

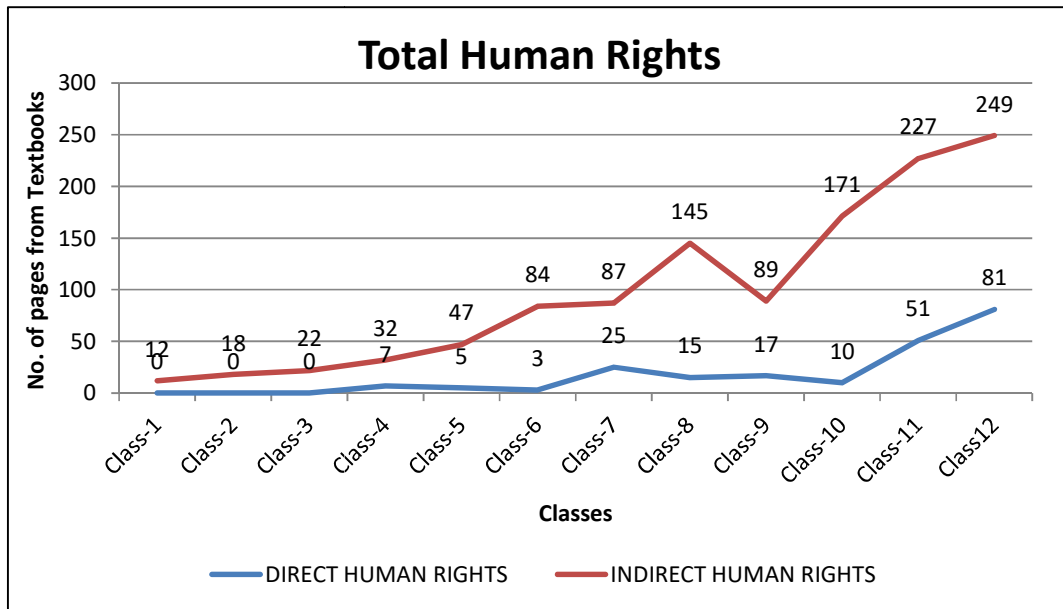


Figure 5.15.1 : Total Human Rights taught in the state of M.P.

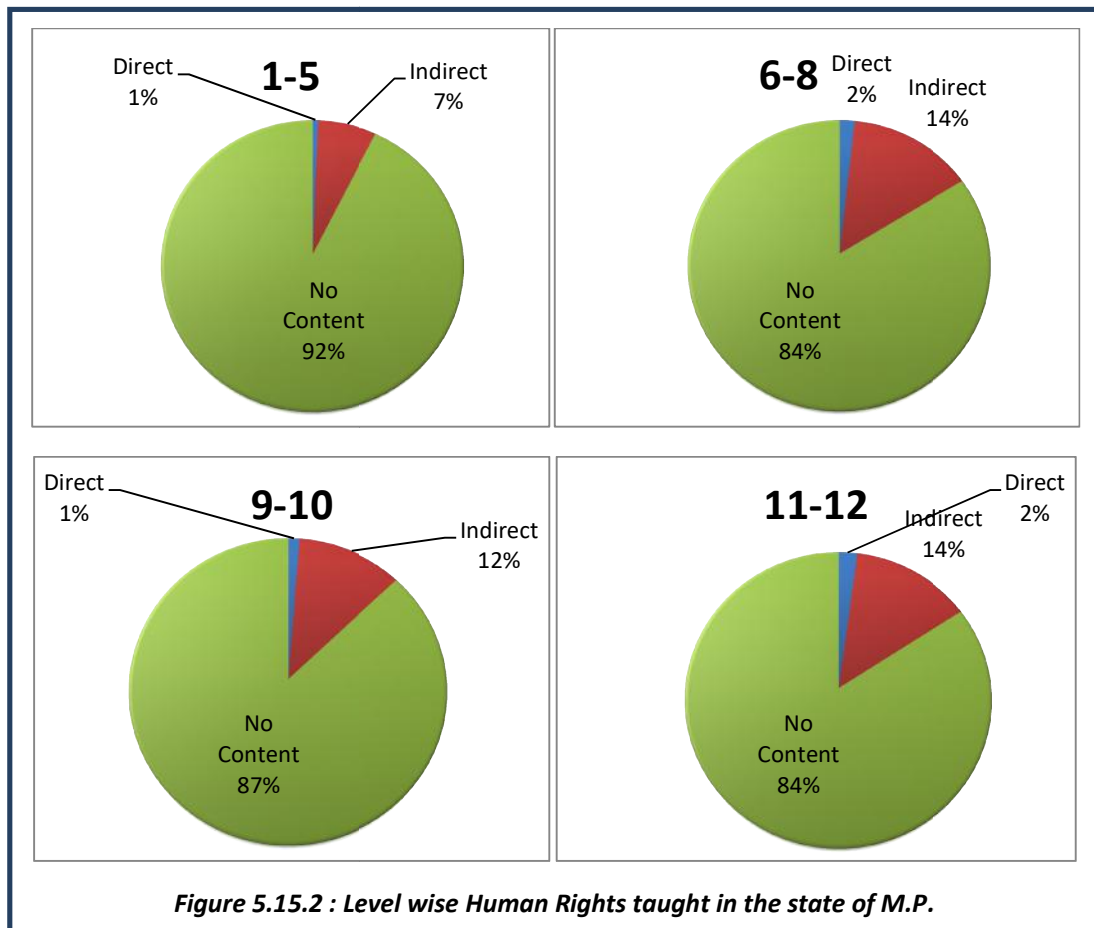


Figure 5.15.2 : Level wise Human Rights taught in the state of M.P.

SUMMARY FOR THE STATE OF MADHYA PRADESH

Human Rights taught from classes I to V

The students from classes I to V are taught human rights indirectly. The students are taught the importance of plants, trees and forests and their uses, the stories about great freedom fighters and other great and courageous people. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. There are stories depicting justice being done by the person in authority. They are taught the importance of going to school. There are stories where people with disability are motivated not to lose confidence. The students are taught about the different festivals of India.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitize children towards the right to environment. The stories about the life history of freedom fighters help in spreading the idea of truth, non-violence and love for motherland

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about human rights- its meaning, the instruments which talk about human rights, the mechanism developed in India for protection of human rights and the child rights. The students are also taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. They are made aware about the rights of a consumer and the forums established at different levels for the protection of consumers.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. There are chapters which sensitize children that towards religious harmony and also promote equality. The students are told about the life of indigenous tribals and the protection given to them under the Constitution. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also made aware of the social issues prevalent in the society like sati system, slavery,

untouchability and caste discrimination. The students are taught about the growth of education in the society and the efforts made by social reformers for promoting education especially girl education.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc. help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught fundamental rights. They are taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the consumer protection.

Among indirect references they are told about the motherland and India's struggle for freedom. They are also taught about the problem of growing environmental pollution and the concept of waste management, garbage disposal etc. They are told about the social problems like illiteracy, rejection of old age people by their family members, discrimination, regional feelings and linguistic problems. They are also informed about the food security.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about environment and related problems sensitize children towards environment.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the meaning of human rights and different instruments framed for the declaration of human rights. The students are taught about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. They are told about the constitutional provisions for the protection of Scheduled Castes

and Scheduled Tribes. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems.

Among indirect references they are told about the freedom struggle of India. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment and protection of women. They are explained about the existing difference between the haves and have nots. The students are taught about the rich cultural heritage of India and its growth through times.

MANIPUR

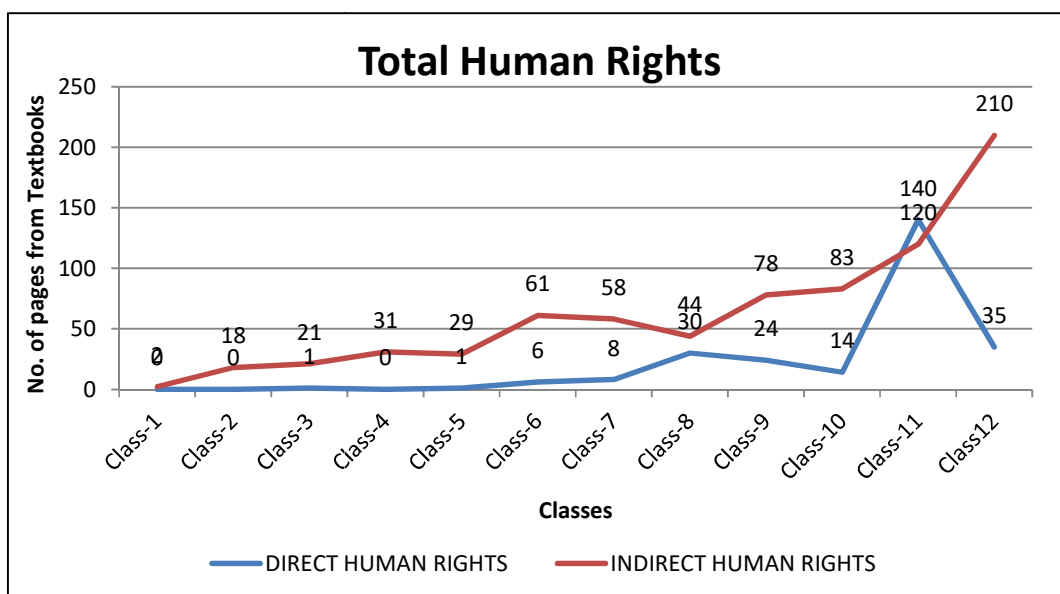


Figure 5.16.1 : Total Human Rights taught in the state of Manipur

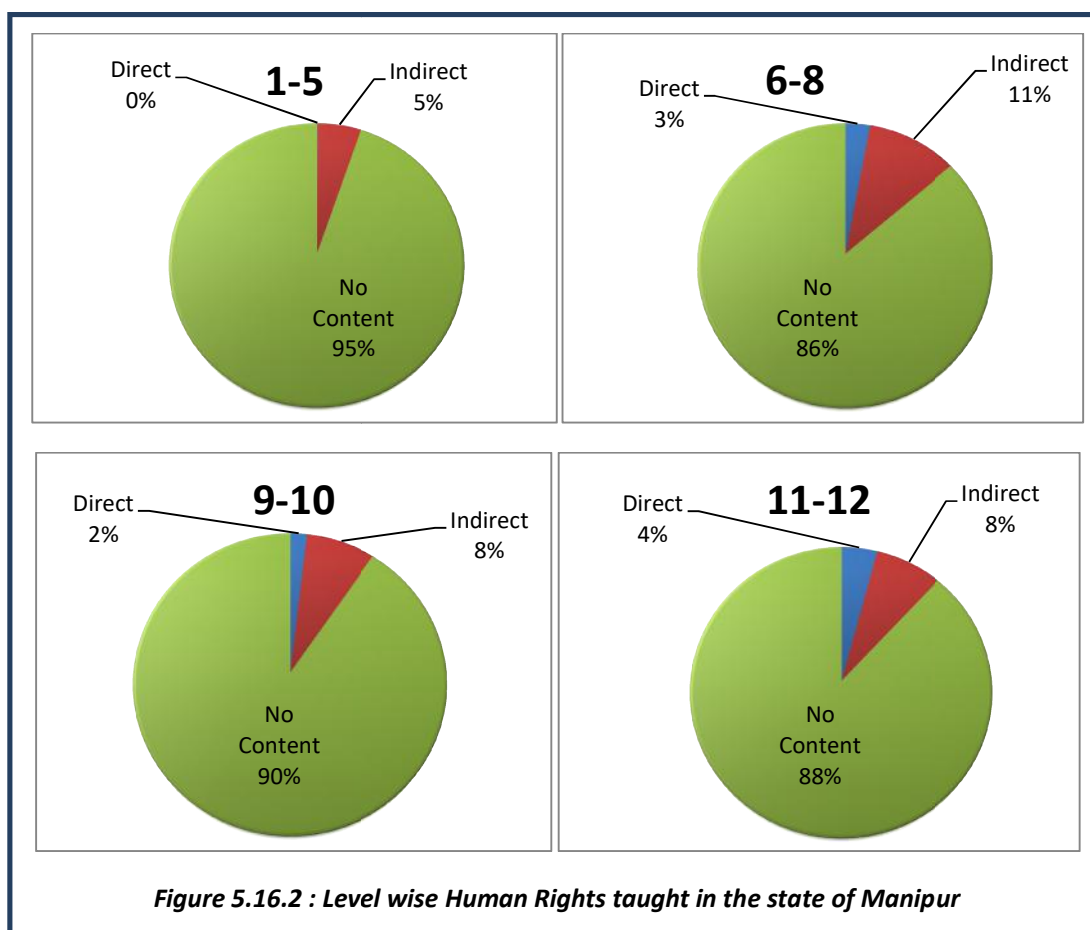


Figure 5.16.2 : Level wise Human Rights taught in the state of Manipur

SUMMARY FOR THE STATE OF MANIPUR

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. The students are made aware of the increase in the problem of child labour in India and how these children should have in place gone to school and study rather than working.

Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits or remaining in a healthy and clean environment, the problem of pollution. They are told that how people belonging to different communities live together in Manipur. They are also told about how people of different communities celebrate different festivals. They are also told about the courageous story of an orphaned girl who works very hard except all odds to rise in life.

These lessons help in imbibing the right to equality before law, right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are also told about various government schemes related to education. The students are given a basic idea of the criminal justice system of the society and are taught the rights of the arrested person. They are also taught about the legal rules framed for protecting women, right to know, right to inheritance by a girl etc.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and

health diet. They are told about the rigidity of caste system and other social evils that existed in the society and the work done by social reformers to fight these evils.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc. help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The students are also given an overview of the art and culture of Meghalaya.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the human rights and fundamental rights. The students are explained about the National Human Rights Commission and about various instruments which talk about human rights. The students are taught about the protection of minority groups and non discrimination on the basis of gender. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are told about what steps have been taken by the Government in order to alleviate the people from poverty.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are taught about the Russian and French revolution and decolonization. The students are also told about the acts of benevolent people who help others.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the meaning of human rights and different instruments framed

for the declaration of human rights. The students are also told about the role of NGO's like Human Rights Watch and Amnesty International who are playing an important role in championing the cause of human rights. The students are also taught about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc.

Among indirect references they are told about the freedom struggle of India. The students are also taught about the problem of deforestation and population. They are also informed about the origin of socio-political movements in different parts of the world like America.

MEGHALAYA

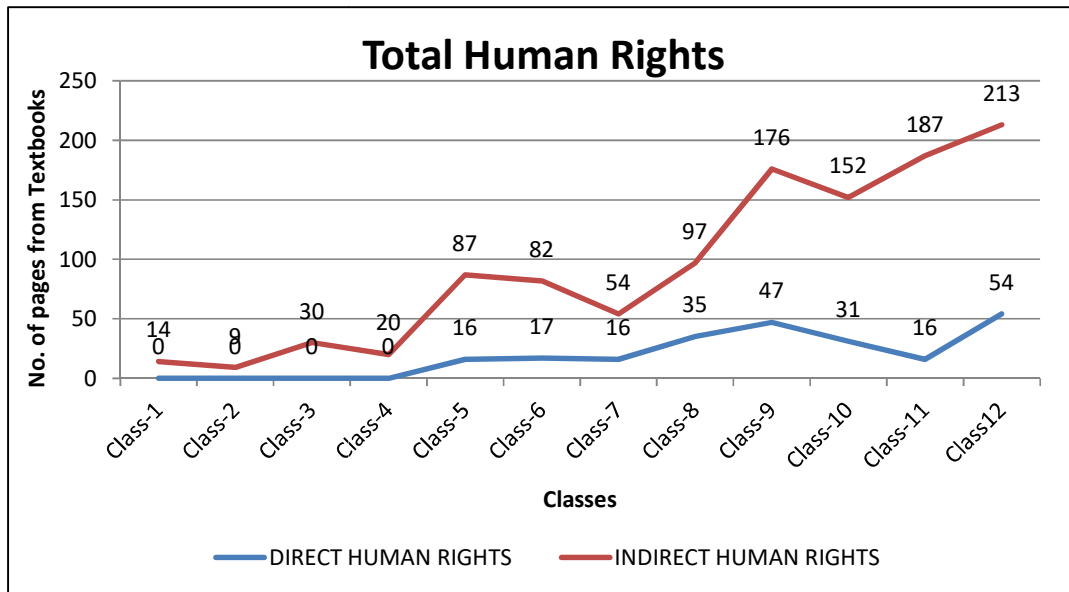


Figure 5.17.1 : Total Human Rights taught in the state of Meghalaya

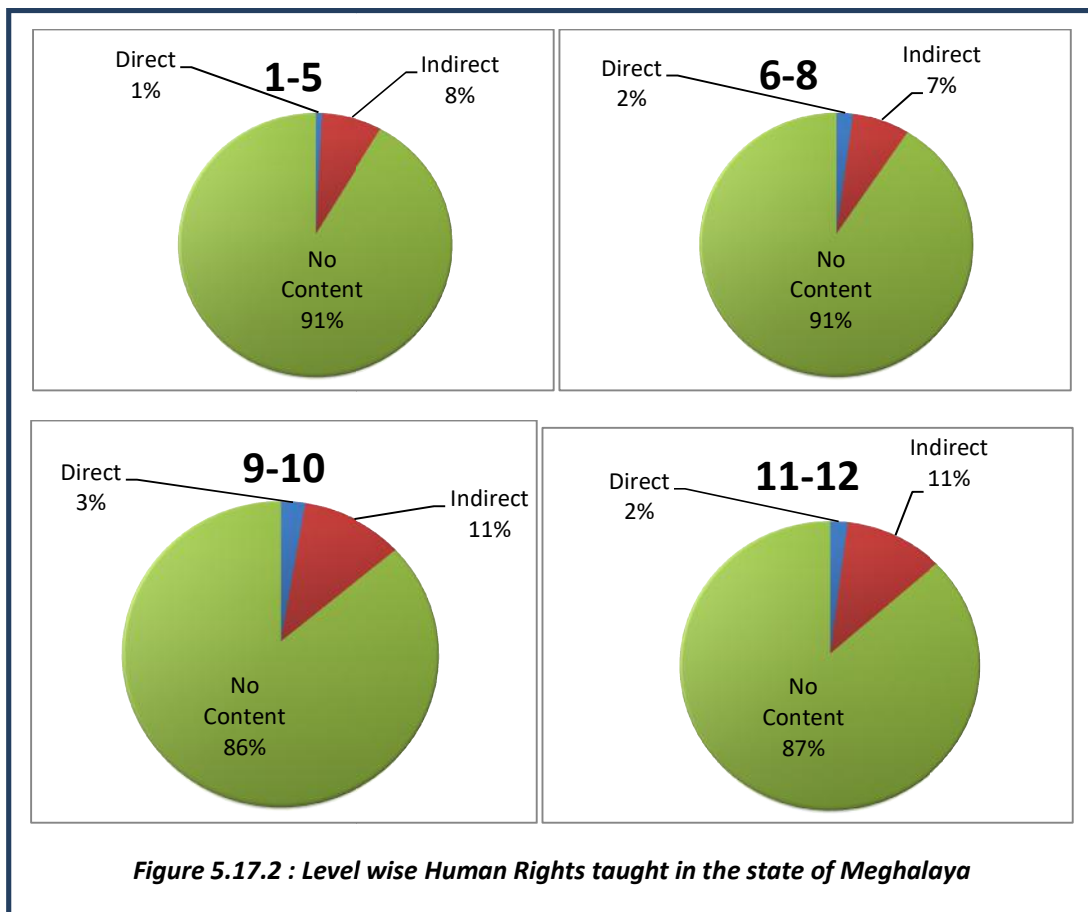


Figure 5.17.2 : Level wise Human Rights taught in the state of Meghalaya

SUMMARY FOR THE STATE OF MEGHALAYA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. One of the most important things is that the students at such young age are told that what they should do in case someone touches them inappropriately.

Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits or remaining in a healthy and clean environment, the problem of pollution. They are told about the Garo and Khasi culture. They are also told about natural disaster. The students are taught about the various organs of United Nations. There are lessons depicting festivals of different religions. The students are encouraged to respect the country and respect the National Anthem. They are also told about the importance of education and also the importance of family in a person's life.

These lessons help in imbibing the right to equality before law, right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are given financial education. They are also made aware of consumer rights. The students are told about different enactments passed by the legislature for the welfare of the women, children and marginalised groups like the Dowry Prohibition Act, Sati Prevention Act, PNDT Act etc. The students are also told about various government schemes related to education, health and sanitation.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books

encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are told about the rigidity of caste system and other social evils that existed in the society and the work done by social reformers to fight these evils.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc. help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The students are also given an overview of the art and culture of Meghalaya.

Human Rights taught in Classes IX and X

In Meghalaya, the students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the human rights, the importance of human rights, human rights and ethics and human rights and environment. The students are given a lot of financial education like how to open a bank account, PAN card, Aadhar card, pension schemes after retirement etc. The students are taught about the fundamental rights directly. They are also protection of minority groups and non discrimination on the basis of gender. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their different laws framed for the protection of women like dowry prohibition, sati prevention etc. The students are made aware of the changing scenario of the rights of disabled people with the passage of the Rights of the Persons with Disabilities Act, 2016.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal, inflation etc. The students are taught about the Russian and French revolution and decolonization. The students are also informed about the consumer protection laws and the functioning of public distribution system.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the meaning of human rights and different instruments framed for the declaration of human rights. The students are taught about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc.

Among indirect references they are told about the freedom struggle of India. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment and protection of women, peasants, tribals, consumers, trade unions and human rights etc. The students are also made aware of the problem of corruption existing in the society.

MIZORAM

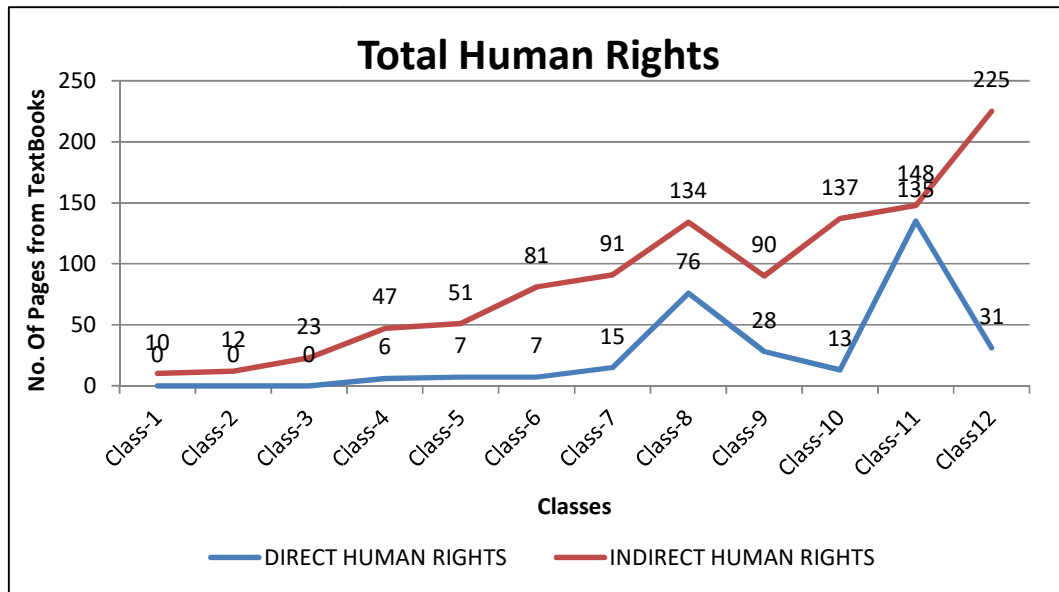
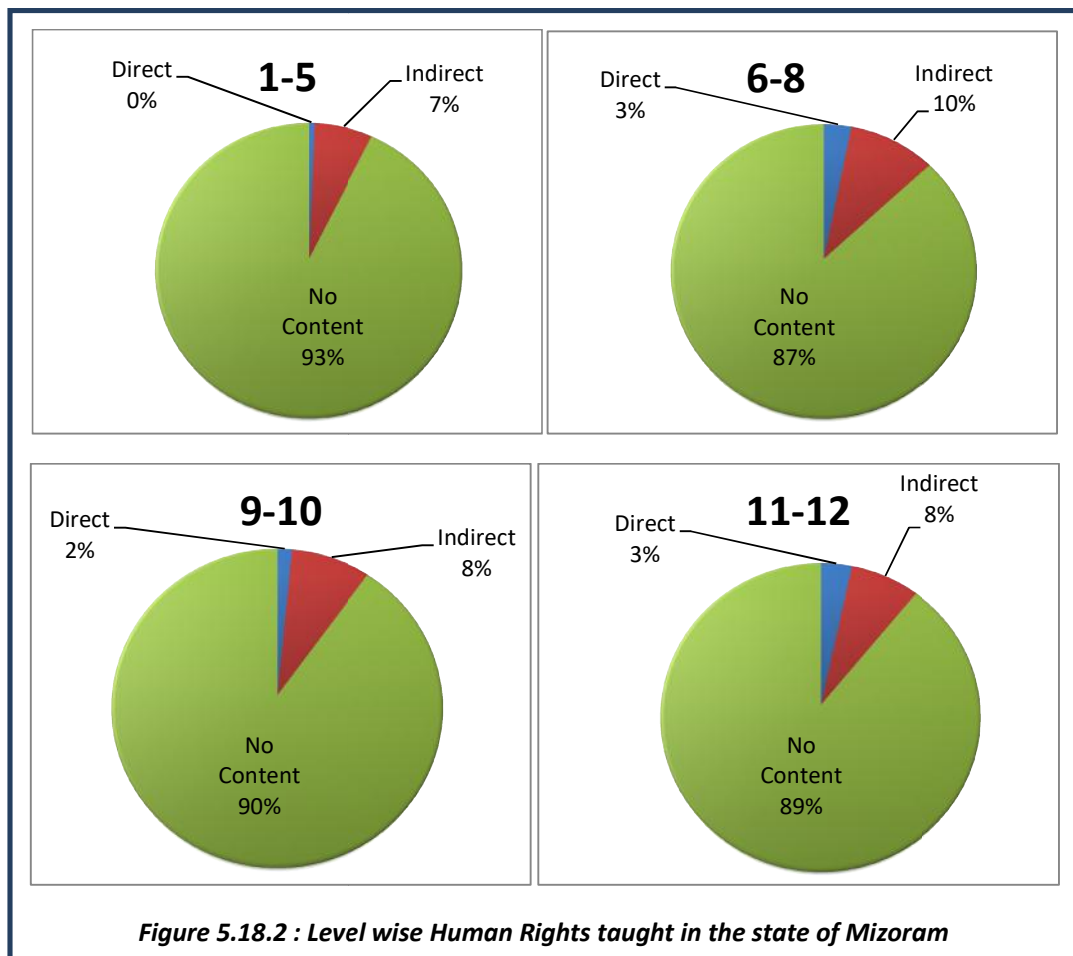


Figure 5.18.1 : Total Human Rights taught in the state of Mizoram



SUMMARY FOR THE STATE OF MIZORAM

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told that they have a right to go to school. They are with the help of a story told that how government of some states like Andhra is running camps to get married girls back to school.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are sensitized towards the prevailing gender gap in homes where women are expected to do every household work and also that how gender discrimination exists in the area like sports. They are also taught about problems that the country is facing like pollution, population growth, natural disasters and the social and economic disparity between different strata of society. The students are told about the importance of education especially in backward classes. They are also introduced to the concept of “untouchability”. They are also told about Braille – the script for blind and also the quest of the disabled to live life with dignity. The students with the help of a story are told about the misconduct of bullying.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the fundamental rights. The students are also taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. They are made aware about the rights of a consumer. They are told about their right to education. They are made to understand the present criminal justice system of the country and the rights of the accused. The students are explained about their right to approach the court if fundamental rights are violated. They are explained about the concept of marginalized

groups and the constitutional safeguards incorporated for the protection of these groups. The students are told that one of the most important functions of the government is to provide public facilities. The students are also informed about legislations related to protection of women at workplace, labour laws and right to education.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. There are chapters which sensitize children that to tolerate injustice is the greatest crime. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people. The students are also sensitized towards the bad effects of consumption of drugs.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc. help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the fundamental rights. The students are taught about the protection of minority groups and non discrimination on the basis of gender. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their different laws framed for the protection of tribals.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are taught about the Russian and French revolution and decolonization. The students are also informed about the consumer protection laws and the functioning of public distribution system.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty.

NAGALAND

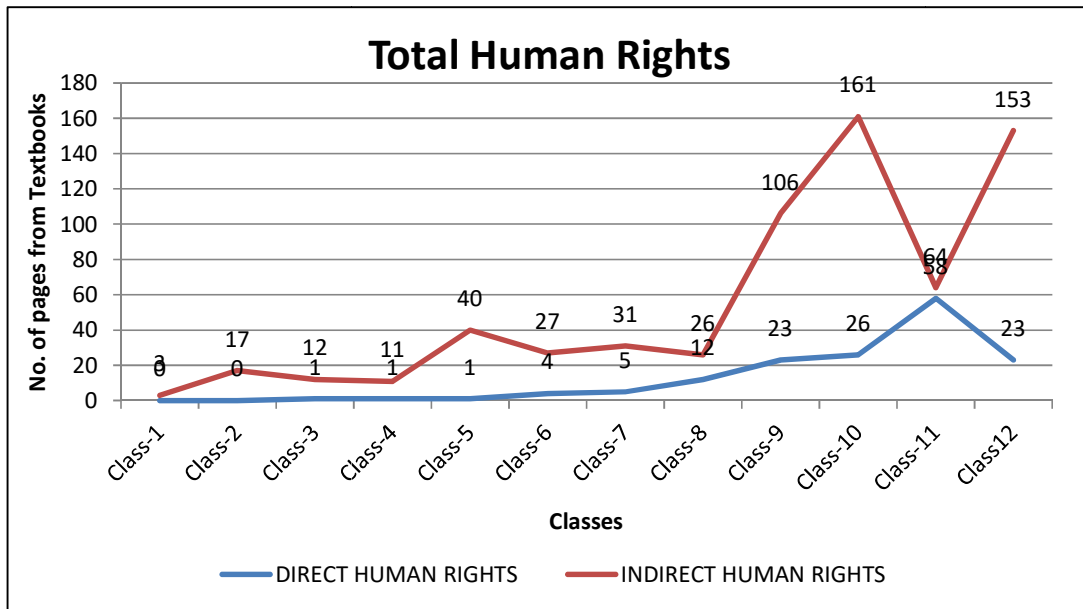


Figure 5.19.1 : Total Human Rights taught in the state of Nagaland

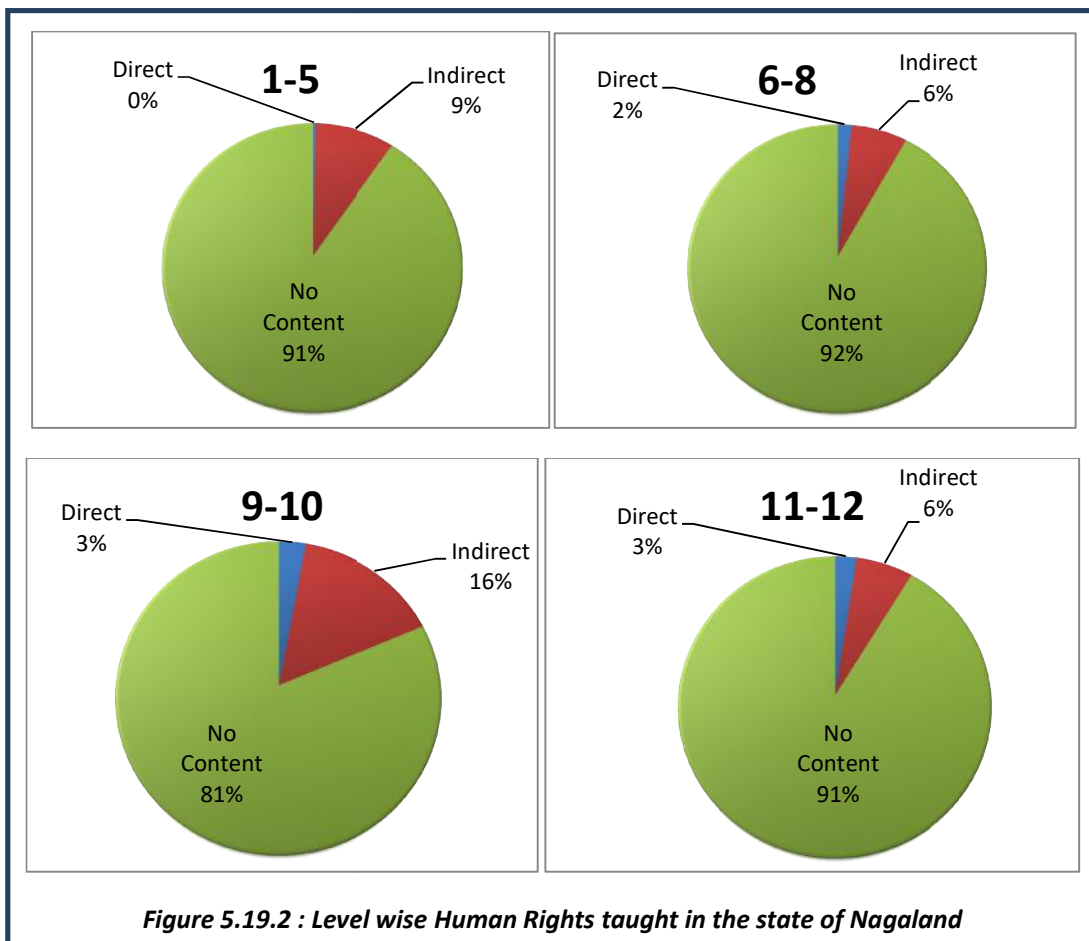


Figure 5.19.2 : Level wise Human Rights taught in the state of Nagaland

SUMMARY FOR THE STATE OF NAGALAND

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told that the right to education.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. They are also taught about problems that the country is facing like pollution and population growth. They are also sensitized towards the concept of property. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are made to understand the importance of work and the right to leisure during free times. They are also told about the difficulties faced by people living in slums. The students are told about the rich cultural heritage of Nagaland.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country held children learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and tolerance.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. They are informed about various legislations framed by the Government like the Right to Information Act and the Right to Education Act. They are also informed about the various schemes initiated by the Government for the welfare of people like mid day schemes etc.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught about the Universal Declaration of Human rights and fundamental human rights. The students are also taught fundamental rights. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the rights of women and children. They are also made aware of consumer rights.

Among indirect references they are told about the the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the equality of girls and boys in every field.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. It also helps in developing the freedom of thought, expression and liberty.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country and how different social reformers fought against these problems like entry of dalits in temple.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. The students are also told about the encouraging stories of disabled people, They are further sensitized towards the environmental issues and sustainable development.

ORISSA

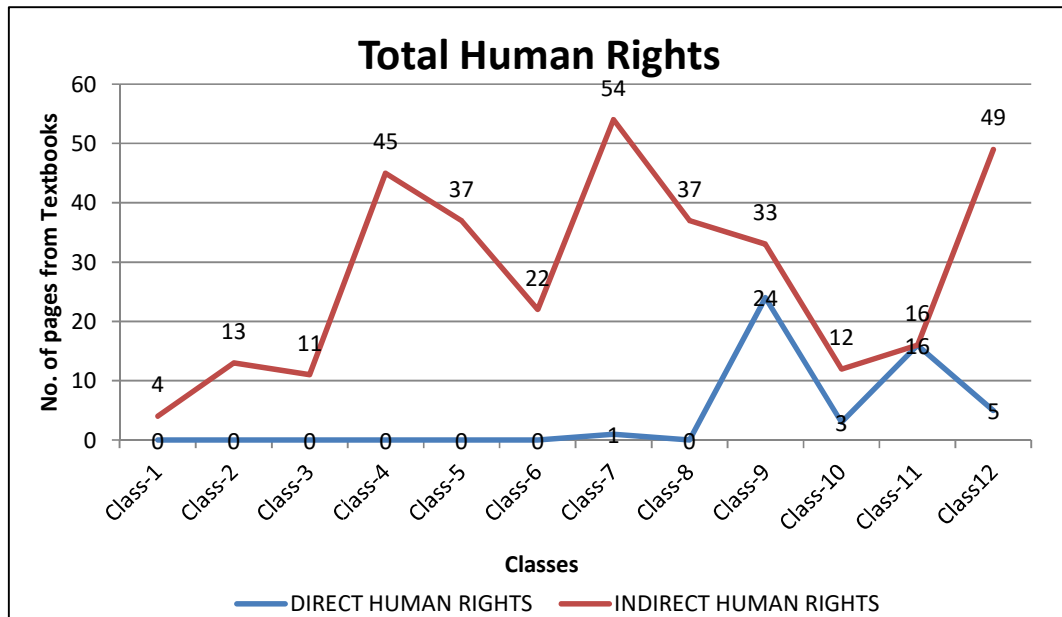


Figure 5.20.1 : Total Human Rights taught in the state of Orissa

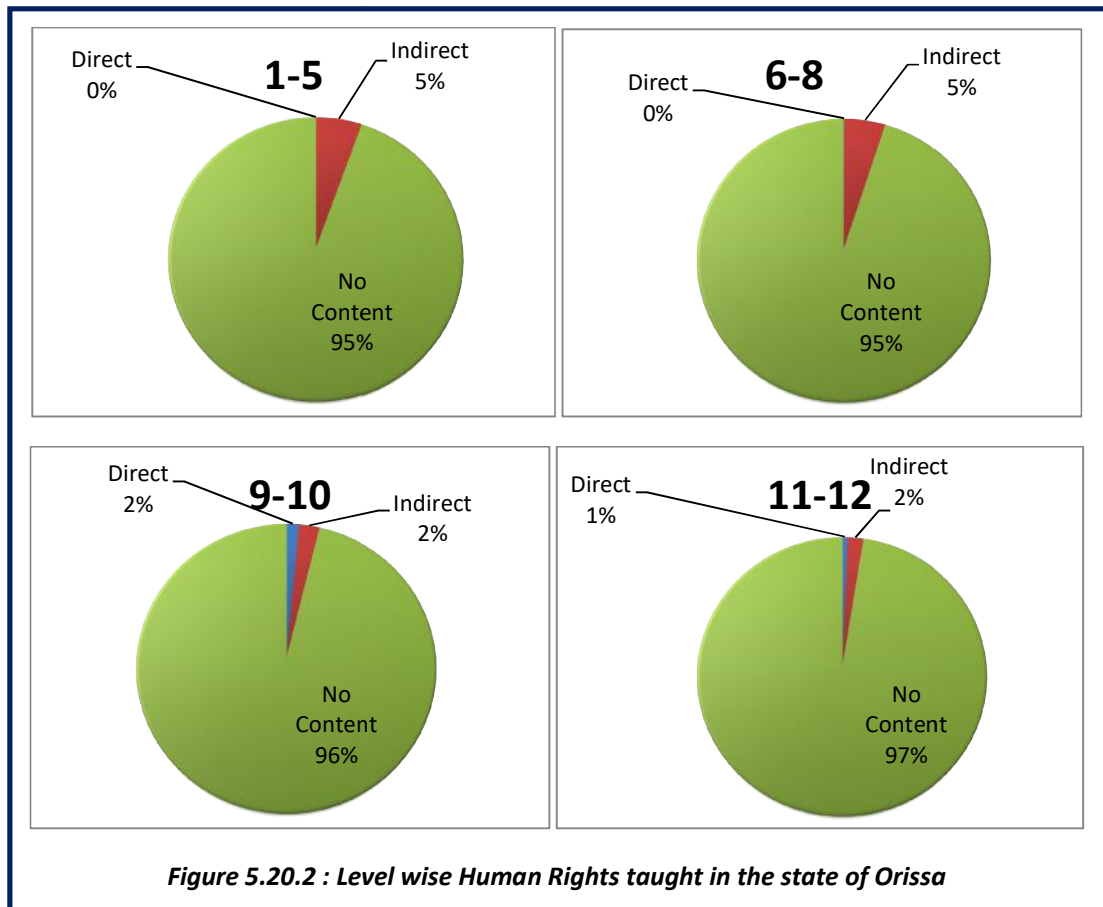


Figure 5.20.2 : Level wise Human Rights taught in the state of Orissa

SUMMARY FOR ODISHA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights indirectly. Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are told about the importance of education. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. The students are sensitized towards the problems faced by old people. They are also sensitized towards the rights of tribal people.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country held children learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution and waste management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also made aware of the social issues prevalent in the society in olden

times like sati system, slavery, untouchability and caste discrimination. The students are told about different religions. The students are encouraged to pursue education and are told about the story of a boy who opened a school in forests to give education to people.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and the fundamental rights. They are told about the concept of human rights, emergence of this concept, UDHR and the National Human Rights Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights.

Among indirect references they are told about the freedom movement of India. The students are told that how the India grew into a new world by doing away with the problems of untouchability, sati, purdah system and caste system. The students are encouraged to live in unity with others. They are also told about the natural disasters.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. It also promotes the awareness about environment and related problems. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc.

They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are further sensitized towards the environmental issues and sustainable development. The students are sensitized towards the growing participation of women in the society and the growth of feminist jurisprudence.

PUNJAB

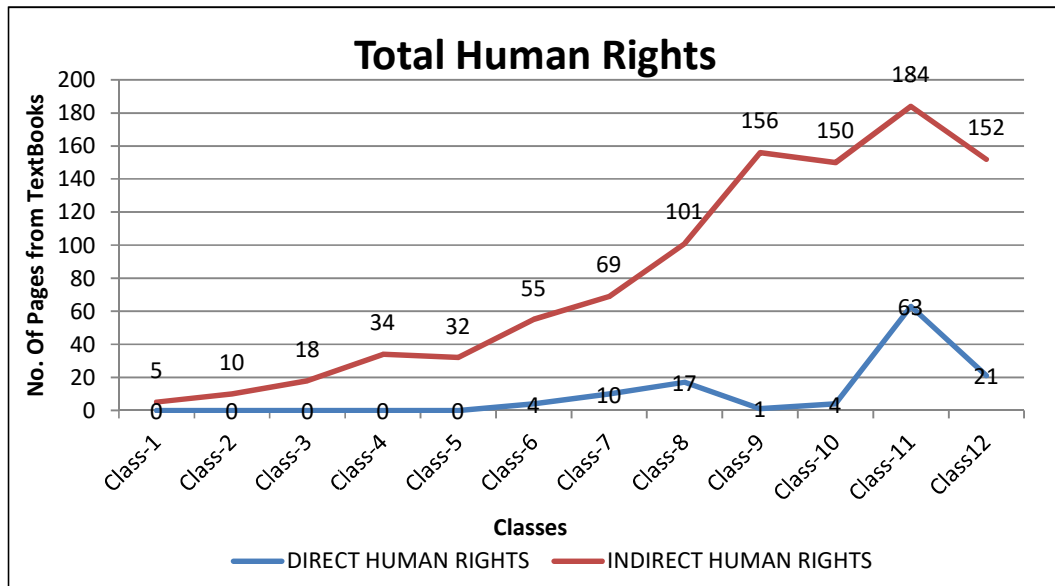


Figure 5.21.1 : Total Human Rights taught in the state of Punjab

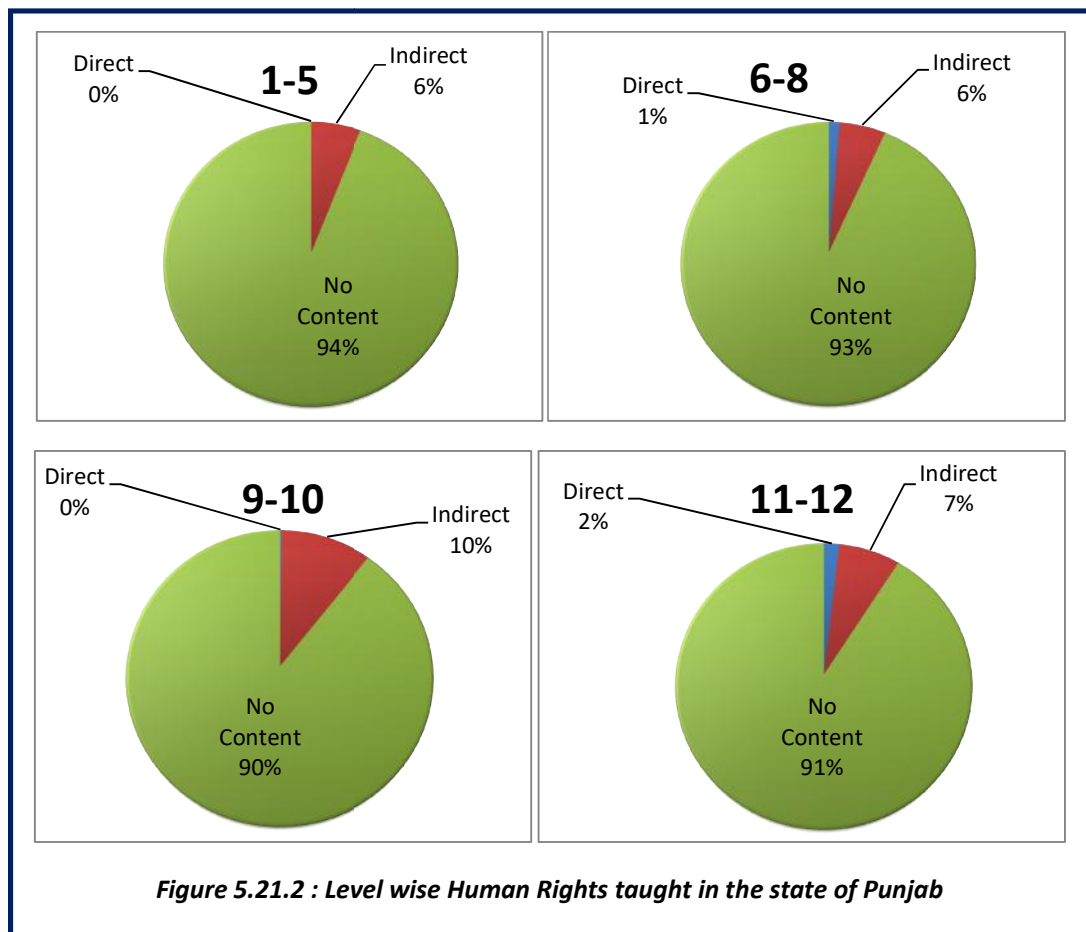


Figure 5.21.2 : Level wise Human Rights taught in the state of Punjab

SUMMARY FOR THE STATE OF PUNJAB

Human Rights taught from classes I to V

The students from classes I to V are taught human rights indirectly. Among indirect references, the students are taught the importance of trees and forests and their uses, the stories about great freedom fighters and other great and courageous people. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. There are lessons depicting festivals of different religions. They are through stories told about equality before law, child adoption and how the attentiveness and courageous attitude of a child could save her from being kidnapped. There are stories which showcase the importance of education to students.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood. This also encourages children to go to school and study.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about their fundamental rights- democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. They are also taught about protection against exploitation and untouchability.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. The students are taught the life history of great men who laid down their lives in quest to protect injustice from being committed on poor and innocent. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management and natural disasters. There are chapters which sensitize children about the need to live in harmony with others, and also about the prevalent caste discrimination in the society. The books encourage children to eat a balanced and health diet so that their body is strong to fight with diseases. They are also told the side effects of consuming drugs. There are told about the duty to protect public

property from getting destroyed. The students are told about the stories of army men. They are also encouraged to spend time efficiently.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students imbibe a feeling of living in peace and also promote the culture of freedom of thought and expression by raising voice against the wrongdoer.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the fundamental rights. They are also taught about their political, civil, cultural and social rights. The students are taught about gender equality and protection against exploitation or slavery.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also sensitized towards various issues like poverty, unemployment, female infanticide, drug abuse, inequality; loss of life during war times etc.

These lessons help in imbibing the feeling of equality among children and also promote non-discrimination. The knowledge about relevant social problems sensitize the children towards society and also help them in molding themselves in a way that they can contribute towards society. The stories of army men instill a love for peace and hatred towards war and also promote love for motherland.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about the importance of local self government. They are also told about the government schemes meant for the benefit and rehabilitation of senior citizens etc

Among indirect references they are told about the freedom struggle of India. They are also taught about the problem of deforestation and population. In order to ensure right to live with dignity and livelihood, they are explained the concept of rural marketing. They are told about the environment and environment degradation. The students are sensitized towards the benefits of maintaining healthy life. They are also sensitized towards the prevalent problems like female feticide, problems of disabled and their quest to live with dignity.

RAJASTHAN

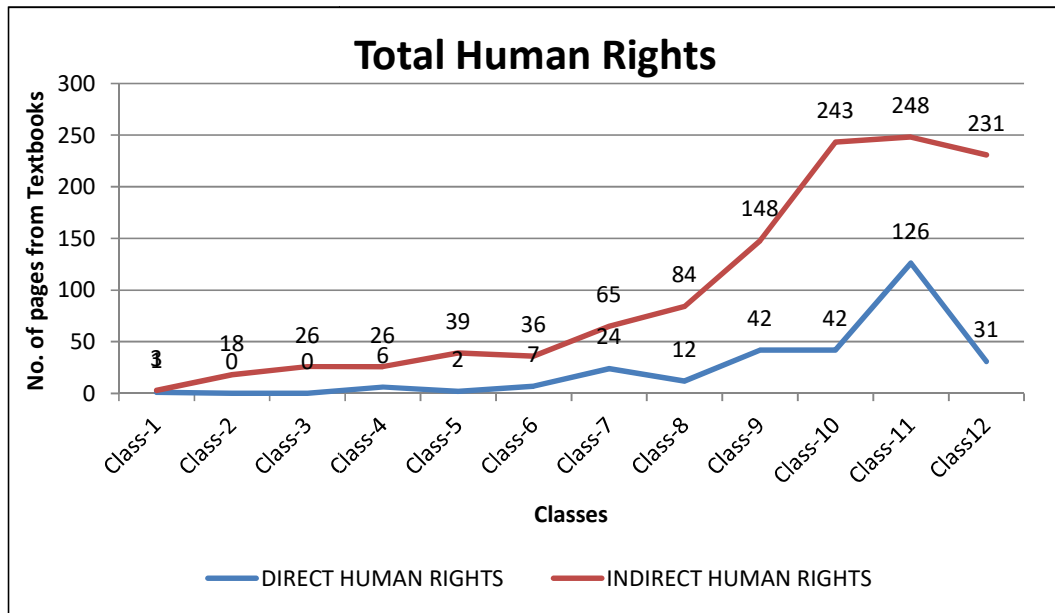
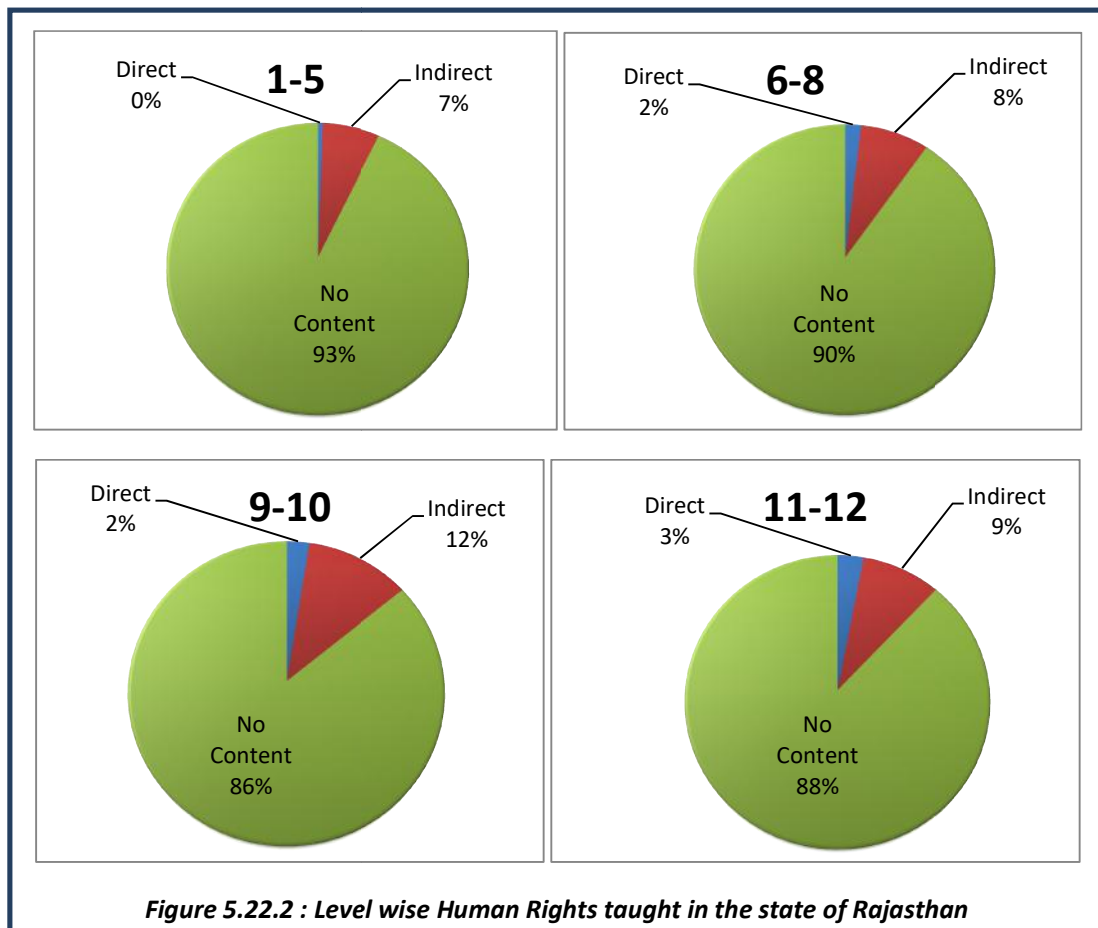


Figure 5.22.1 : Total Human Rights taught in the state of Rajasthan



SUMMARY FOR THE STATE OF RAJASTHAN

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among the direct reflection they are taught about gender equality. The children are taught about their safety and protection by a direct reference to “good touch bad touch”. This chapter helps in making them aware against sexual exploitation.

They are taught the importance of trees and their uses, the importance of Swachh Bharat Mission, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits of remaining in a healthy and clean environment, the ill effects of taking tobacco, the problem of pollution. There are stories in the books which tell them about disabled people and their problems and their quest to live with dignity. There are lessons depicting festivals of different religions.

These lessons help in imbibing the right to life with dignity, the right to liberty. The lessons on Indian policies like “Swachh Bharat Mission, Beti Bachao, Beti Padhao” helps the children to become informed citizens as they come to know the policies of the government. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about their rights and about different Conventions and treaties which talk about the protection of child rights. The children are explained the meaning of child rights, how they are violated, exploitation of children and they are also told about the mechanism developed to protect child rights. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. They are also taught about the Government’s responsibility for providing free and compulsory education including education to children with special needs, different schemes initiated by the government for protecting health, promoting employment and providing shelter. They are directly taught about their fundamental rights and duties.

Among indirect references they are taught about the rich and diversified heritage of India, the stories of great freedom fighters, love for motherland, national security and sacrifice for protecting her. They are taught about the freedom struggle of India and how it got independence from the British raj. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural calamities and growing population. There are stories on poor children depicting their plight and their needs. The children are told about the caste discrimination prevalent in India society along with its ill effects and the problem of child marriages. The books contain a lot of material depicting the importance of health, the safety rules that shall be followed by children. They are told about the participation of woman in society, the unique sacrifices made by them in time of need and their success stories.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The stories of innovative role played by others help in imbibing freedom of thought, opinion and expression. The lessons on government schemes and initiatives help the students understand the right of social security and access to public service. The stories of disabled children help in inculcating the thought of non exclusion.

SIKKIM

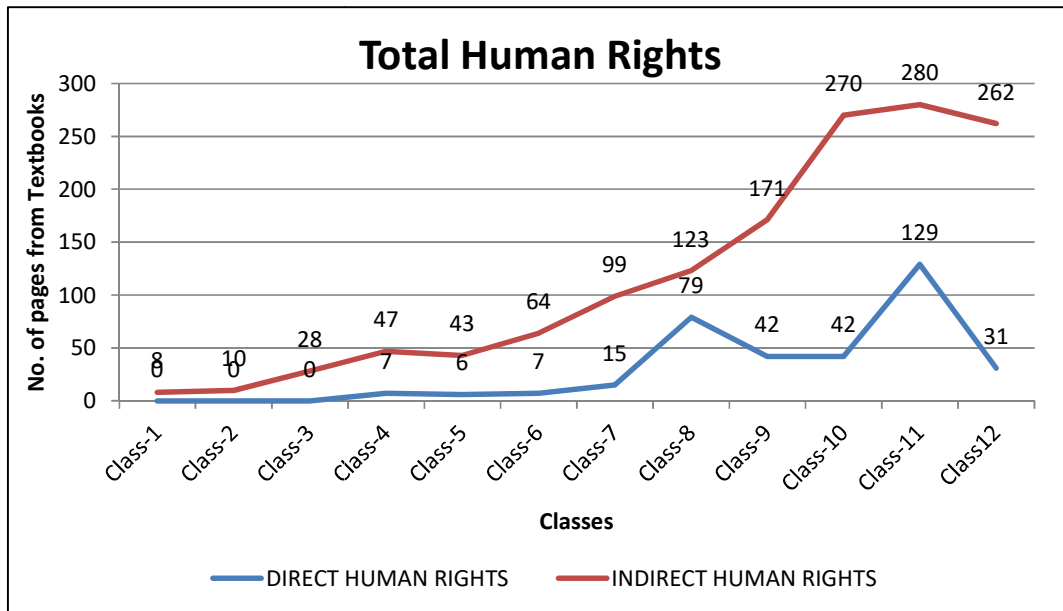
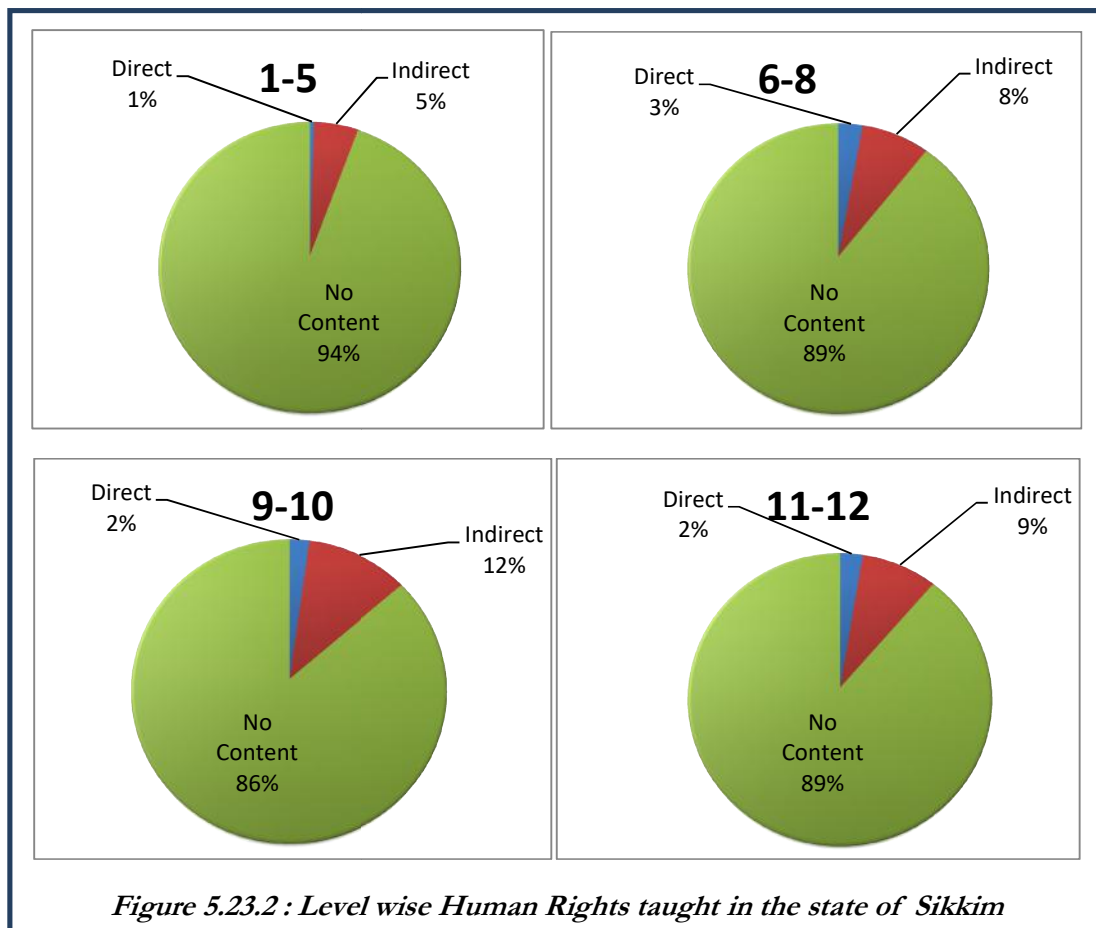


Figure 5.23.1 : Total Human Rights taught in the state of Sikkim



SUMMARY FOR SIKKIM

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are told about the importance of education. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability and how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people. The students are also explained that how they should ensure their safety during natural disasters. They are also told about stories where justice was given by the King.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country helps children learn freedom of expression, thought and freedom from slavery. The chapters also

sensitise children towards freedom of religion and development of brotherhood and tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the commoditization of persons in ancient

society and how only men above certain age were considered as citizens. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society. the students are also told stories about exploitation of children who work in homes at the hands of their employers and also about the exploitation of Indians by Britishers.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan

etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions. The students are told about how exploitation takes place when a girl runs from her home to become an actress but gets exploited and become a prostitute.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems. The stories of children being exploited by outsiders sensitize children towards their personal safety.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in

India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

TAMILNADU

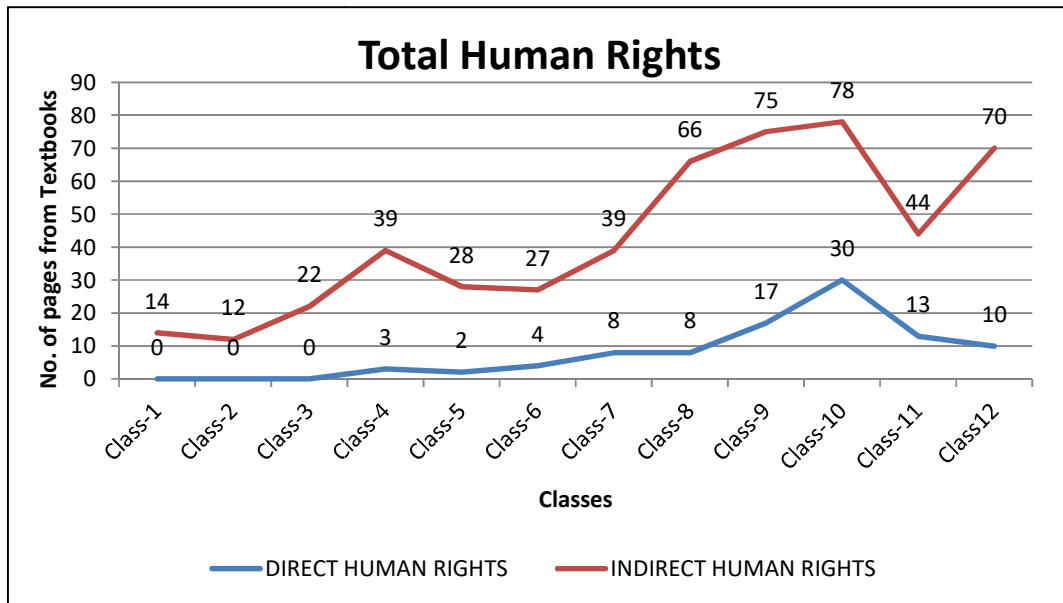


Figure 5.24.1 : Total Human Rights taught in the state of Tamilnadu

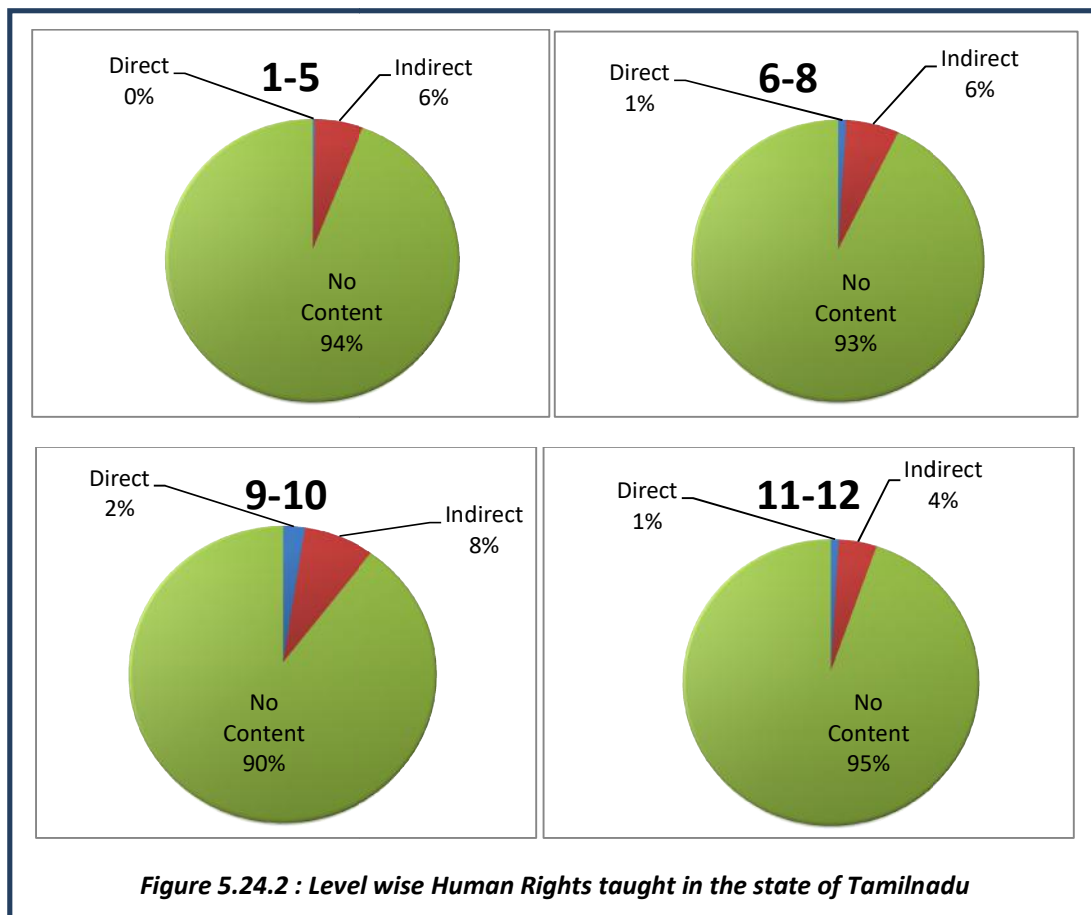


Figure 5.24.2 : Level wise Human Rights taught in the state of Tamilnadu

SUMMARY FOR THE STATE OF TAMILNADU

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. The students are directly taught about fundamental rights and duties.

Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits of remaining in a healthy and clean environment and the problem of pollution. There are stories in the books which tell the students about their culture and folk arts. There are lessons depicting festivals of different religions. The students are told about the traffic rules.

These lessons help in imbibing the right to life with dignity and the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about human rights- its meaning, important human rights, the role played by United Nations in safeguarding human rights and the mechanism developed in India for the protection of human rights. The students are also taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are also told about right to education and also about legislations enacted for the protection of women and children including the Juvenile Justice Act.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are told about the cultural heritage of India and its march through the time of history. They are also told about the problems faced by the disabled.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The information about customer rights etc. help in promoting informed citizenry. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the human rights and fundamental rights. The students are explained the concept of human rights and are taught different types of human rights and the conventions which provide for protection of human rights and child rights. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their different laws framed for the protection of consumers and are also told about the problem of child labour. The students are also told about different legislations like Maharashtra Domestic Worker's Welfare Board Act. The students are also told about the encouraging stories of disabled people.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution, global warming, the concepts of waste management, garbage disposal etc. The students are taught about the Russian and French revolution and decolonization. The students are encouraged to lead a healthy life and abstain from addiction.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. The students are sensitized about the environment.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the United Nation and human rights and about fundamental

rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems.

Among indirect references they are told about the freedom struggle of India. They are also taught about the problem of deforestation and population. They are also sensitized about environmental problems like green house effect, global warming, ozone depletion etc.

TELANGANA

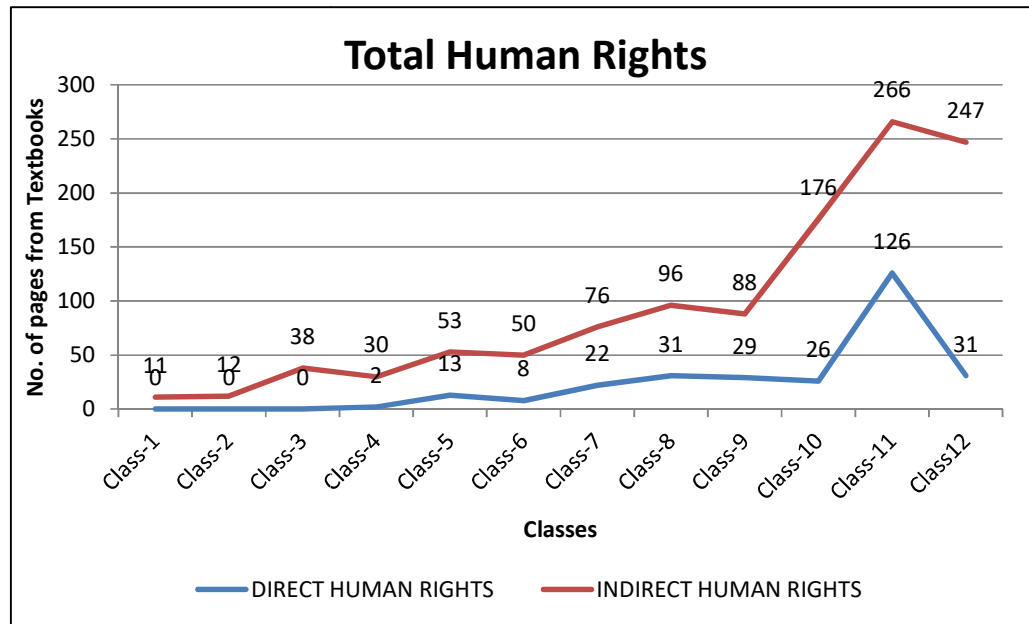
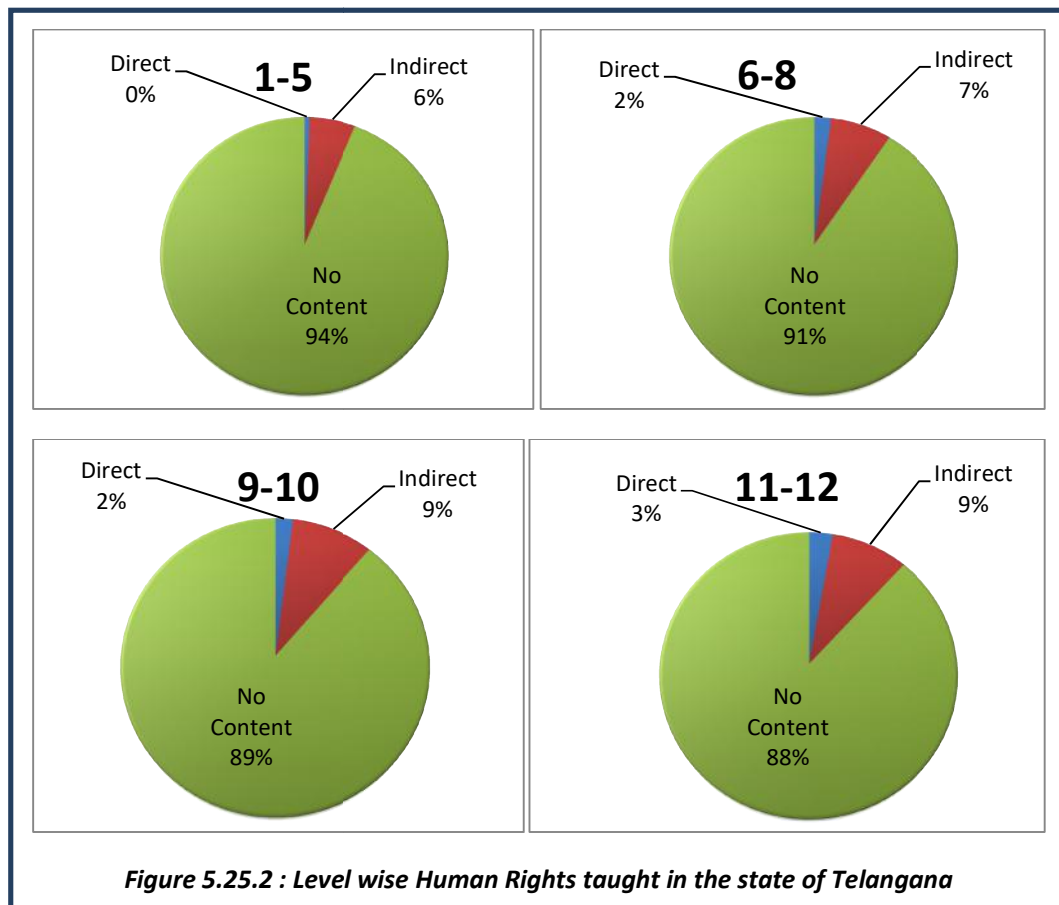


Figure 5.25.1 : Total Human Rights taught in the state of Telangana



SUMMARY FOR TELANGANA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. The students are directly taught about the child rights by displaying these rights in pictorial form. They are informed about the various offices and institutions where a child can approach in case of violation of his rights. They are told about their political, social, cultural and economic rights enshrined in the Constitutions. These rights are also represented in pictorial form which creates a deep impact on the mind of the students. The students are also informed about the different institutions established by the Government for providing different services to the society and also different schemes initiated by the Government for the welfare of the people. The students are also informed about laws like Right to Information Act and Protection of Children from Sexual Offences Act.

Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. They are also taught the benefits of remaining in a healthy and clean environment, the problem of pollution. There are stories in the books which tell them about disabled people and their problems and their quest to live with dignity. There are lessons depicting festivals of different religions as well as the life of tribals. There are chapters which depict girls and boys studying together and playing together.

These lessons help in imbibing the right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood. The chapters on disabled people help in inculcating the right to inclusion.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the rights of tribals staying in forests and the laws passed by the Government in order to safeguard their interests. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. They are also taught about the Government's responsibility for providing free and

compulsory education to children along with the responsibility to provide basic amenities to the public. The students are informed about laws like Right to Information Act and the Right to Education, and the age to marry etc.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters and growing population. There are chapters depicting gender equality by showcasing girls cycling around the city breaking all norms and also encouraging men to do household chores. The children are explained the importance of education and the problem of child marriages. The books contain chapters depicting the importance of health and encouraging children to eat a balanced and health diet. They are also told about the justice system of the country.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the right to equality and that there should be no discrimination on the basis of colour. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about their right to form associations with the help of a story. They are also taught about the Government's responsibility for providing public facilities and education. The students are informed about the rules to regulate labour. The students are specifically informed about Women Protection Acts like the provisions against child marriage, dowry, immoral trafficking etc. The students are also taught the evolution of human rights law in the world and the functioning of National Human Rights Commission. They are also given traffic education.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the damage caused by it to the ecosystem, global warming, natural disasters, increase in use of pesticides,

water scarcity and the problem of waste management. There are chapters talking about the prevalence of gender inequality. There is a chapter in the book which informs children the health and psychological problems related to overburdening of children with homework. The book showcases the stories of disabled people who could win the world through their positive attitude.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The books also imbibe the culture of positive attitude in life and the right to protect the environment and work for sustainable development.

TRIPURA

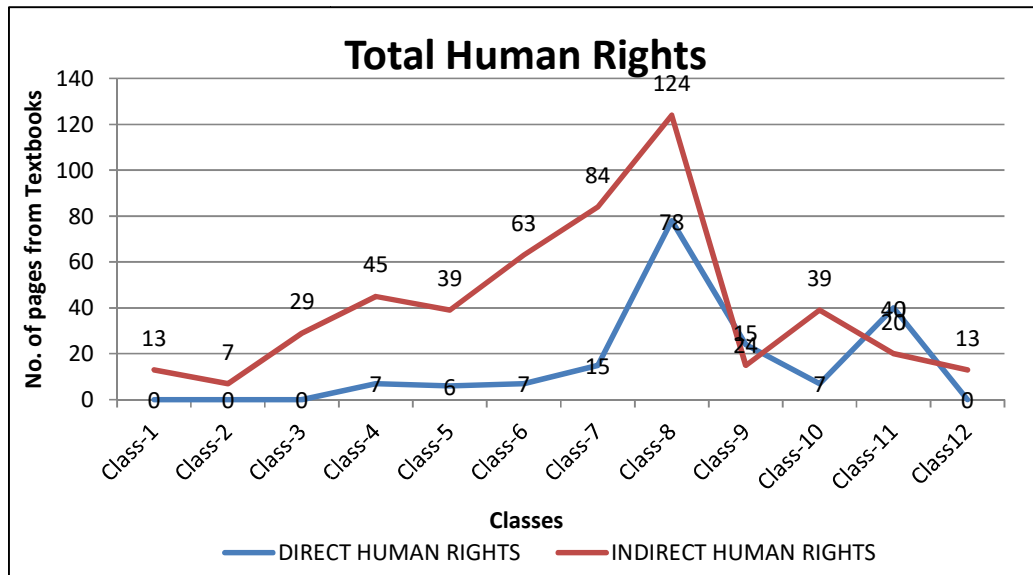
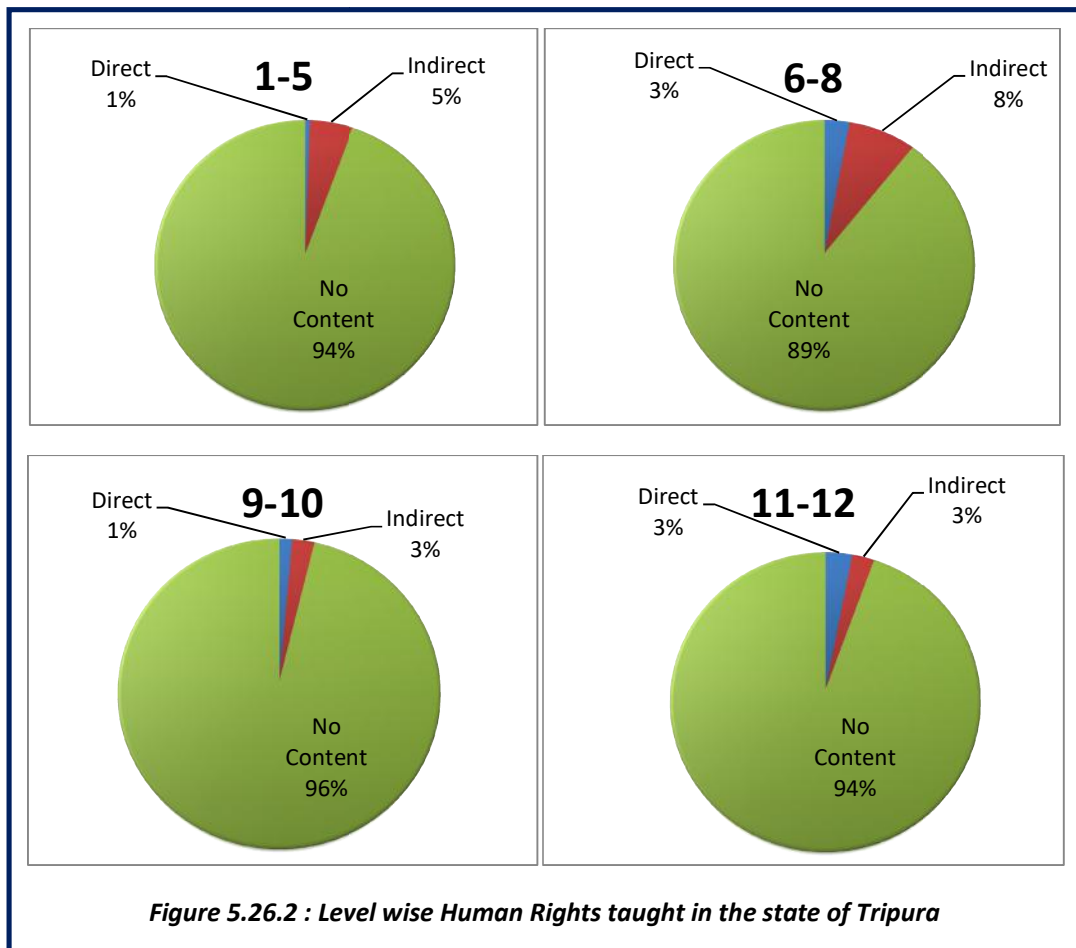


Figure 5.26.1 : Total Human Rights taught in the state of Tripura



SUMMARY FOR TRIPURA

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are told about the importance of education. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability and how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people. The students are also explained that how they should ensure their safety during natural disasters. They are also told about stories where justice was given by the King.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country helps children learn freedom of expression, thought and freedom from slavery. The chapters also

sensitise children towards freedom of religion and development of brotherhood and tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the commoditization of persons in ancient

society and how only men above certain age were considered as citizens. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities. they are also encouraged to live in harmony with other religions.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society. the students are also told stories about exploitation of children who work in homes at the hands of their employers and also about the exploitation of Indians by Britishers.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan etc. The students are made aware of the problem of child labour and the laws initiated to tackle this problem.

Among indirect references they are told about the freedom movement of India. The students are told that how the India grew into a new world by doing away with the problems of untouchability, sati, purdah system and caste system.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. It also promotes the awareness about environment and related problems.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc.

Among indirect references they are told about the freedom struggle of India. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

U.P.

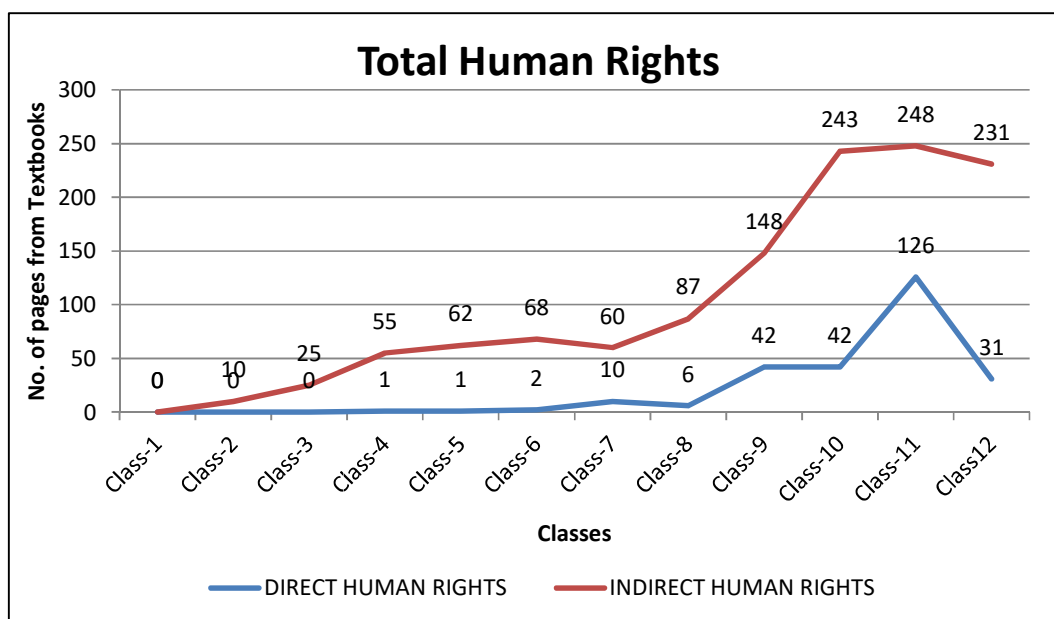


Figure 5.27.1 : Total Human Rights taught in the state of U.P.

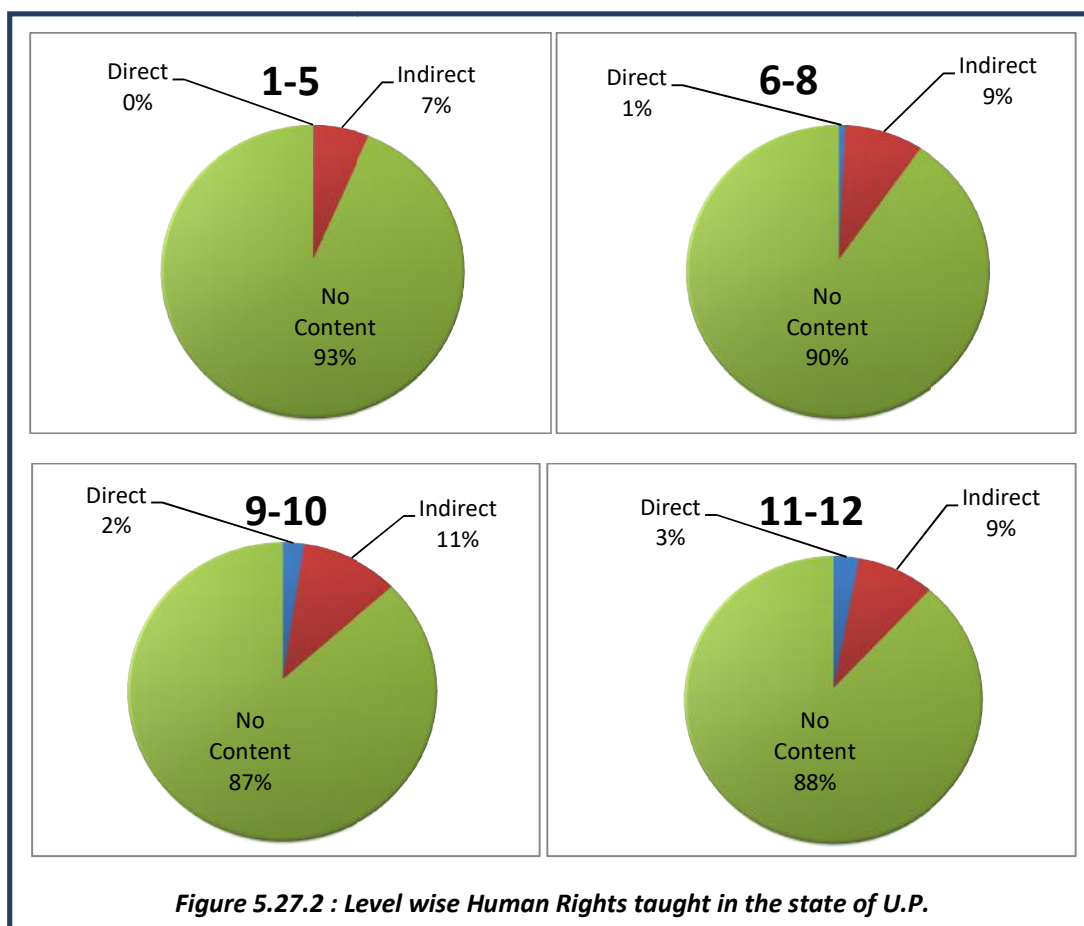


Figure 5.27.2 : Level wise Human Rights taught in the state of U.P.

SUMMARY FOR THE STATE OF UTTAR PRADESH

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. There is a direct reference to the fundamental rights mentioned in the Constitution such as right to vote, right to equality, right to education, right to freedom of religion etc.

Among indirect references, the students are taught the importance of trees and their uses, the stories about great freedom fighters, the freedom movement etc. There are chapters on the life history of great men. They are also taught the benefits of remaining in a healthy and clean environment, the problem of pollution. There are stories in the books which tell them about disabled people and their problems and their quest to live with dignity. There are lessons depicting festivals of different religions. There are chapters depicting boys and girls going to school together to study and also chapters which talk about the social movements initiated for the upliftment of the women in the society . There is a chapter which shows the plight of children when they run away from their home and how they are exposed to the risks of child labour and physical abuse.

These lessons help in imbibing the right to life with dignity, the right to liberty. This also helps in inculcating a sense of equality, respect and non-discrimination. The chapters on festivals develop tolerance among children and also promote freedom of religion and brotherhood. The life history of great men helps in imbibing the culture of dignity of labour.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. They are also taught about the Government's responsibility for providing free and compulsory education, free books to be provided by the government, schemes initiated for providing employment, schemes for disabled children, eradication of polio etc.

Among indirect references they are taught about the rich and diversified heritage of India, the stories of great freedom fighters, love for motherland, national security and sacrifice

for protecting her. They are taught about the freedom struggle of India and how it got independence from the British raj. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management and growing population. The children are told about the caste discrimination prevalent in India society along with its ill effects. The children are exposed to the concerns of child labour. The books contain a lot of material depicting the importance of health, the safety rules that shall be followed by children. There are chapters in the book which lay importance on the education of a girl child. They are told about the exploitation faced by woman, female infanticide, decreasing sex ratio along with the positive aspect of the participation of woman in the society.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace and also imbibes the culture of non-violence. The lessons on government schemes and initiatives help the students understand the right of social security and access to public service. The stories of disabled children help in inculcating the thought of non exclusion.

UTTARAKHAND

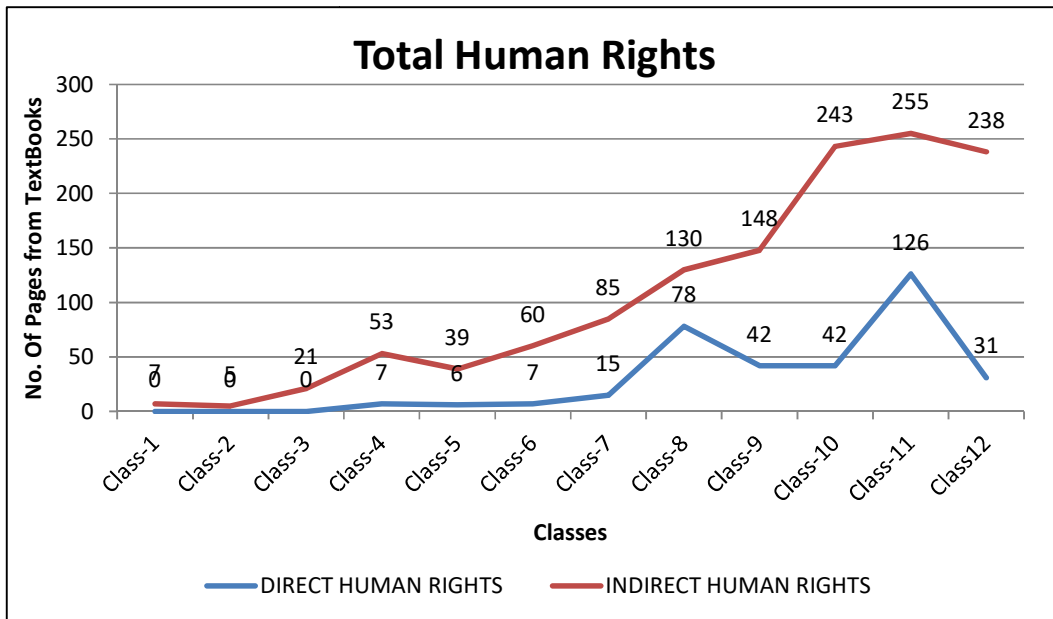


Figure 5.28.1 : Total Human Rights taught in the state of Uttarakhand

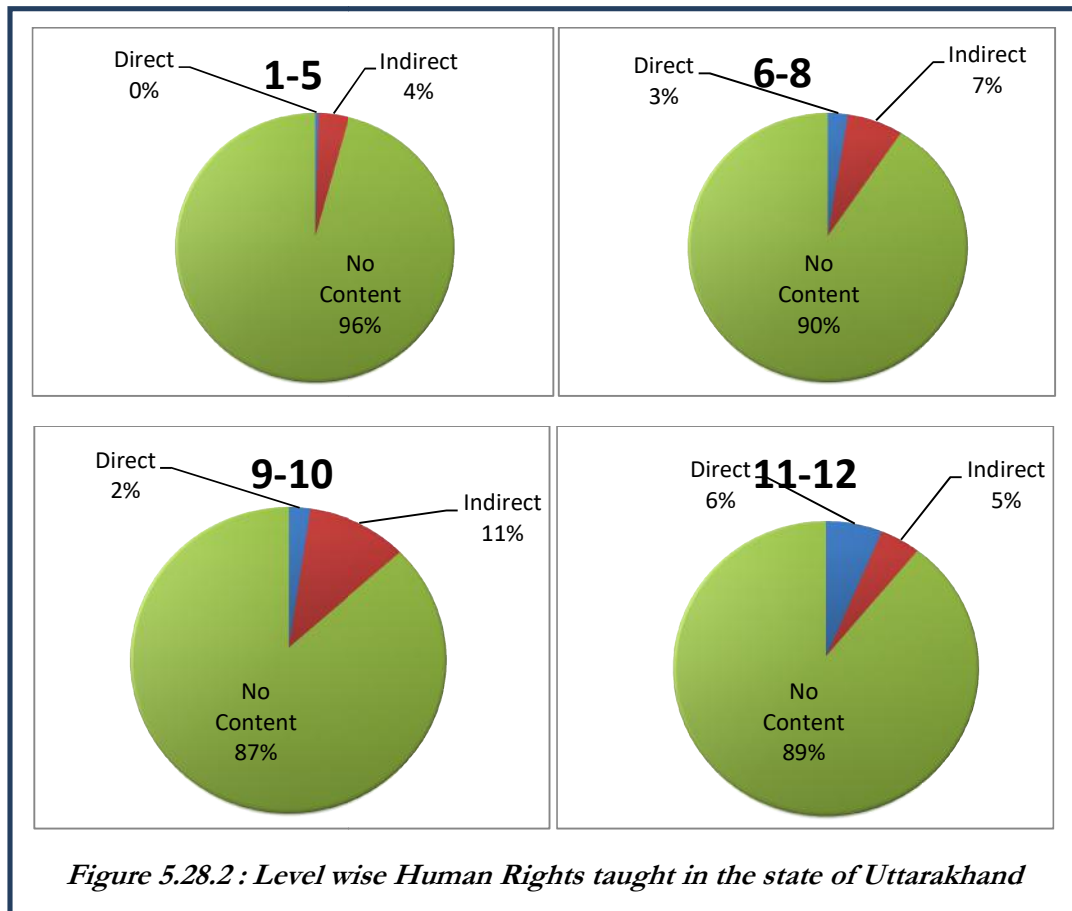


Figure 5.28.2 : Level wise Human Rights taught in the state of Uttarakhand

SUMMARY FOR UTTARAKHAND

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are told about the importance of education. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability and how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people. The students are also explained that how they should ensure their safety during natural disasters. They are also told about stories where justice was given by the King.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country helps children learn freedom of expression, thought and freedom from slavery. The chapters also

sensitise children towards freedom of religion and development of brotherhood and tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the commoditization of persons in ancient

society and how only men above certain age were considered as citizens. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society. the students are also told stories about exploitation of children who work in homes at the hands of their employers and also about the exploitation of Indians by Britishers.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan

etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions. The students are told about how exploitation takes place when a girl runs from her home to become an actress but gets exploited and become a prostitute.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems. The stories of children being exploited by outsiders sensitize children towards their personal safety.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in

India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

WEST BENGAL

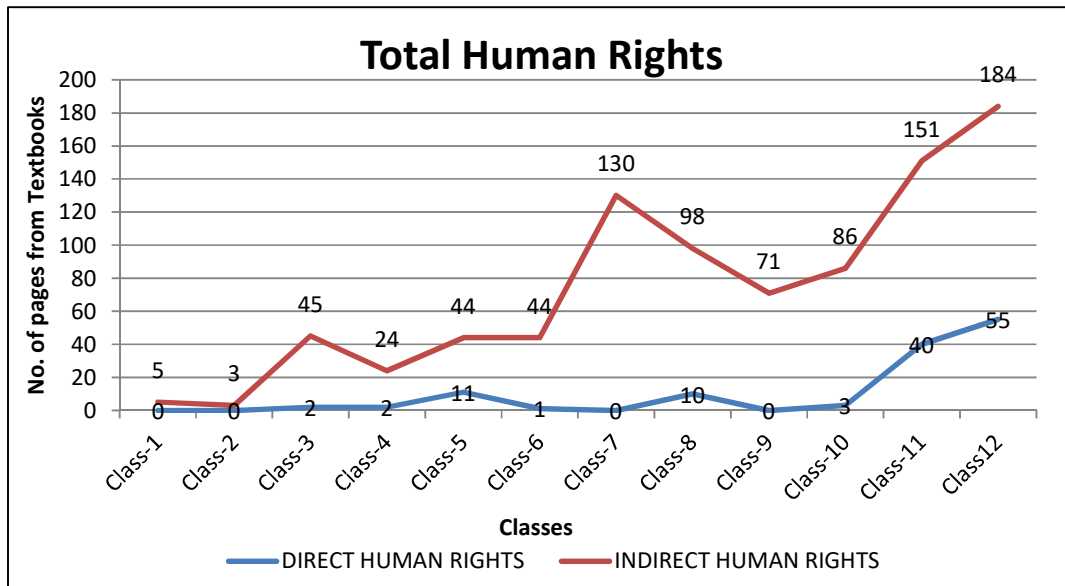


Figure 5.29.1 : Total Human Rights taught in the state of West Bengal

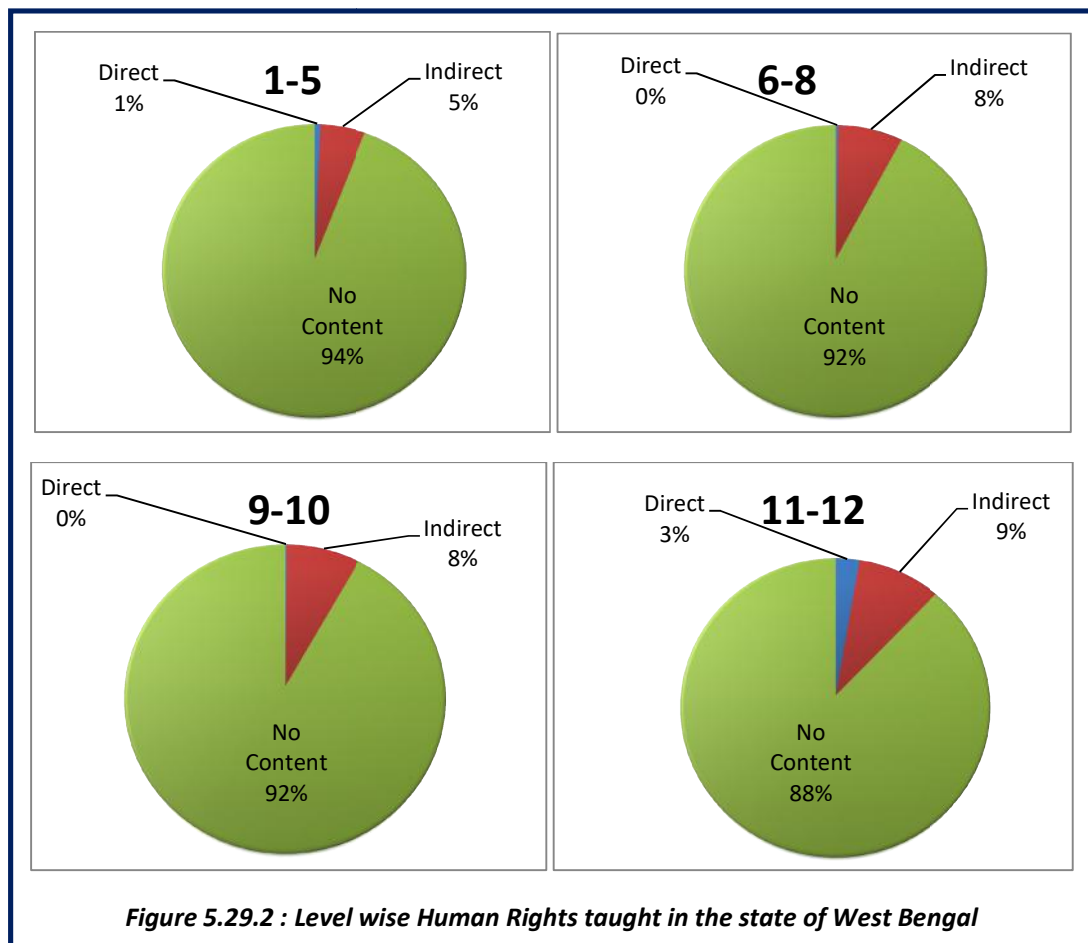


Figure 5.29.2 : Level wise Human Rights taught in the state of West Bengal

SUMMARY FOR THE STATE OF WEST BENGAL

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the fundamental rights. They are told about the government policies like right to free and compulsory education, Swachh Bharat Abhiyaan, mid day meal etc.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. They are also taught about problems that the country is facing like pollution and population growth. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. The students are also told about the movements initiated by social reformers for fighting against slavery, child labour, discrimination etc. They are also told about increase in participation of women in Armed Forces to showcase the right to equality.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country held children learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and tolerance.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are directly taught about the human rights. They are introduced to the concept of human rights and different types of human rights. They are also told about the legislation enacted in India for the protection of the human rights and the Commission established for the same. The students are also taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights indirectly. Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. The students are also told about the revolutions. They are also told with the help of stories about child labour. The students are also told about educational reforms and other reforms initiated by the social reformers like widow remarriage, sati etc.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form

associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about the nature of human rights and Universal Declaration of Human Rights. The students are also informed about the various schemes initiated by the Government for providing employment to youth.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. They are further sensitized towards the environmental issues and sustainable development.

NCERT

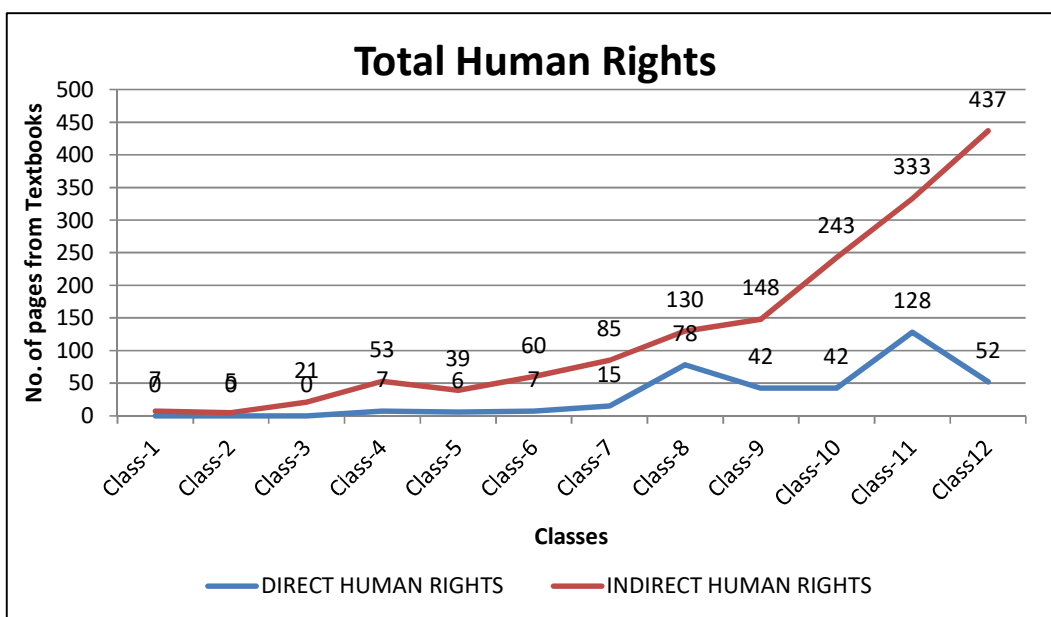


Figure 5.30.1 : Total Human Rights taught in NCERT Books

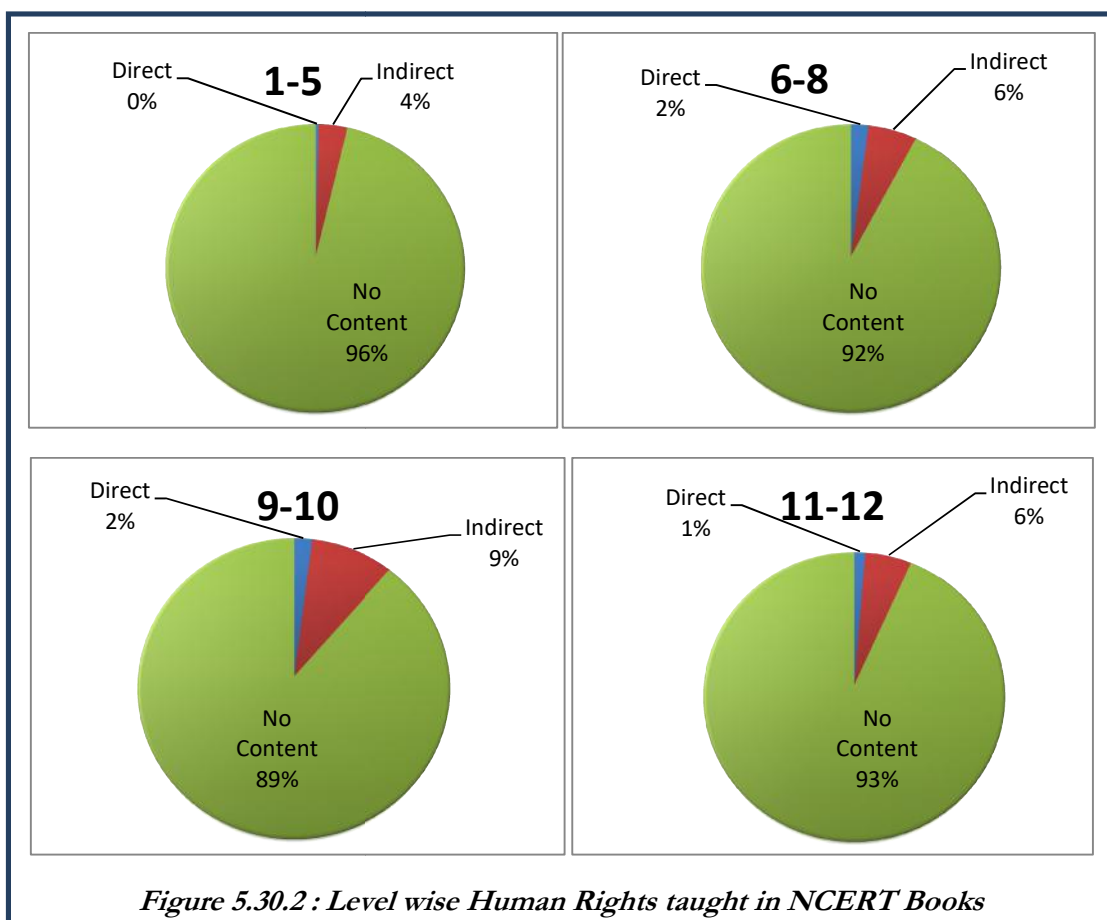


Figure 5.30.2 : Level wise Human Rights taught in NCERT Books

SUMMARY FOR NCERT

Human Rights taught from classes I to V

The students from classes I to V are taught human rights directly as well as indirectly. Among direct references the students are told about the right of every child to go to school. They are told about the government policies like right to free and compulsory education, Sarv Shiksha Abhiyaan, mid day meal etc. The students are also told about the law against cutting of trees like the Right to Forests Act.

Among indirect references, the students are taught the importance of plants, trees and forests and their uses. They are told about the use of water and its scarcity. They are also taught to maintain cleanliness in the surroundings and maintain a healthy and clean environment. The students are told about the different religions. The students are told about the freedom movement of India and how the Indians fought with the Britishers to liberate their motherland from the clutches of foreigners. They are also told about increase in participation of women in Armed Forces to showcase the right to equality. They are also taught about problems that the country is facing like pollution and population growth. The students are sensitized towards gender equality by telling them different stories of boys and girls and by asking them to answer the question whether there should be different rules for boys and girls. They are also sensitized towards issue of untouchability and how social barriers exist. The students are also told about the economic disparity existing in the country by telling them about the stories of people belonging to different strata of society. They are also told about the plight of people living in slums and the problems faced by these people. The students are also told about the stories of differently-abled people and their quest to live life. The students are encouraged to treat these people equally. They are also told about the benevolent act of different groups of people.

These lessons help in imbibing the right to equality before law, right to life and the right to liberty. The chapters on environment sensitise children towards the right to environment. The knowledge about the freedom movement of the country helps children learn freedom of expression, thought and freedom from slavery. The chapters also sensitise children towards freedom of religion and development of brotherhood and

tolerance. The stories of disabled people imbibe a feeling of respect, inclusion and equality towards them. They are also told about their rights like right to education.

Human Rights taught from classes VI to VIII

The students from classes VI to VIII are taught human rights directly as well as indirectly. Among the direct references they are taught fundamental rights. The students are taught about their democratic and political rights to participate in the functioning of the government and also about their cultural and social rights. The students are told about the different legislation enacted for protection of women like the Domestic Violence Act, Sexual Harassment of Women at Workplace (Protection, Prevention and Redressal) Act, right of women to inherit property etc. They are also told about the different schemes initiated by the Government like Anganwaris, child care centres etc. The students are introduced to the criminal justice system of India. They are told about the rights of the arrested persons, right to be defended by a lawyer, fair trial, right to be presented before the Magistrate, right not to be ill-treated or tortured during arrest and right to equality before law. The students are also sensitized towards the marginalised groups and are informed about various laws enacted for the protection of the marginalized people like the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, Employment of Manual Scavengers and Construction of Dry Latrines (Prohibition) Act to prohibit the employment of manual scavengers as well as the construction of dry latrines etc. The students are also made aware of the problem of child labour and are told about various laws framed by the Government for prevention of child labour and regulating the safety laws in factories.

Among indirect references they are told about the stories of great freedom fighter and about the freedom struggle of India. They are also taught about the importance of forests, the problem of growing environmental pollution, waste management, natural disasters. The students are told about natural disasters and disaster management. The books encourage children to lead healthy life and encouraging children to eat a balanced and health diet. They are also told about the importance of sports. They are taught cultural harmony and freedom of religion. They are also made aware of the social issues prevalent in the society in olden times like sati system, slavery, untouchability and caste discrimination. The students are told about the commoditization of persons in ancient society and how only men above certain age were considered as citizens. The students are

told about the diversity in different religions and languages in India. They are also told about the courageous stories of disabled people and special schools made for educating specially-abled children. The students are told about different religions. The students are told about different professions and means of earning livelihood. The students are sensitized towards the issue of gender equality by telling them different stories and incidents. The students are also told about the duty of the government to provide public facilities.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The stories depicting freedom movement help in imbibing the right to liberty and peace. The knowledge about environment degradation and natural disaster help in sensitizing children towards environment. The students are encouraged to live life with dignity. The lessons which tell them about different religions promote brotherhood, harmony and tolerance. The lessons which tell about the social reform movements imbibe the sense of liberty of thought and freedom from the shackles of darkness and orthodox beliefs. The knowledge about different life processes also help in overcoming myths that are prevalent in the society.

Human Rights taught in Classes IX and X

The students of classes IX and X are taught human rights directly as well as indirectly. Among the direct references they are taught the human rights and fundamental rights. They are told about the covenant on economic, social and cultural rights and are told about the National Human Rights Commission and the mechanism to approach this Commission. They are also taught about their democratic and political rights to participate in the functioning of the government directly or indirectly and also about their cultural and social rights. The students are taught about the equality in matters of employment and reservation of seats for socially and educationally backward classes in employment. They are informed about their rights to privacy. The students are told about their right to education and about the different schemes initiated by the government to promote education in India like the National Education Policy, Sarv Shiksha Abhiyaan etc. The students are made aware of consumer rights and are also informed about different forums where a consumer can approach in case of grievance.

Among indirect references they are told about the freedom movement of India. They are also taught about the problem of growing environmental pollution and the concepts of

waste management, garbage disposal etc. The students are also told about the encouraging stories of disabled people. They are told about the right of girls to get equal education with boys. The children are told that all men are equal and no men are foreign. They are also told about natural disasters and how the NGO's play a vital role during these times. They are also taught about the revolutions.

These lessons help in imbibing the feeling of equality among children and also promotes non-discrimination on the basis of sex, caste etc. The knowledge about revolutions helps in developing the freedom of thought, expression and liberty. It also promotes the awareness about environment and related problems.

Human Rights taught in XI and XII

In class XI and XII there are direct as well as indirect reference to human rights. The students are taught about the fundamental human rights and about fundamental rights in detail including the right to liberty, equality, freedom of speech and expression freedom to form associations, freedom of movement, untouchability, constitutional remedies etc. The students are told about various social problems prevalent in the country together with the government's initiatives to tackle those problems. The students are informed about various laws like Right to Education Act, Hindu Widow Remarriage Act, Child Marriage (Prohibition) Act etc. They are also informed about the various international organizations that have been formed at global level in order to ensure peaceful existence of mankind. The students are also told about NGO's like Human Rights Watch who conduct research and advocacy on human rights.

Among indirect references they are told about the freedom struggle of India and the world revolutions. They are also taught about the problem of deforestation and population. The students are told about the evolution and growth of different socio-political movements in India meant for the upliftment of different classes of people. The students are taught about the problems that exist in society like child marriage, sati, exploitation of people on the basis of caste, creed, colour etc. They are also sensitized towards the issue of poverty and are told about the pathetic conditions of living in slums. They are also made aware of the plight of refugees. They are further sensitized towards the environmental issues and sustainable development. The students are also encouraged to spend some leisure time in order to ensure overall growth and development.

5.2 SUGGESTIONS:

Our education system has come a long way in helping educate the masses on matters of human rights but there is still much to be done. Although introducing human rights as a separate subject may not be feasible, the following changes in the curriculum may be efficacious in ensuring a more holistic approach to education:-

- From the analysis of various states, it has been observed that the entire focus at the early childhood level is on languages. At this stage, basic human rights such as right to food, right to water, right to education and the right against child labour ought to be introduced in ways that would make learning fun as well as receptive for the children. A pictorial presentation of the aforesaid rights could go a long way in meeting this goal.
- 3rd standard seems to be a good entry point for the introduction of ‘environmental studies’ as a separate subject uniformly across all boards. The importance of environmental protection cannot be ignored in today’s times.
- It has been observed that traffic rules and road safety measures are part of the curriculum in all states. There is a need to supplement this information with the consequences and process to be followed in case of violation of traffic rules.
- **Following are some observations from the curriculum of various boards that may be adopted by other boards as best-practices:**

To start with, the insides of the cover page (front and back cover of the textbook) can be used to highlight the Swachh Bharat Campaign, anti-tobacco campaign, rights of the child and other matters of pressing concern. For instance, **Annexure I** (Cover page of Class VIII NCERT Social Studies Textbook entitled ‘Social and Political Life III’)-highlights the ‘Children’s Bill of Rights’.

- **Child Rights:** Every child should be aware of his/her rights. **Annexure II** (Andhra Pradesh & Telangana class 5 EVS: page 166-181) highlights child rights in pictorial form making it more relatable to children. A similar practice may be adopted by other state boards.

- **Sexual Abuse:** Sexual abuse is unwanted sexual activity, with perpetrators using force, making threats or taking advantage of victims not able to give consent. Every child from the very early age should be explained the difference between the good touch and the bad touch **Annexure III** (Rajasthan 4th Environment: Pg 13) by means of a dialogue between grandfather and grandchild effectively addresses the issue of children being touched inappropriately and how such sensitive issues should be resolved.
- **Problems of Adolescence:** The Goa board has rightly dealt with topics such as physical & mental changes during adolescence, breathing techniques to deal with stress, drug abuse and HIV/AIDS. It would be advantageous to add a non-evaluative section to the social studies textbook in each class dealing specifically with issues that children may face during that particular age.

The non-evaluative section of the curriculum developed by the Goa state board i.e. **Annexure IV** (Class IX) and **Annexure V** (class X) is a very inventive way to raise issues that children may face during a particular age.

- **Rights of the weaker section:** It is important to throw light upon laws that encourage protection of rights of women & children and thereby help in reforming the archaic mindsets of the masses. For instance, **Annexure VI** (Page 53-and 54 of Class VI NCERT Social Studies Textbook entitled ‘Social and Political Life I’) highlights the plight of the girl child. After touching a poignant note with the reader through a poem (A Daughter’s Wish), the following page educates the reader about the girl’s equal right to property protected through the Hindu Succession Amendment Act of 2005.

A chapter on Indian laws protecting child & women rights must be necessarily taught. In addition to this, means of redressal in case of violation of such rights must also be added so that there is awareness in regard to the relevant agency to be approached. **Annexure VII** (Chapter 22: page 275 to 283: AP & Telangana 9th SST) provides guidance on how this chapter may be included in the curriculum.

- **Eradication of Bad Habits:** **Annexure VIII** (Kerala 8th science: page 208) makes a suggestion to the students to organize an awareness program on bad habits such as addiction arising out of smoking and the excessive use of mobile

phones & computers. Similarly, **Annexure IX** (Karnataka class 10th Hindi page 144-146) demonstrates the effectiveness of forming child-groups for the realization of objects common to the community. What is laudable about these two illustrations is that an attempt is made to engage students as participants in the process of problem-solving and the same may be replicated by other state boards.

- **Awareness about misleading advertisements:** Maharashtra class 6th English book **Annexure X** (page 40-41) addresses an issue that has spun out of control in this day and age. Many appealing advertisements are created to lure children into the trap of eating unhealthy processed foods, the chapter entitles “Ad’wise’ Customers” seeks to raise awareness on the aforesaid matter.
- **Public Participation in Law making:** Citizens can play a vital role in the law making process. **Annexure XI** (Page 45 to 49 chapter 4 of Class VIII NCERT Social Studies Textbook entitled ‘Social and Political Life III’) highlights the process of law-making and how members of the society can play a crucial role in this process by expressing their viewpoints prior to the finalization of any law by the Parliament/State Legislature. A similar chapter in story form may be added to the curriculum of other state boards.
- **Initiation of criminal process in case of victimization:** It is important for every person to know that how criminal machinery can be brought into action. The student should be told the procedure to be followed for registration of F.I.R. . They should also be informed about the rights of an arrested person. **Annexure XII** (Page 66 to 77 chapter 6 of Class VIII NCERT Social Studies Textbook entitled ‘Social and Political Life III’) highlights the plight of a maidservant who is wrongly accused of theft. Through a story, the reader is explained the process of a criminal trial, the meaning of fair trial and the concept of F.I.R. A similar chapter may be added to the curriculum of other state boards as many people are falsely accused and end up spending a large amount of time in jail simply because they are unaware of their own rights and remedial measures.

Annexure XIII (Punjab VIIIth standard: SST: page 260) throws light on the process of filing FIR and what remedial measures are available if the police

official refuses to file FIR. The same may be inculcated in other state boards as children should know the 1st step towards redressal after an offence is committed.

- **Methodology of depicting rights through pictorial display and storytelling:**

The story format adopted by the NCERT keeps the reader engaged throughout the chapter and breaks away from the monotony of feeding excessive information to the reader. For instance, **Annexure XIV** (Page 4 to 15 Class VII NCERT Social Studies Textbook entitled ‘Social and Political Life II’) showcases the socio-economic inequality that exists in our country through the story of a maidservant and a pictorial display of scenes from the movie ‘Deewar’. Not only does this format appear to be more relatable to the reader but it also helps the student to question his own beliefs and relearn through the process of critical thinking.

- **Reflective Learning: Annexure XV**(AP & Telangana class 6 SST: page 135 to-142) is a good example of *reflective learning*. It is important that children are challenged to question their own beliefs and re-learn through the process of critical thinking. Through this chapter, the reader is coaxed into questioning the limitations put on women and the imaginary line delineating occupations suitable to a particular gender.

Annexure XVI (H.P. E.V.S. class 3rd page 72) By reflecting on crucial issues such as child labour and right to education, children may find themselves in a position to talk about child rights to underprivileged children who are engaged in child labour and may thereby help reintegrate them in the education system. At the bottom of the page, a direction is given to the teacher to tell the children about the right to education and the Child and Adolescent Labour (Prohibition and Regulation) Act, 1986 which is a welcome step.

Human rights are covered extensively in the humanities curriculum of classes XI and XII. However, it becomes pertinent to bear in mind that students of these two classes are divided into the sciences, commerce and the humanities streams and a majority of the students are unable to access the knowledge related to human rights. It is therefore suggested that human rights be taught more extensively prior to such division of streams so that all students are aware of their rights alike.

In addition to the above the following rights should also be taught as a part of school curriculum,

- Chapter IX of ‘The Juvenile Justice (Care and Protection of Children) Act, 2015’ deals with offences against children such as cruelty towards children, employment of child for begging, giving intoxicating drink or drugs to child, using a child for vending, peddling, carrying, supplying liquor or drugs, exploitation of a child employee, sale & procurement of child for any purpose, corporeal punishment, use of child by militant groups or other adults, kidnapping or abduction of child and the offences committed on disabled persons. It may be beneficial to include such information in the curriculum so that children are aware of their rights and redressal mechanism in case of violations.
- The Criminal Law (Amendment) Act of 2013 has introduced important changes in the Indian Penal Code in so far as section 354A (sexual harassment), 354B (assault or use of criminal force to woman with intent to disrobe), 354C (voyeurism), 354D (stalking) have been introduced and sections 375 and 376 dealing with rape have been expanded. Children should be taught the meanings of these terms so that they are able to comprehend any untoward and sexually inappropriate advances that are made towards them.
- There is a need to undertake gender-sensitization (**especially towards the third-gender**) during the formative years of life. It has been observed that most of the gender sensitization campaigns are run at the University level which is a belated stage as it becomes very difficult for humans to unlearn and relearn at such an advanced age.
- As per census 2011 (updated 2016) in India out of the 121 Cr population, 2.68 Cr persons are disabled which is 2.21% of the total population. It is important to make the **disabled population** aware about their rights therefore the curriculum should cover the rights of disabled in the light of the The Rights of Persons with Disabilities Act, 2016.
- Bullying in schools must be treated at par with ragging in colleges. Affidavits must be signed by parents/guardian(s) of child to ensure that children do not mistreat one and another. Further, the adverse effects of bullying on the mental

growth of the child must be highlighted in story form through the curriculum so that children respect the physical and mental differences inter se and treat each other with respect.

- Managing stress and anger is becoming a major challenge for the children. Efforts must be made to introduce non-evaluative yoga and meditation classes to ensure overall development of children. To supplement the aforementioned exercises, counselors can be engaged from time to time to ensure that children are able to cope with their personal difficulties.
- More stress needs to be laid on the enforcement mechanisms available for breach of human rights. Children must be informed of the circumstances under which an aggrieved person may approach the National/State Human Rights Commission, National/State Commission for Protection of Child Rights, Supreme Court or the High Court amongst other human rights redressal agencies to seek assistance. A large part of the population continues to be ill-informed about his/her rights and the mechanisms available to address such violations. Children can create a ripple effect by sharing such vital information with their elders at home or approach the concerned agency if and when their rights are violated in any manner.
- Children must be explained the importance of spreading awareness relating to human rights in their communities so that more people have the ability to raise their voices against the violation of human rights.
- Human rights day must be celebrated in the classroom each year with a particular human right as the theme and various activities may be conducted around the theme so as to ensure that children have a fair idea about that particular right. To take this a step further, one period every month may be dedicated to highlighting a particular human right and participatory activities may be organized to achieve this goal.
- Dramas and literary activities such as essay writing competitions, debates etc. may be organized from time to time to keep children abreast with their basic human rights and how these ought to be redressed in case of violations.

- Children must be made aware of the consequences of each individual's actions on the planet as part of 'environmental studies'. For instance, a recent study conducted across various countries found tap water to be contaminated with plastic fibres. An alarming 94.4% of the samples collected from the U.S.A. and 82.4% of tap water samples taken from India were found to be contaminated.² Making children aware of the havoc raked by plastics can help them become conscious consumers from an early age and consequentially may help in reduction of single use plastic consumption i.e. plastic straws, cups and polythene bags in the long run. Exposing children to hard truths such as these during their formative years may go a long way in raising children sensitive to the needs and rights of others.
- As part of 'environmental studies', children must be made aware of the impact of each individual's food choices on the environment as well as their own health so that children are able to make an informed decision on the kind of lifestyle they wish to follow rather than continue to be driven by intergenerational inertia i.e. following the same food habits or patterns as followed by generations before us. .
- Non-evaluative informative workshops on obtaining basic amenities such as gas connections, opening bank accounts, making Aadhar cards and driving licenses etc. must be held from time to time.
- Various government schemes such as Sarva Shiksha Abhiyan, Swachh Bharat Abhiyan, MNREGA, government housing schemes, insurance schemes, pension schemes etc. must be highlighted in the classroom and the children must be persuaded to share such information with their elders. This would ensure greater overall awareness towards basic human rights.

For every right, there is a corresponding duty. It is imperative that the children are taught that they not only have human rights but also a corresponding duty to respect the human rights of other fellow beings. Holland sums it up succinctly: "every right implies the

² Damien Carrington, Plastic fibres found in tap water around the world, study reveals, The Guardian, 6th September, 2017.
<https://www.theguardian.com/environment/2017/sep/06/plastic-fibres-found-tap-water-around-world-study-reveals>

active or passive forbearance by others of the wishes of the party having the right. The forbearance on the part of others is called a duty.”³

There is a need to adopt the vision enunciated under the ‘human rights friendly schools’ program of Amnesty International which strives towards inculcating human rights in all areas of school life and is based on principles of equality, dignity, non-discrimination and participation. “In order to become a human rights friendly school, schools are encouraged to integrate the global principles into four key areas of school life: governance; relationships; curriculum; and school environment.”⁴ Thus, besides the curriculum there is also a need to strengthen the other three key areas in order to garner respect for human rights. Our entire education system needs to be revamped. Right from early childhood, there is a need to adopt a human-rights based approach to education. Such an approach will instil respect for human dignity in each child.

³ Dr. V.D. Mahajan, Jurisprudence and Legal Theory, 5th edition, reprinted 2010, Eastern Book Company at Page 261.

⁴ Amnesty International Website URL for the ‘human rights friendly schools’:
<https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.

Dignity and Expression

- I have the right to know about my Rights. (Article 42)
- I have rights being a child and no matter who I am where I live, what my parents do, what language I speak, what religion I follow, whether I am a boy or a girl, what culture I belong to, whether I am disabled, whether I am rich or poor. I should not be treated unfairly on any basis. Everyone has the responsibility to know this. (Article 2)
- I have the Right to express my views freely which should be taken seriously, and everyone has the Responsibility to listen to others. (Article 12, 13)
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. (Article 28)
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. (Article 23)

Development

- I have the Right to a good education, and everyone has the Responsibility to encourage all children to go to school. (Article 23, 28, 29)
- I have the Right to good health care, and everyone has the Responsibility to help others get basic health care and safe water. (Article 24)
- I have the Right to be well fed, and everyone has the Responsibility to prevent people from starving. (Article 24)
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. (Article 29)
- I have the Right to play and rest. (Article 31)

Care and Protection

- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. (Article 19)
- I have the Right to a family and a safe and comfortable home, and everyone has the Responsibility to make sure all children have a family and home. (Article 9, 27)
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. (Article 29, 30)
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. (Article 28, 37)
- I have the Right to be protected from economic exploitation and sexual exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. (Article 32, 34)
- I have the Right to protection from any kind of exploitation and everyone has the Responsibility to ensure that I am not being subjected to be taken advantage in any manner. (Article 36)

IN ALL ACTION CONCERNING CHILDREN, THE BEST INTERESTS
OF THE CHILD SHALL BE A PRIMARY CONSIDERATION

All these rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children have all over the world. The Government of India signed this document in 1992.

Source: National Commission for Protection of Child Rights (NCPCR), Government of India



- ♦ You have read the preamble of the Indian Constitution. What do you understand?
- ♦ What are the great words written in it? Why do you feel they are great?
- ♦ The Preamble of the Indian constitution is considered great. Why?
- ♦ What new words in the Preamble have you come across?

15.3. Terms of the preamble and their concepts

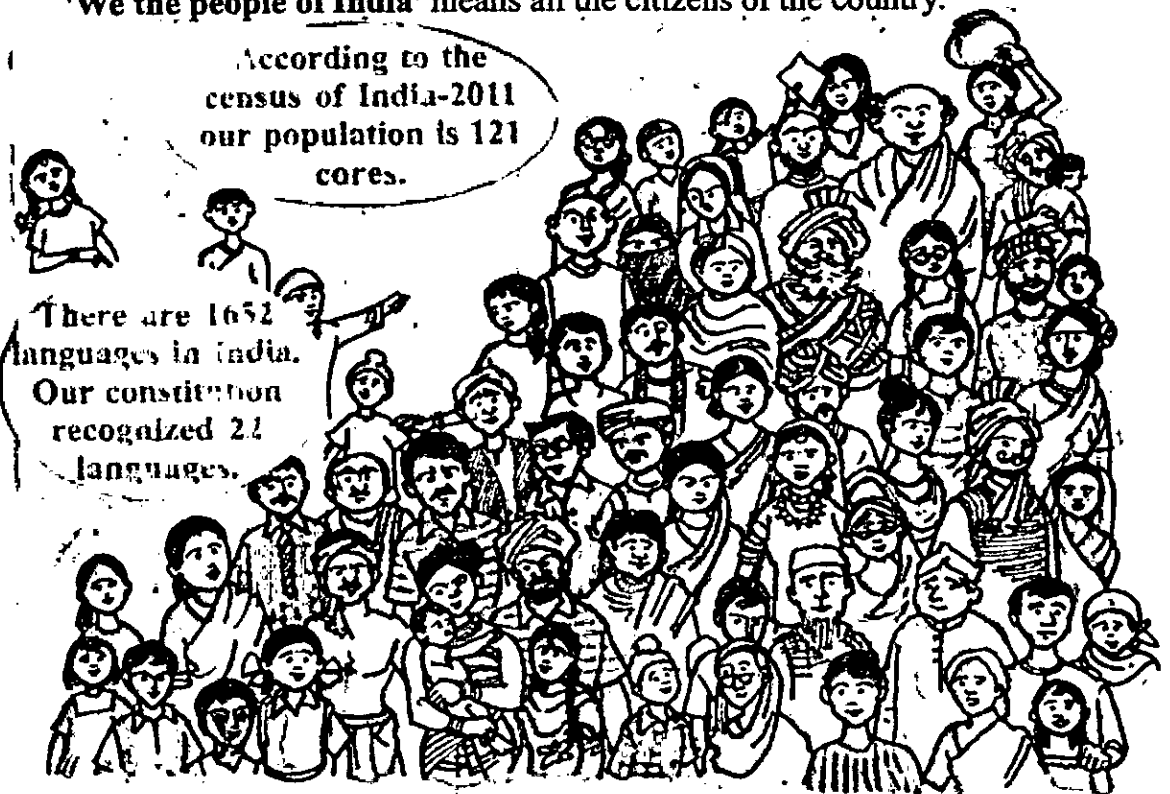
Let us read the Preamble of the Indian constitution to know why it is great, what message it gives, its key terms and their meanings.

15.3.1. We the people of India means...

'We the people of India' means all the citizens of the country.

According to the census of India-2011 our population is 121 cores.

There are 1652 languages in India. Our constitution recognized 22 languages.



15.3.2. Sovereign, Socialist, Secular, Democratic, Republic state means...

We have taken a collective decision to make our country a Sovereign, Socialist, Secular, Democratic Republic state and included these words in our Preamble.

Sovereign means we can take our own decisions regarding our country. No other country will be allowed to get involved in the decision making process of our country. But we maintain good relations with other countries for trading, education etc., and sign agreements.

Socialist means involving all the people of the country in production and wealth creation processes and enjoying the wealth equally. Everyone should share wealth. Everyone should have equal opportunities to get sufficient food, to live a healthy life, to go to school, not to be discriminated and receive all the facilities. We all should work for this equality and help others. We should always think that our welfare lies in the welfare of the others.



Let us share what we have with us



Everyone should be given sufficient food



Everyone should be able to go to school

Everyone should live healthily



Doctors should be available to all



Everyone should have a safe home

Secular means all religions are looked upon as equal. Equal respect is given to all religions and beliefs. Government does not give prominence to any single religion. Every citizen is given freedom to practice the religion he/she likes. Government is not formed on the basis of religion.

In India, 80% of the population is Hindus. Muslims are 13% and Christians remaining are Sikhs, Buddhists and Jains etc; The religions like Sikhism, Buddhism, Jainism were born in India. Buddhism spread to other countries from here.

Democratic Republic Country means the representatives elected by the people rule the country. There are no kings or queens. The representatives elected by the people run the government. The government formed, of the people, by the people and for the people is called a democratic form of government. For this the people cast their vote and elect the leaders.

We should elect the people who work for us and who are good and selfless. These elected people run the government according to the rules written in the constitution and protect the commoners. They always think about the welfare of everyone. They meet the masses and try to know their condition. They feel that helping people is their most important job.

Groupwork



- ◆ You have read about Socialism. Do all the people of our country get opportunity to enjoy the wealth equally? What is your opinion?
- ◆ 'All religions are treated equal in our country. Everyone should respect the others'. What should we do to promote this idea?
- ◆ What is a Government? Why should we elect good people as leaders?
- ◆ What is a Law? Who makes the Laws?

Do you know?

The leaders we elect make Laws. These Laws are made in the Parliament. The Parliament has two houses namely, The Rajya Sabha and The Lok Sabha. People elect 543 members to the Lok Sabha by casting votes for them. Two members are nominated without elections. 233 members are elected to the Rajya Sabha. 12 members are nominated by the President. The total number of members in the Parliament is 790.

Our state has a Legislative Assembly and a Legislative Council. 119 members are elected to Legislative Assembly. These are called the 'Members of Legislative Assembly' (M.L.A.). 40 members are elected to the Legislative Council. These are called 'Member of Legislative Council' (M.L.C.).

In our country, the people who are above 18 years of age have the right to vote. He / she can cast his / her vote as per his wish for a candidate contesting in the elections.

- ◆ People below the age of 18 years are not given the Right to Vote. Why?
- ◆ Who is your M.L.A.? Has he/she ever visited your school or village? Why?

15.3.3. Equal justice to all - Social, Economical and Political Justice

All citizens are treated equal in terms of receiving education, implementation of laws, honour, dignity, opportunities, enjoying rights, receiving benefits, health facilities etc.

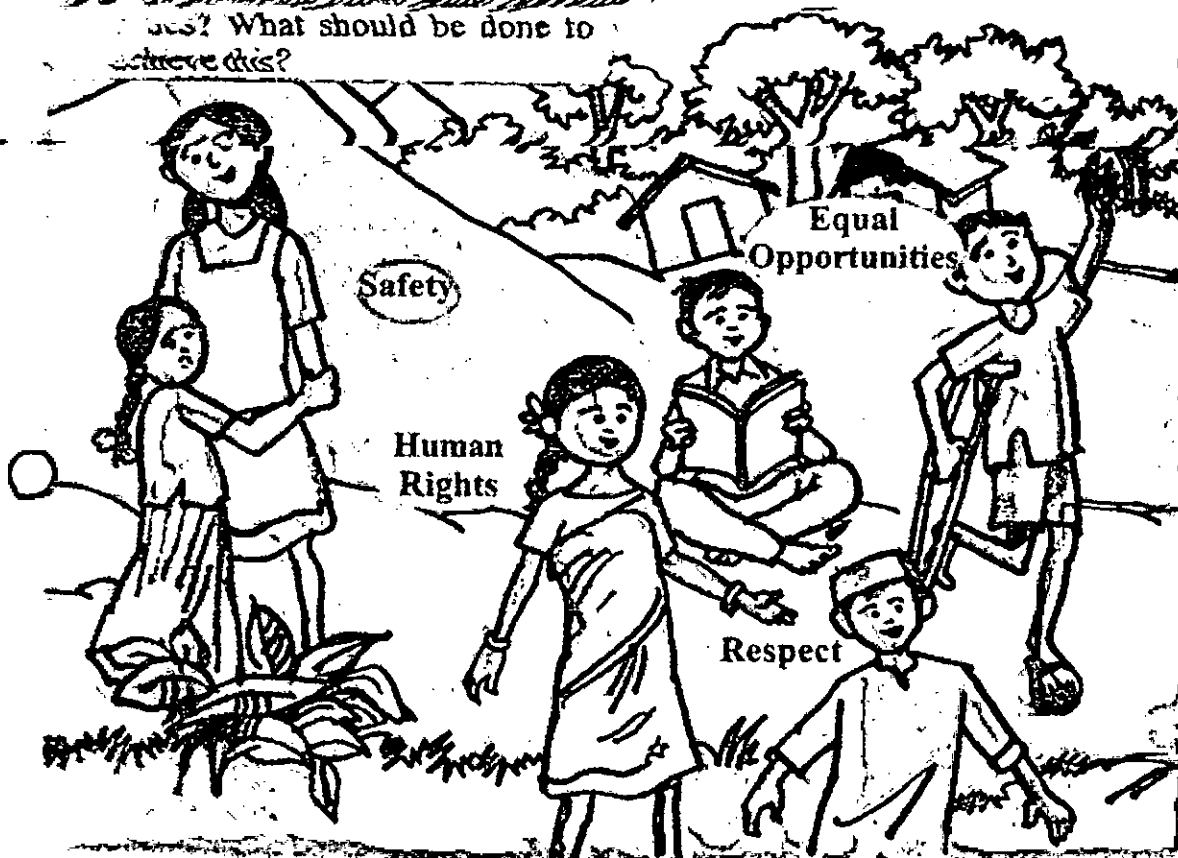
There should be no discrimination on the basis of gender, religions, castes, etc. All should be respected and treated as equals. Everyone should get equal opportunities of education and employment.

15.3.4. Equality

Every one should be treated equally irrespective of their race, caste, language, religion etc. Every one should be given equal respect. Both men and women should be given equal respect, equal opportunities and equal health facilities. *Every one should have a chance to better life and to better developmental opportunities.*

- ♦ Why should we not discriminate between boys and girls or male and female?
- ♦ What is meant by 'treating all the people equal'?
- ♦ *Do the people of your class or home or village treat every one equally?*

In your class, home or village, what should be done to achieve this?



15.3.5. Freedom of Thoughts, Freedom of Expressions, Freedom of Faith, Freedom of Practice and Freedom for Worship

The Constitution provides many freedoms to us. They are : Freedom of Speech, Freedom of Writing, Freedom of visiting places any where in India without fear, Freedom of residing at a place without fear, Freedom of choosing friends, Freedom of practicing the religion we like etc. We can study any course we like. The Constitution sanctions our Freedom until no harm is done to others.

Group Work

- ♦ How do you utilise the Freedom of Speech?
- ♦ How should we use the Right to Freedom without causing harm to others?
- ♦ Do you think that you have Freedom? What are the different Freedoms you enjoy? What are the different Freedoms you have lost?
- ♦ Do you ask questions freely in your class and school?



15.3.6. Developing Self Respect, National Integration and Universal Brotherhood

According to our Constitution, everyone should receive equal respect. Many people live in our society. Do we respect all in the same way or do we respect some more than others? Some people are never respected at all, think...

Do This



Look at the following table. Particulars of some people in the society are given below. Fill in the particulars regarding the extent to which they are respected put a (✓) mark.

Sl.No.	People of the society	Respect and honour they receive			
		High	More	Less	Very Less
1	House maids				
2	Poor people				
3	Illiterate's				
4	Students				
5	Engineers				
	Teachers				
	Senior Citizens				
	Doctors				
	Sarpanches				
	Rich People				

You have marked for different people. Your friends might also have marked.

Who is respected the most? Who is respected the least? What did you understand from this?

We all should live as members of a single family with affection, like brothers and sisters. Everyone should be responsible and cooperate with one another. Everyone should strive together for the development of our country, irrespective of language, culture, etc. Our country should be strengthened unitedly through unity in diversity.

Brotherhood means living like brothers and sisters. All Indians should lead their lives as brothers and sisters of a family with affection towards every one. They should help one another and live together. Though languages, religions and food habits are different, we all should live together as Indians.

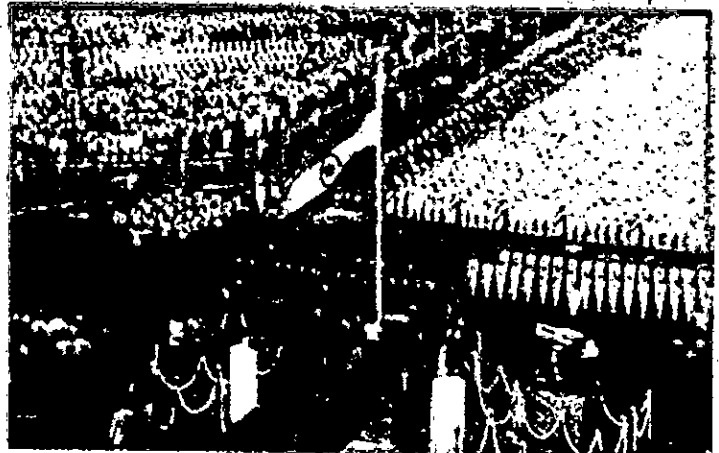
Think and say

- ♦ What is meant by brotherhood? What do you do to live amicably with others?
- ♦ Which languages do you speak? Are there any people in your class, school and village who speak other languages? In which language do you speak to them? Do you want to learn other languages? Why should you learn them?



The Written Constitution was accepted by the Constituent Assembly on 26 November, 1949. All the members of the Con-

stituent As-
s e m b l y
signed it on
24th January,
1950, and
we started



ruling our-

selves according to the ac-
cepted constitution from 26th
January 1950. That is why ev-
ery year 26th January is cel-
ebrated as the Republic Day.

This is our National Festival. Our National flag is hoisted in each and every village, institution, school and office on this day.

We should understand and follow our constitution. It makes everyone happy. The constitution has given freedom and equal opportunities to all the children for education, health and development. We should respect and practice it.

But, in reality some people don't get proper food. Some do not get the opportunity to attend school. They have to work as child labourers. All the children are not healthy. Think, Why? If all the children don't get a chance to lead a healthy life and go to school then, the Right to Equality, Justice, Freedom will remain unfulfilled. Hence, we should make the lives of all the people better by being sincere and fair. We should protect the environment, plant trees and conserve them. Show affection and be kind to animals and birds. Give them food. Protect them. Protect the environment, lakes, hills, rivers, tanks and forests, and not pollute them. We must follow the principle, 'practice before we preach'.

15.4. Rights and Duties

The Indian Constitution has given us some Rights and Duties. The various rights given are : Right to Work, Right to Freedom of Speech, Right to Freedom of Religion, Right Against exploitation, Right to Vote, Right to Education, Right to Establish Societies. Similarly, the Constitution has given us certain duties also.

Fundamental duties

- a) Respecting the Constitution, National Flag and National Anthem.
- b) Cherishing the noble ideals of the freedom struggle.
- c) Defending the country and rendering national service when called for.
- d) Upholding and protecting the sovereignty, unity and integrity of India.
- e) Promoting harmony and the spirit of common brotherhood among all the people of India and renouncing any practice derogatory to the dignity of women.
- f) Preserving the rich heritage of the nation's composite culture.
- g) Protecting and improving the natural environment including forests, lakes, rivers and wild life and having compassion for all living creatures.
- h) Developing scientific attitude, humanity and spirit of inquiry for reform.
- i) Safeguarding public property and abjuring violence.
- j) Striving for excellence in all individual and collective activities.

Groupwork



- ♦ What rights do you enjoy? What rights you have been denied?
- ♦ What should we do to practice the fundamental duties?
- ♦ What is discrimination?

Some people are subjected to discrimination which means not everyone can enjoy all the rights. Not receiving equal respect, denial of freedom, non-recognition, prohibition from educational opportunities etc, comes under discrimination. But, this should not happen. Everyone should be able to enjoy all the rights and everyone should develop well as far as possible.

Keywords

Constitution	Socialism	Republic State
Contituent Assembly	Secularism	Freedom, Equality
Preamble / Foreword	Democracy	Brotherhood

1. Conceptual Understanding

- What is meant by Constitution? Who framed it?
- Write any 4 aspects of the Preamble.
- Write the reasons for why the people need liberty?
- What are your rights and duties?

2. Questioning and Hypothesis

- ♦ Frame any 5 questions on the Preamble of the Constitution.

3. Experiments - Field Observations

- ♦ The Constitution has provided freedom and equality to us. Observe your village/city and find out whether anybody from your villages / city is not receiving the freedom and equality granted to us by the Constitution.

4. Information Skills, Projects

- ♦ Collect information on the latest elections held in your village/city. Prepare a table on the basis of the particulars given below, write in your note book and analyze it.

Why are elections held? Name the contestants. Name the winners and services rendered by them.

5. Communication through Mapping Skills, Drawing Pictures and Making Models

- Write down the important aspects of the Constitution on a chart and exhibit it in your class room.
- Point out New Delhi on a map of India. Write its borders.

6. Appreciation, Values and Creating Awareness towards Bio-diversity

- Write a letter appreciating the services of the architect of the constitution, Dr.B.R.Ambedkar.
- Write a few slogans on the occasion of Republic Day.

I can do this

1. I can explain the important points of our Constitution.	Yes / No
2. I can give reasons for non Achievement of Equal Justice to all.	Yes / No
3. I can frame questions on the Preamble of our Constitution.	Yes / No
4. I can write a letter appreciating the contributions of the architects of our constitution.	Yes / No



CHILD RIGHTS



Today's children are tomorrow's citizens. Today's youngsters are tomorrow's rs. The future of our society depends on the children. Their thoughts are bound- The Indian Constitution has given a few rights to all its citizens. Similarly, ren also have many rights. Parents, teachers, neighbours and the society should ind and affectionate to children. Everyone should think about their develop- c. Elders expect the children to be recognized and flourished in life and take ts to achieve their objectives. But, is it right to do so? Are the different activi- lone in the name of children's development acceptable?

All the children are provided with the right to education, better life standards, to participate in the games with freedom, protection against exploitation and es° opinions freely etc.,

Children! You must try to be happy.

Record some incidents that make you happy

Name the people who make / keep you happy

What are the places that make you happy

What are the activities that keep you happy

Children! Now you know when you feel happy. You also feel unhappy, now then. Try to remember the occasions, the people, the things and places that e you unhappy.

in the area of heterosexual relations. Adolescents suddenly discover their special interest in the opposite sex. Invariably they find it difficult to distinguish between infatuation and love. They tend to feel the sex urge for physical pleasure and satisfaction and do not generally appreciate its sublime orientation.

d. Peer-group Dependence

In an effort to assert their identity and reflect their independence, adolescents tend to break away from the close emotional ties of parents and prefer the company of their friends. Wherever the socio-cultural milieu does not permit interaction between boys and girls, adolescents of each gender group develop "home-social" orientation and form gender-specific peer groups. While at home, they often prefer to be alone thus demonstrating their inclination for privacy. These developments promote their dependence on the peer group, from which they derive approval and support for their changed behavioural pattern. At times, peer pressure leads to substance/drug abuse/sex and violence.

e. Experimentation

Adolescents are prone to experiment. With increasing exposure to mass media, and satellite and cable TV, they come to know about various patterns and kinds of sexual behaviour. In the absence of guidance from elders, they are confused. Sometimes, they are involved in risky behaviour.

f. Intellect

The development of intellectual capacity in adolescents is also reflected through their behaviour. They become capable of conceptual thinking and of understanding logic and deductive reasoning. These factors result in the heightening of their self-esteem.

Needs of adolescents

(i) Nutrition

The nutritional requirement of adolescent girls and boys needs special attention. During adolescence both girls and boys need more nutrition in terms of calories and other nutrients such as protein, minerals, iodine and iron. Deficiency in nutrition retards growth, both physical and intellectual and delays sexual maturation. Iron deficiency in girls caused by menstruation needs to be adequately supplemented. A large number of adolescent girls are married in India. They are likely to become pregnant during their adolescence. Anaemia during pregnancy is a common cause of low-birth-weight (lbw) babies. It also increases morbidity and mortality among both mothers and their newly born babies. It is important for adolescents to develop healthy eating habits and lifestyle.

Health is one of the most important human rights. The right to health has been recognized as a part of the fundamental right to life under the Indian Constitution (Art.2.1). World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not merely an absence of disease or infirmity. Health is a harmony between a person and her physical, biological, emotional and social environment. Additionally some people attach importance to spiritual aspects as well. Health is also understood as the ability to discharge.

Concept of Holistic Health

1. Emotional Health

- One should laugh even about the bad things that happen in his/her life.
- When angry one takes non-confrontational and non-hurtful approach

- When one is stressed, he/she takes steps to relax

2. Social Health

- Open, honest and getting on well with other people
- One is outgoing and understanding
- Participates in a variety of social activities
- Is a good listener

3. Physical Health

- Desirable weight
- Vigorous exercises
- 7-8 hours of sleep
- Strong immune system balanced diet

4. Spiritual Health

- Considers life a precious gift
- Enjoys nature
- Faith in a Higher Power
- Peace in inter-personal relations
- Caring and goodwill without expecting anything in return

Various responsibilities and deal with various kinds of stress, comfortably and with a sense of well-being. Thus, holistic health takes into account not only the physical health of a person but mental health as well. The mind is the set of higher functions of the brain. Thinking, feeling and the behavioural faculties of a person constitute the mind. Mind is integrated with its environment, health and disease. As such, mental health is as important as physical health. This is what the concept of holistic health means.

In order to highlight the importance of mental health let us remember what the WHO Report 2001 says, "Contrary to popular belief, mental and behavioural disorders are common during childhood and adolescence. Inadequate attention is paid to this area of mental health". The 2001 Study Report of the

Indian Council for Medical Research, New Delhi found 12.8% of children and adolescents suffering from mental and behavioural disorders.

(ii) Education

Adolescence Education is a new educational area, emerging in response to the pressing demands for introducing, in the school curriculum, the issues and concerns that confront adolescents during the process of growing up.

When the National Council of Education Research and Training (NCERT) decided to organize a National Seminar in 1993 to discuss various implications of the introduction of sex education in the school curriculum, it used the concept of adolescence education. The term adolescence education was used for the first time by UNESCO (PROAP), Bangkok as the title of a package on sex education. However, NCERT used this term, not only as a euphemism for sex education with a view to enhancing its acceptability, but also to broaden its scope, so as to incorporate the adolescent reproductive and sexual health (ARSH).

In this context, three major inter-related areas viz. The process of Growing up, HIV/AIDS/ and STIs, and Drug Abuse, have been identified to constitute the core content of adolescence education. Adolescence education may, thus, be understood as and education to provide learners with an opportunity to have access to authentic information and life-skills education related to the process of growing up, HIV/AIDS and drug abuse. Its aim to inculcate in them rational and positive attitude towards sex and sexuality, including HIV/AIDS and HIV vulnerability through drug abuse.

Which are closely interrelated concerns having a bearing on their reproductive and sexual health. The education in these

Situations that make you unhappy

What are the incidents that make you unhappy

Name the people who make / keep you unhappy

What are some of the places that make you unhappy

What are some of the activities that keep you unhappy

Do you know?

Helen Keller was born in America. When she was 19 months old, she had viral fever and lost both her vision and speech. She lost the ability to hear also. But her parents did not lose hope. They neither ridiculed the girl nor her disabilities. They tried to keep her happy. Helen Keller learnt the Braille script at the age of 8. She learnt to speak under the supervision of her teacher, 'Saraputter'. She learnt language by placing her fingers on the lips and throat of the speakers. She started giving speeches about the 'people with special needs' from the age of 33. Inspired by her determination, many parents of children with disabilities, shifted them back homes and started paying personal attention. Helen Keller inspired many people in various ways. She died at the age of 88.

The children who are happy and healthy grow up as good citizens and strive for the development and pride of India.

Now, let us know the different rights you have.

16.1. Child Rights

Children have four main Rights.

1. Right to Survival
2. Right to Protection
3. Right to Development
4. Right to Participation

As part of the above, children have many Rights.

Look at the pictures on Child Rights



Right to have complete health



Right to have pure drinking water



Right to have parental protection



Right to conduct associations



Right to have the name wanted



Right to get nutritious food



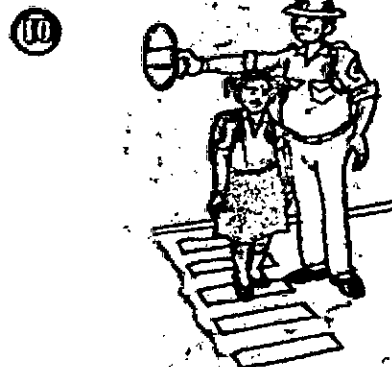
Right to survival



Right to be protected from sexual, mental and physical exploitation



Right to adopt any nationality



Right to social safety



Right to have fun



Right to free and quality education



Right to relaxation



Right to participate in cultural programmes



Right to receive love and affection



Right to play

17



Right against physical and
economical exploitation

18



Right to get protection
from humility

19



Right to appreciation

20



Right to freedom of
expression

21



Right to be identified as
citizen

22



Right to protection from
violence

23



Right to express one's feelings

24



Right to be honoured

25



Right to protection from wars

26



Right to information

27



Right to freedom of thought

28



Right to have love and friendship

29



Right to freedom of Religion

30



Right to behave with self-consciousness

31



Right to social equality

32



Right to relief from social discrimination

-146-



Group work:



- ◆ Which of the above mentioned Child Rights do you enjoy?
- ◆ What are the rights you want to enjoy now, which are not already being provided to you?
- ◆ What can you do to ensure that all the children enjoy their rights?
- ◆ You want to enjoy Rights. In your opinion, how and who should help you to get these rights?
- ◆ Who are street children? Why do they become street children? What can we do for them?

16.2. What should be done at home?

No one should consider the children as workers or sources for earning money. Some children are made to work and are forced to do whatever is told to them. Sometimes, they don't even get proper food to eat and they have to fulfil all the demands of the adults. But, everyone should act and protect their rights.

Good environment should be created for their growth. Children's opinions should be honoured. Decisions related to them should be taken after consulting them. Their likes and dislikes should be respected. They should be sent to school. No questions of targets because child labour is illegal, children should not be punished in the name of discipline. Write down what else should be done.

16.3. What should be done at the school?

Child Rights should be identified and protected. The children should not be subjected to violence either physically or mentally. They should not be punished for not doing homework, nor for not being able to read and write or not for getting the 1st rank etc. They should not be forced to accept anything against their will. They should be called by their names. They should not be scolded. Everyone should be friendly with them, healthy atmosphere for growth should be created. Write down what else should be done.

16.4. What should be done in the society?

Society should respect the future citizens. As elders our rights are recognised. Children's rights also should be identified and respected. They should be given preference in every thing. They should be identified as growing people. Equal opportunities should be provided.

यह भी कीजिए

- बिना आवाज़ सुने व देखे अपने परिवार के सदस्यों को स्पर्श करके पहचानने की कोशिश करें कि वे कौन हैं?
- अपनी आँखें बंद कर अपने आस-पास किसी वस्तु को छू कर पता कीजिए कि वह कैसी है? (जैसे- गर्म / ठंडी, गीली / सूखी, चिकनी / खुरदरी, मुलायम या कठोर आदि)
- आपके मित्र को कहिए कि वह कुछ खाने की चीजें जैसे- नमक, शक्कर, कटा हुआ नींबू आदि एक-एक कर आपके मुँह में रखे। बिना देखे, चखकर बताइए कि आपके मुँह में क्या है?

छूना अच्छा नहीं लगता

दादा जी ने सोनू के सिर पर हाथ फेरकर गाल पर हल्की थपकी लगाते हुए प्यार से कहा— ये लो तुम्हारी जलेबियाँ।

सोनू जलेबियों का पैकेट हाथ में थामकर दादा जी से पूछने लगा— दादा जी आपका छूना मुझे बहुत अच्छा लगता है तथा अपनापन मिलता है, लेकिन जब अपने पड़ोस वाले ताऊजी मेरे गालों पर हाथ लगाते हैं तो मुझे अच्छा नहीं लगता है।

दादा जी — मैं उनसे बात करूँगा और उन्हें समझाऊँगा।

सोनू — ठीक है दादा जी।

दादा जी — हमें कभी किसी का छूना अच्छा न लगे तो उसे स्पष्ट रूप से मना कर देना चाहिए। चाहे वो आपके कितना भी नजदीक क्यों न हो। डरना नहीं चाहिए। ऐसी बात की शिकायत अपने घर वालों से भी कर सकते हैं।

सोचिए और लिखिए

- क्या तुम्हें भी कभी किसी का छूना अच्छा नहीं लगा? क्यों?

ADOLESCENCE EDUCATION (NON-EVALUATIVE)

Chapter 1

UNDERSTANDING ADOLESCENCE

What is Adolescence?

The term adolescence is derived from the Latin word "adolescere" which literally means 'to grow to maturity.' This is a transition from childhood to adulthood; it begins with pubescence and terminates with adulthood. Pubescence refers to the biological changes of adolescence that precede sexual maturity. Puberty is defined as a period of transformation from a stage of reproductive immaturity to a stage of full reproductive competence. This encompasses a number of physical, physiological, emotional and psychological changes. The age of onset of puberty varies from individual to individual; the girls on an average, reach puberty earlier than the boys. The geographic, ethnic and genetic factors interact with socio-economic status, health, nutrition and emotional levels to determine the age of onset of puberty for any single individual. The duration of adolescence varies greatly; it may start at 9 years and end at around 18 years in some, and it may start at 15 and end at around 25 years in others. Everybody grows up in a different way and at different rates. Adolescents constitute about 1/5th of the total population of India.

Academicians, psychologists and sociologists differ in their opinions about the age of adolescence. But according to the World Health Organization (WHO), the age from 10 years is known as the adolescent stage. The age between 10-14 years is called initial adolescent stage and between 15-19 years is called the late adolescent stage.

This age group 10 to 19 years which is formative impressionable and therefore very vulnerable. They are easily influenced by the social environment around them. The phase is treated as one involving opportunities and risks, making it very easy for them to be influenced, positively or negatively. Learning to make informed choices, avoid infections like HIV/AIDS and addictions to drugs, alcohol, etc., and adopt a responsible behaviour leading to a healthy individual is, therefore, most important at this stage. Empowered adolescents lead to an empowered nation.

1.1.1. Objectives of AEP

The major objectives of the Adolescent Education Programme are to enable the adolescents to;

- accept the changes and developments taking place in their body during adolescence,
- eat wisely and maintain good nutrition;
- adopt hygienic practices for personal hygiene;
- postpone early marriage and pregnancy to maintain personal health and to produce and raise healthy children;
- adopt methods of contraception and prevent unwanted pregnancy;
- adopt safe and informed sexual behaviour;
- address sexual harassment and violence appropriately;

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Characteristics of Adolescence

Any period of life tends to be characterized by a group of developments which are physical, psychological and social in origin and timing. But the period of adolescence, more than any other, is characterized by an upsurge of these changes and behavioural contradictions. It should be noted that these changes are normal and universal. The following significant characteristics of adolescence make this phase of life distinct from all other phases.

Physical

It is during adolescence that rapid physical growth and the changes in physiological process take place. Arising out of hormonal changes, these developments produce reproductive maturation in individuals. These are highly co-related with sexual development. It is a period exclusively identified with the development of secondary sexual characteristics. Adolescents have to learn to accept these changes and come to terms with them.

Psychological

Adolescence is also a period of progress towards mental, intellectual and emotional maturity. An adolescent displays a tendency to be independent like an adult, rather than remaining dependent on others like a child. During this period individuals experience an intense sex drive for the first time and begin to define their relationship with the opposite sex. It is presumed to be a psychologically stressful and critical period.

Emotional

The child remains restless and feels insecure; resulting in loss of concentration in studies and a surge of aggression, periodically.

She/he begins to experience examination/career related stress.

Socio-cultural

The interaction of adolescents with the existing socio-cultural environment result in some new developments. It initiates a process of redefining their social relationships. Society generally does not define a distinctively definite role for adolescents. And hence, they are caught in the ambiguous overlap between the roles of childhood and adulthood. Their psychological needs also are not appreciated in proper perspective by society. This, at times, generates among them aggressive and reactionary behaviour, many of which are socially disapproved. Individuals during adolescence, experience anxiety or emotional stress to an unusual degree.

Behavioural

In view of the above developments, adolescents reflect the following characteristics in their behavioural patterns.

a. Independence

The process of physical, psychological and social maturity initiates among adolescents a tendency to be independent. They start distancing themselves from the adult world. They begin to shift from parents to peers and from existing to new belief systems.

b. Identity

Adolescents struggle to define themselves and in the process tend to assert themselves. They display the gender role identity, a positive body image and a sense of esteem and competence through their behaviour.

c. Intimacy

During adolescence, some basic changes occur in defining relationships, particularly

elements cannot be completed by giving biological information alone. There is a need to impart life-skills education as well.

Moreover, a number of studies lend support to the fact that adolescents desire and seek authentic knowledge on sex-related matters. But sex being taboo in many societies including ours, there has been an absence of any authentic source for obtaining accurate knowledge about it. This creates anxieties and confusion among adolescents who fall prey to prevailing myths and misconceptions that are carried over to their adulthood, creating problems with serious implications for family and marital relationships.

India has large young population. Over one-fifth are adolescents in the age group of 10-19 years, and 30 per cent are in the age group of 10-24 years.

"Some groups think we are too young to know.

"They should know we are too young to die." Hector, member of UNFPA's Global Youth Partners Programme

Because of the expansion of educational opportunities the number of boys and girls receiving formal education is increasing. It has contributed to the rise of average age of marriage. On the other hand, because of improvements in nutrition and health care the age of the onset of puberty is advancing. As a consequence, now young people have a longer interval between the onset of puberty and age at marriage.

A number of media reports regularly highlights the growing rate of sex crimes in India, particularly the problems of sexual exploitation of young girls and even girl children in and around their household. The situations demand urgent educational intervention so that, children inculcate healthy attitude towards sex and also acquire appropriate life skills.

The impact of the traditional value system that used to influence sex related behaviour of individuals has been waning because of a number of new trends of social development such as migration to cities, urbanization and changes in life-styles. The exposure of the youth and children to the crude display of sex by the media has been eroding traditional values. There is a need to reinforce those social and cultural values and promote responsible sexual behaviour and respect for the opposite sex.

The scourge of the AIDS pandemic has added urgency to the need to introduce adolescence education in schools. Although HIV, the virus responsible for AIDS can be transmitted through blood and blood products and from mother to her child, the principle mode of transmission in India as elsewhere, is through sexual relations. The sharing of syringes and needles by drug addicts is also a major route of HIV transmission. Since there is no vaccine for immunization against HIV and no cure for AIDS is available, preventive education is the only means to promote safer and responsible behaviour.

(iii) Need for Education in Life Skills Development

Who defines life skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life. "Life skills are abilities to promote well-being and competence among adolescent students as they face realities of life. They can be utilized in many areas such as HIV/AIDS prevention, and prevention of substance abuse. Life-skills education is known to have improved self-esteem and self-assertion as well as increased safe and responsible behaviour.

(iv) Counselling Need

It is believed while the majority of adolescents somehow manage their problems during adolescence, there are many of them

who need help and external support. The percentage of such adolescents may be small, but their absolute number is quite large. The counseling need of these adolescents cannot be ignored. Even otherwise, the majority of adolescents also need group counselling, if not individual counseling by trained teachers.

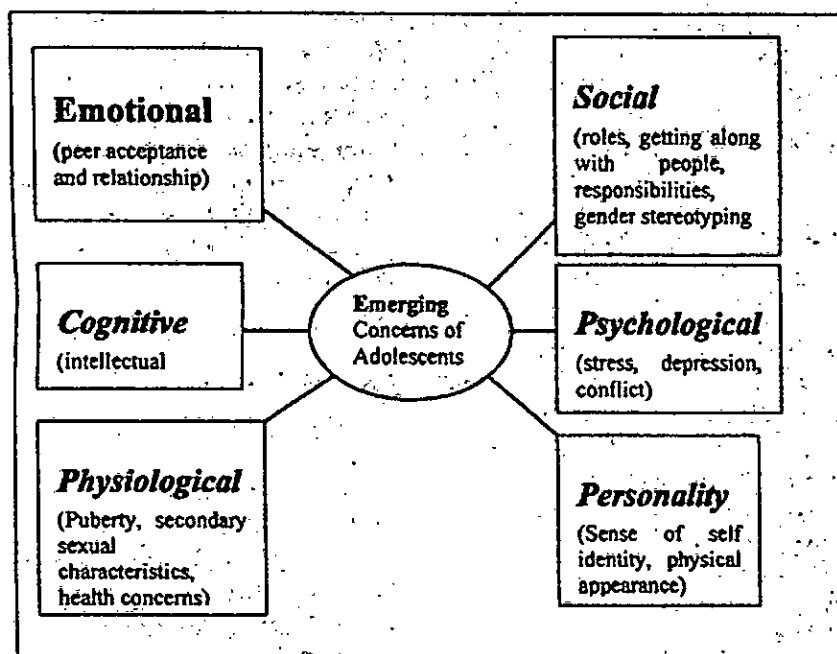
The changing status of adolescents causes dissonance as they strive to cope with a host of changes taking place. The onset of puberty is characterized by changes in physical proportion and shape of the body with marked changes in cognitive, social and emotional areas. The associated and notable changes in the behaviour and cognition if dealt with effectively, can lead to development

of positive personality whereas conflicts at this stage may lead to development of negative personality.

2.1 EMERGING CONCERNS OF ADOLESCENTS

Due to the vulnerable nature of this stage, adolescents often concede to peer pressure and emulate certain behaviours that lack social acceptance. Further, paucity of authentic information on physiological changes leads to many myths and unwanted behaviours.

Some of the important concerns of adolescents are:



Chapter 2

SKILL DEVELOPMENT

Skill Development in Adolescence Education

Skill development is a lifelong process. It is a process that helps individual grow and mature, learn to have confidence in one's own decision and discover sources of strength within and outside oneself. Education in skill reminds the learners of the basic skills which make a difference between building relationships with people and merely co-existing. Generally skills are viewed as the basic courtesies of living and working with other human beings. Some of the skills develop naturally, almost automatically and some through environment, whereas some skills are developed through learning and practice. Education, and particularly school education plays a vital role in skill development among individuals, as it exposes them to varied experiences during their formative years and has the potential of providing them with ample opportunities to learn and practice.

Skills: meaning

The term skill has been defined in various ways. Generally, it is used only in terms of a mechanical skill, technical expertness or technical knowledge of the means and methods of accomplishing a task, i.e., repairing a bicycle or a motorbike or making furniture out of wood. However, the concept of 'skill' has been used in education since long with a much broader meaning. Almost all curriculum designs are expected to delineate

skill-related objectives along with knowledge-related, understanding-related and attitude-related objectives.

Skills may be defined as abilities acquired by individuals in her/his education working life. Some skills, like holding a pen, are very simple but some like the skills of a cricket player are very complex. Some skills (e.g., walking) appear to develop naturally and some (e.g., talking) do not develop automatically but through environment. Skills such as dribbling a ball by a soccer player or diving a motor vehicle are developed through practice, whereas other skills, like critical thinking and creative expression are essentially the product of understanding and learning.

2.1 DEVELOPMENT OF LIFE SKILLS IN ADOLESCENTS

Life skills are a group of psycho-social competencies and interpersonal skills which help individuals to make informed decisions, communicate effectively, and develop coping and self-management skills to lead a healthy and productive life. For adolescents, learning life skills is important because these help in understanding of self, friends and the world around. By getting positive inputs on life skills, the learners become more effective and discover their strengths, weakness and interests in life.

The life skills approach has been extensively tried for imparting health related messages to adolescents. The methods used here for

Inculcating life skills are simple and based on experiential learning (learning by doing). The interactive process focuses on acquiring knowledge, attitudes and skills. It is gender sensitive and allows opportunities to listen and learn from each other. The skills involved are assertion, negotiation, decision-making, empathy building, value clarification, and coping skills. This is an important component of the whole process because more information is not enough for bringing a change in behaviour.

Life skills are also learnt by observing and by practicing. This can best happen at home under the guidance of parents, teachers in school or/and in peer groups while interacting with them.

As mentioned earlier, life skills help individuals to acquire beliefs or myths, and attitudes which can completely change an aggressive, destructive, closed minded personality to an individual who is positive, assertive, progressive, and an asset to society.

2.2 CLASSIFICATION ON LIFE SKILLS

There are three different categories of life skills:

- (i) Thinking skills
- (ii) Social skills
- (iii) Negotiation skills

2.2.1 Thinking Skills

Thinking skills govern a person's mental processes and make sense out of experiences. These include self-awareness which means knowing one's strength and weaknesses. Examples of thinking skills are :

- **Critical Thinking** - the ability to analyze information and experiences in an objective manner. It can help one to recognize and assess the factors that influence attitudes and behaviour.

- **Creative Thinking** - the ability to look beyond our direct experiences.
- **Problem Solving** - the ability to deal constructively with problems that arise in life.
- **Decision Making** - the ability to deal constructively with decisions about ones life.

2.2.2 Social Skills

Social Skills help in initiating and maintaining relationships and laying the foundation for social behaviour. They help in co-operation and teamwork. Skills included here are:

- **Effective Communication** - the ability to express, both verbally and non verbally, in ways that are culturally acceptable. It includes listening effectively and providing feedback to confirm that the communication was effective.
- **Interpersonal Relationship Skills** help one to relate with people in a positive way. It means being able to make and maintain friendly relationships, which can be of great importance to ones mental and social well-being and end relationships on a cordial note if needed.
- **Empathy** is the ability to listen to and understand another person's needs and circumstances and express that understanding. It helps to strengthen interpersonal relationships and in coping with emotions and stress.

2.2.3 Negotiation Skills

Negotiation Skills are a combination of the above two i.e., thinking skills and social skills. Together they help in managing feelings and emotions and resisting peer and

family pressure. Two skills which need special mention are :

- **Assertion** - the ability to express what one really wants in clear terms, respecting one's own rights and feelings as well as those of the other person's.
- **Advocacy** - influencing or persuading and negotiating.

Skills To Assert One Self

As an adolescent, you must be having many friends, some very close, others not very close. Friends give us a lot of joy and happiness. At your age, it is natural for you to feel an urge to spend more and more time with your friends. Some friends, in fact, leave a very healthy and positive impact on our personality. But the company of a few friends sometimes leads us to a risky and irresponsible behaviour. There is, therefore, a need for adolescents to learn how to deal with such friends. There is a need for you to learn how to assert and protect yourself from risky situations.

There are people with three types of behaviour :

- (i) **Passive**: Those who lack confidence. They remain silent even when their rights are violated by others. Such people give in to what others want. They take no action to assert their own rights. For instance, if some person jumps over the queue, these people remain silent spectators.
- (ii) **Aggressive**: Those who put themselves first at the expense of others. They overpower others. Such people push their own rights without caring for other's rights. For instance, these are the people who jump over the queue.
- (iii) **Assertive** : Those who are confident. They stand up for their rights without

hurting the rights of others. They respect themselves as well as the other person. For instance, these are the people who would immediately object to any person jumping over the queue. They would try to persuade the violator to stand in the queue and patiently wait for his turn, in fact, such people take pride in observing social discipline.

Some Simple Breathing Techniques to Manage Stress and Anxiety

Due to fast changes that are occurring in your body, you might be under some stress. Similarly, you might be under stress due to examinations. Such stress or anxiety is natural and at times unavoidable. But you can certainly reduce it substantially and manage it successfully by practicing a few breathing exercises.

Some quick and simple exercise to help stress in check

Experts tell us that taking relaxation exercise on a regular basis is vital in order to keep stress under control. If you feel you do not have much time for exercise, there are few relaxation techniques that can be used almost any time, anywhere in a few seconds. Try some of the following simple exercises:-

- (i) The neck and shoulders are the parts of the body which are vulnerable to muscle tension. Tighten the neck and shoulders, and hold the position for about 10 seconds before releasing. Repeat this exercise many times.
- (ii) **Stress walk**
Take a walk around any place that you find convenient, walk around your desk at work around your house, or back and forth in your room. Such a walk can give you much needed "time out". It can be very effective.

- (iii) Sit that relaxes
- Sit in a comfortable position.
 - Inhale in a natural way
 - Repeat the procedure about 10 times and experience the feeling of relaxation.

(iv) Short Nap

During the days of stress and anxiety (e.g. examination) take a short nap for about 10-15 minutes. It refreshes you immensely.

Exercise 1

Select any object that you have been using frequently or any object that you like very much let us, for instance, take the pen. Hold your pen in front of you focus your attention on it as you breath (inhale and exhale). Breathe slowly and deeply for about 2 minutes. While focusing your attention on your pen, ensure that no other thought or feeling enter your mind. If it happens, try to bring your attention back to the pen. At the end of the exercise you should feel more peaceful. The tension that you had before doing the exercise gets diminished.

Exercise 2

Sit in a comfortable position. Close your

eyes and let your breathing be long and slow. Since your eyes are closed, focus your attention on your breathing. Stop all thoughts and feelings. If your attention gets distracted, bring to your breathing. While exhaling say any meaningful word e.g. 'Peace' 'Om' then inhale with the same slow pace without uttering any sound. Now again while exhaling say another word e.g. 'Calm' / 'Shantee'. The word should end like the following:-

Exhaling:

Peace P e-e-e-a-a-a-c-c-c-e-e

Om O-o-o-o-m-m-m-m

Inhaling : -----

Exhaling :

Calm C-e-e-e-a-a-a-l-l-l-m-m-m

Shantee Sh-sh-sh-a-a-a-a-n-n-n-n-n-t-t-t-t-ee-ee-ee-ee

ADOLESCENCE EDUCATION (NON-EVALUATIVE)**(Continued from Class-IX)**

CHAPTER 3

Preventing Substance/Drug Abuse

What is substance/drug abuse?

A 'substance' is a matter of chemical nature. Drugs, alcohol and tobacco are included in 'substance'. They change the way our body works. When they are taken for reasons other than medical, in a quantity and frequency that damages the physical or mental functioning of an individual, it becomes substance/drug abuse. Drugs, alcohol and tobacco are habit-forming. People who use them regularly become addicted to them.

Why do people become addicted to substance abuse?

There is no single reason. Most of the addicts starts using drugs, alcohol or tobacco out of curiosity or to have some pleasure, often under the influence of their friends and peer groups. Some take to 'substance' to overcome boredom, depression and fatigue. Lack of love and understanding on the part of those the person is attached to also become a cause of addiction in many cases. Most of the addicts are found to suffer from frustration in life. Of course, easy availability is a major factor in the proliferation of substance abuse.

Factors leading to adolescents taking to drugs, alcohol and tobacco:

- Persuasion by schoolmates and friends (peer pressure);
- A person is more prone to risky behaviour.
- Inflamed stomach and damaged liver.
- High blood pressure and heart trouble.

47% of the those who begin drinking alcohol before the age of 14 become alcohol dependent at some time in their lives, compared with 9% of those who wait at least until the age of 21. This holds true even when genetic risks are taken into account.

There are drugs which are medically prescribed for treatment. For instance, opiates are medically used for pain relief. Caffeine which is the most widely used drug, is found in coffee, tea, soft drinks and chocolate. Its daily use in moderate doses does not cause harmful effects. But if it is taken in large doses, it can cause health problems such as restlessness, sleeplessness, stomach upset and rapid heartbeat.

There are solvents and aerosol inhalants which are used in many products such as shoe-polish, paint removers, spray deodorants, nail polish remover and insecticides. They are not intended to be used as drugs. But if they are used as drugs by an individual they can cause weight loss, nosebleed, pores on the nose and mouth, impaired liver and kidney functions, depression and lead poisoning. However, these are all otherwise legal drugs. Then, there are illegal drugs such as brown sugar, marijuana, *ganja* and charas, which are not used as medically prescribed drugs.

28.6 DRUG ABUSE AND ITS PREVENTION

Drug abuse occurs when drugs are taken without medical reasons and without medical supervision, especially when they are taken in an amount, strength, frequency or manner that damages the physical and mental functioning of the individual. Cough syrup, pain killers, and tranquillizers are some common medicines that are often abused.

Drug abuse also occurs when certain chemicals that have no medical use or benefits are taken, such as sniffing glue and solvents. The extent of drug abuse depends on the quantity of the drug begin taken, and the method and frequency of its consumption. Drug abuse leads to many serious physical, emotional, and social problems.

What are the effects of drug abuse?

Drug abuse leads to a number of short-term and long-term effects that are detrimental to health:

- **Short-term effects :** These are the effects that appear instantly or a few minutes after the intake of drugs. The effects includes a sense of well-being and a pleasant drowsiness.
- **Long-term effects :** Constant and excessive use of drugs over a long period can cause both physical and mental damage and illness. This includes failure in academic studies, employment, and interpersonal relationship; financial ruin; increased risk of contracting STIs; and increased risk of being involved in vehicular accidents. Addicts stop thinking of everything in life except when and how they will get their next drug dose. They will do anything for the dose, including committing crimes such as theft and in certain case even murder.

Adolescents and young people are prone to experiment and taking risks. Tobacco and alcohol are taken for the first time by a teenager due to pressure from and the persuasion of friends and classmates. The teenagers are introduced to smoking first, and then it leads them to drugs like heroin, brown sugar, charas, opium etc.

Tobacco and alcohol are the two most commonly used substances.

Tobacco

Tobacco is obtained by crushing the leaves of the tobacco plant. It is either chewed or smoked. It causes many health problems such as: high blood pressure, lung infections, cancer of the lungs and mouth,

heart trouble and premature babies with low-birth-weight (LBW) in case of pregnant women.

Diseases due to use of tobacco

Excessive use of tobacco is observed to cause cancer and diseases of the heart and blood vessels, leading to a lung diseases called emphysema where the wall of the alveoli break down or rupture and produce disturbance in gaseous exchange in lungs. Cough and diseases of the respiratory tract, pulmonary tuberculosis (lung TB), gastric and duodenal ulcer are developed due to the use of tobacco. Apart from these tobacco reduces immunity and the oxygen carrying capacity of haemoglobin. It also has influence on the personality and its ill effects are felt by the tobacco non-users also who are forced to inhale tobacco smoke laden air.

Alcohol

Alcohol is made by fermentation of various fruits and grains. People who are addicted to alcohol, become 'alcoholics'. They need alcohol everyday. This leads to serious problems such as high blood pressure, heart trouble, inflamed stomach and damaged liver.

Those who take alcohol and drugs are more prone to undertake risky behaviour, which may at times lead to HIV infection.

With this essential information about the harmful effects of smoking, alcohol and drugs, you can mentally prepare yourself to protect your health interests and manage pressure from friends.

1.1.4 Addiction and Sexually Transmitted Diseases:

Physical and mental dependency on smoking, alcohol and drugs is called addiction. Person dependent on these chemical substances are called addicts or drug users. An addict becomes so much depended on this habit that he cannot live without a regular dose of these substances. It is also seen that the amount of regularly used doses of these substances gradually increases day by day.

Tobacco is a harmful intoxicant. It contains a highly poisonous alkaloid called nicotine. This chemical is so toxic that the amount of nicotine present in a single cigarette can kill a person if it is injected through the veins. Long term use of nicotine increases the addiction of the person. Apart from nicotine some other harmful substances are also present in tobacco. These are carbon monoxide, polycyclic aromatic hydrocarbons such as benzopyrine and tar. Due to the influence of carbon monoxide the oxygen content of the blood is reduced and benzopyrine is known as the causative agent of various types of cancer.

The ill effects of nicotine on the human body are as follows:-

1. Increases excitability and conductivity of nerve impulses.
2. Stimulates the secretion of adrenaline hormone from suprarenal gland.
3. Increases contraction of blood vessels.

4. Causes the muscles to relax.
5. Excessive use of tobacco causes paralysis of neurons.

Alcohol: The regular use of even a small quantity of alcohol makes a person alcohol dependent leading to alcoholism. A habitual alcohol user is known as an alcoholic.

Although intoxication starts from the initial phase of drinking alcohol, it remains undetectable in the beginning. With the increase in dose, the capacity to control one self is lost and gradually the person starts to lose consciousness and his thinking capacity, and may even face death. Despite starting with a low dose, over time most persons develop an addiction for alcohol and the intake starts to increase. Often it happens that, by the time a person realizes and feels the ill effects of drinking alcohol, it become very hard to get rid of alcoholism. Many persons use alcohol as a stimulant, but in reality it weakens the nervous system.

Effect of Alcohol

Apart from producing ill effects on personal health and family, consuming alcohol finally creates many types of social problems.

Personal health related problems.

1. Effect on the nervous system.
2. Effect on the heart – produces dilation of blood vessels and such continuous dilation make their walls hard and brittle. The activity of the heart is disturbed due to deposition of fat.
3. Drinking of little or diluted alcohol stimulates secretion of gastric juice but use in heavy amount produces ulcers by destroying the stomach wall.
4. The maximum effect of drinking alcohol is on the liver. Due to this, fat is deposited in liver and gradually the liver cells become hard and start to shrink. After the liver is damaged, this damage extends to the other organs.
5. The kidneys have to excrete more water and so the load on them increases to some extent.
6. Resistance against diseases is lowered due to the damages to the immune system.

Drug abuse and drug dependence.

Drugs are chemical substances used for the treatment of some diseases, used with the advice from doctors. Use of these medicines is stopped after a fixed time. But long term use of some medicines becomes a habit and the person gradually becomes drug-dependent on that medicine. This situation is called drug dependence or addiction. There are some drugs that act on the brain and change the behaviour, consciousness and sensory capacity of the person. These are called psychotropic or psychedelic drugs or agents. These drugs are divided into four main groups. These are:

1. Analgesics, tranquilizers and sedatives for bringing relief from pain, relief from anxiety and inducing sleep.
2. Opiate narcotics.
3. Stimulants.
4. Hallucinogens.

Misuse of drugs for the last few decades has placed society in an alarming situation.

There are several factors causing dependency or addiction of drugs. These are :

1. Curiosity: due to the frequent mention of these drugs in newspaper articles and radio broadcasts, some people become curious to get first hand experience on the use of these drugs but ultimately get hooked.
2. Influence of friends: Frequent reports about the feeling pleasurable by addict friends often tempt some people. This type of temptation and instigation compel many to start using these drugs.
3. Depression and loneliness: Person hoping to get rid of personal problems become anxious to use these drugs. In case of school students, generally those who feel lonely, neglected and insecure are observed to be attracted to use such drugs.
4. Excitement and adventure: Adventurism is a common and primary trend in youth psychology and the youth mind. As the use of drugs is illegal, Some youth want to feel the excitement and be adventurous by doing so.
5. According to some persons drugs introduce them to a new and beautiful world. They think that drug use increases their sense of beauty, glorify increase intellectual capacity and make them creative.
6. Some persons use drugs to increase their work efficiency. Many students use drugs to be able to study for longer period of time while preparing for their examinations.
7. Frequent use of drugs to get rid of bodyache and pain also causes dependency and addiction.

Consequences of drug addiction

- Burden on society and family
- Social isolation
- Academic and occupational problems
- Legal problems as it is illegal for adolescents to obtain or consume drugs
- Psychological problems - depression, suicide attempt
- Self destruction, sure death

The following table throws light on prevailing myths about the use of drugs.

Myths	Facts
There is no harm in trying drug just once, because one can stop after that.	Almost all drug addicts start by trying just once. Once the drug is taken, the user is always amenable to further drug intake, which becomes a part of his/her habit.
Drugs increase creativity and makes the user more imaginative.	Drug addict loses clarity and becomes incoherent in action.
Drugs sharpen thinking, lead to greater concentration and increases sexual pleasure.	Drugs induce dullness and adversely affect normal functioning of body and mind. Drugs may remove inhibitions but temporarily.
Will power alone can help a drug addict stop taking drugs.	Addiction transforms into a disease which requires medical and psychiatric treatment.
Most of the addicts get their drugs from a peddler or a pusher.	Most of the addicts get their first dose of drugs from a friend or a close associate.

Source: Adolescence Education: Knowledge Base, Part II, NCERT, New Delhi, 1999 (a Package of Basic Materials)

How can we help prevent addiction to Drugs?

As a parent

- Communicate openly with your child. Be a patient listener;
- Keep yourself interested in your child's activities and friends;
- Share problems at home, talk about your child's problems and teach him to handle them;
- Do not abuse alcohol and drugs yourself and set an example;
- Keep track of prescribed drugs in your home; and
- Learn as much as you can about drugs and be informed.

CHAPTER 4

HIV/AIDS

About 25 years ago, the term HIV and AIDS were not known to the medical fraternity. The Acquired Immunodeficiency Syndrome (AIDS) was first detected in the United States in 1981. The etiological agent Human Immunodeficiency Virus (HIV) was isolated in 1984 and a laboratory test for HIV became commercially available the following year so it is possible to detect whether the person is infected with HIV or not. UNAIDS/WHO estimates show that the number of people living with HIV/AIDS globally at the end of the year 2005 stood at 38.6 million. The HIV/AIDS epidemic continues its expansion across the globe with approximately 4.1 million newly infected cases including 5.4 lakhs children under the age of 15 years in the year 2005. Approximately 11 thousand new infections occur every day in the world despite the fact that more is known than ever before about prevention and control of the epidemic. About 95% of all HIV/AIDS infected people are living in developing countries. World wide 80% of the adults infected are due to heterosexual transmission. Further 85% of those infected belong to the age group 15 - 49 years of which almost 50% are women. Since the onset of the epidemic, 36.7 million deaths have occurred all over the world. HIV deaths continue to increase and is the single biggest cause of adult deaths in many countries. HIV/AIDS is among the top 10 killer worldwide and at given current rate of HIV infections it may soon move into the top 5. There is now compelling evidence to show that the trend in HIV infection has profound impact on further rates of infant, child and maternal mortality, life expectancy and economic growth. In the year 1981 HIV was considered as a disease of males. Today world wide women comprise an increasing number of adults living with HIV/AIDS. The proportion has now reached nearly 50%. About 5,500 young people become infected everyday. Adolescents are more vulnerable due to the peculiar psychological stage of development during puberty. They are more curious about human sexuality and likely to experiment under pressure from their peers. Young women are more vulnerable to HIV infection than men. Adolescents do not get scientific evidence about adolescence human sexuality, STD and HIV infections in their formative years from authentic sources. Sexual activities with more partners exposes the risk of HIV. Proper awareness given to the adolescents will go a long way in getting exposed to HIV virus.

India has the second highest number of people (approx. 1.34 million people) in the age group of 15-49 living with HIV/AIDS in the world after South Africa.

The number of AIDS cases reported to Goa State AIDS Control Society in 2005 was 180 and AIDS deaths being 91. The reported number of AIDS cases during the period 1986 to Sep. 2006 was 805 and the reported number of AIDS deaths for the period 2000 to Sep. 2006 was 278.

Though it is known that HIV is primarily transmitted by three routes namely sexual, parenteral (blood borne) and from HIV infected mother to child, the major indirect contribution in transmission is ignorance about HIV infection.

HIV virus slowly damages the immune system of the body, which fights infection. This results in the body losing its natural ability to fight diseases and it succumbs to common infections and illnesses such as TB, pneumonia, diarrhea, etc. AIDS stands for Acquired Immuno Deficiency Syndrome.

Acquired : Not hereditary

Immune : Defence mechanism of the human body to fight infections

Deficiency : Weakening of the system

Syndrome : A group of symptoms

AIDS is the condition when the immune system of the person becomes very weak and it can not fight infections and the person succumbs to common diseases. AIDS is the last stage of the HIV infection. The meantime from initial infection to diagnosis of AIDS is around 8 - 9 years but now various epidemiological studies have shown that the rate of disease progression varies substantially depending on various factors such as viral, host and environmental co-factors.

HIV infecting blood, blood products, transplanted organs or tissues or the use of improperly sterilized needles and syringes that have been in contact with infected blood can transmit HIV.

HIV antibody testing (ELISA, Rapid, etc.) is now easily accessible to the public and is inexpensive. Voluntary testing facilities for HIV infection with pre-test and post-test counseling is now available in Goa at the Voluntary Confidential Counseling and Testing Centres (VCCTCs) at (i) Goa Medical College, Bambolim (ii) Hospicio Hospital, Margao (iii) Asilo Hospital, Mapusa and (iv) Cottage Hospital, Chicalim. Any person can walk-in to these VCCTCs (no hospital case paper is required to be done) and get themselves tested for HIV on payment of Rs. 10/- (rupees ten only). For poor deserving patients the facility is provided free of cost. It is proposed to set up 4 more VCCTs which will be known as Integrated Counseling and Testing Centres (ICTCs) at the Community Health Centres viz. at Canacona, Curchorem, Pernem and Valpoi during the current financial year (2006-07). When properly performed, HIV antibody testing is highly sensitive (positive test is a true positive) and specific (negative test is a true negative). But still have instances of false positives and false negatives - the reason for repeat testing on positives. The PCR (Polymerase Chain Reaction) test, which detects the HIV virus, is currently not available in Goa and is quite expensive being around Rs. 1,500 to 2,500 per test

The human body is infected by HIV in three ways. The most common route of HIV transmission is through sexual relations with an infected person. It can also be transmitted through infusion of blood or products that are already infected with HIV. It can also be transmitted by an HIV infected mother to the new-born child before, during and after birth. Once the person is infected, he or she will have AIDS and will die of any illness. The immune system of the person will be completely destroyed and will eventually fall prey to any disease.

AIDS has no cure and there is no vaccine that can prevent HIV infection. That is why AIDS is a matter of grave concern. The only way to not contract AIDS and to prevent HIV transmission is by practicing "safe behaviour". It is also essential to ensure that all blood transfusion takes place only after it is HIV tested and certified to be HIV free. Whenever one takes an injection the syringe and the needle must be sterilised or it should be a disposable syringe. This kind of care must also be taken in activities like tattooing and ear piercing.

HIV/AIDS

It must be noted that HIV is not transmitted by shaking hands or embracing an infected person. It does not spread by sharing cups, plates or by sharing toilets and bathrooms, sitting in the same classrooms, or by sharing work instruments, swimming or playing or by donating blood.

Activity :

HIV/AIDS (general introduction)	Causes of Infection	Prevention For Infection	How HIV is not Transmitted

AIDS: Acquired Immune Deficiency Syndrome

Historical background:

It is believed that the AIDS existed for a long time but came to light only in the 1980s. AIDS is a condition in which the in-built defense system of the body completely breaks down, in a gradual manner. Those who are affected by AIDS are unable to withstand pneumonia, diarrhoea, tuberculosis and even the common cold and ultimately die due to one or another of these infections.

AIDS is identified as 'syndrome' rather than any particular type of disease. Thus, AIDS patients show several symptoms which occur together, at the same time.

AIDS was recognized for the first time in the USA in 1981. It was associated with two main diseases namely pneumonia and skin cancer. Later, it was noticed to be commonly accruing among young homosexual men and drug addicts. The next group of AIDS patients included children and adults who received infected blood. These innocent people became unfortunate victims of this dreadful disease. Even though scientists could recognize that AIDS was due to some infectious microbe, still it created panic among all nations since there was no known measure to check the further spread of this yet unidentified agent.

Discovery of AIDS virus:

In 1983, French scientists discovered the AIDS virus. Similarly in 1984 American virologists gave a report on the virus causing AIDS. The international committee on the nomenclature

of viruses suggested the name HIV. Much before recognizing AIDS, the following three types of immunodeficiency were known :

- Genetic (parents to offsprings)
- Induced (transplantation)
- Acquired (sexually transmitted diseases)

In fact, immune deficiency was specially recognized in African countries and other tropical economically developing countries in Asia, including India. But these were considered to be some form of old diseases caused by parasites and further complicated by nutritional disorders. In India, the first AIDS patient was officially identified at Chennai in 1987.

It was also believed that the disease causing virus was transmitted from other animals to man and in particular from monkey.

Structure of a HIV:

A HIV particle is spherical in shape containing RNA as its genetic material. It is covered by a membrane made up of two layers of a fatty material. Inside the membrane, a core made up of proteins is found. In the center of the core, the viral RNA along with the enzyme reverse transcriptase are present. This enzyme acts as a catalyst on RNA helping in the synthesis of DNA in the host cell.

HIV belongs to the retrovirus group of viruses, capable of giving rise to DNA. As and when a new DNA is formed by these viruses in the host cells, it becomes difficult to develop a vaccine to control the disease. HIV gets adapted to the host body so well that the body cells fail to identify this virus as an intruder. Thus, the symptoms take years to appear. Ultimately, HIV destroys the natural immunity of the body. This leads to frequent secondary infections. Thus, the affected person is attacked by various contagious diseases, finally leading to death.

Symptoms of AIDS:

Two to three weeks after the entry of the HIV viruses into the blood, the patient develops fever, headache, pain in the joints, ulcers in the mouth and throat.

Lymph nodes enlarge. Rashes and itching of the skin may develop which may disappear later. After these, (although no signs appear externally) the viruses keep multiplying in the body. Gradually immunity keeps getting diminished. Just before the full establishment of the disease, the lymph nodes get enlarge, the cause of which becomes difficult to ascertain. Primarily the swelling of the lymph nodes appear in the neck and axilla. By this time AIDS would have been fully established. At this stage the patient may show the following conditions:

1. There is a total loss of immunity.
2. Considerable weight loss.
3. Itching of the skin, burning sensation in the respiratory tract, cough with sputum are seen.
4. Profusely sweating during night time.
5. Fever, body ache remain for a long duration.
6. White patches appear in the mouth.
7. Ulcers are formed in the oesophagus.
8. Memory power is affected.

HIV/AIDS

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Secondary symptoms of AIDS:

A person infected by HIV is termed as HIV positive would experience:

- a) Giddiness
- b) Headache
- c) Diarrhoea
- d) Inflammation of endocrine glands
- e) Secondary infections.

Common secondary infections of AIDS patients are:

- a) Tuberculosis.
- b) Pneumonia
- c) Herpes
- d) Meningitis
- e) Skin cancer

Mode of Infection (Transmission):

HIV is transmitted only by the following methods:

1. Sexual contact with an infected person: Most of the HIV patients have been infected through this method by having unsafe sexual contact with infected patients.
2. Transfusion of infected blood: HIV gains entry into the body by receiving HIV + ve blood, during blood transfusion.
3. From infected mother to her infant: HIV may get transmitted from a HIV + ve mother to her child by the following means:
 - a) To the embryo, through the placenta
 - b) During the delivery of the child.
 - c) Breast feeding.
4. By sharing unsterilized needles and syringes with HIV positive individuals.

HIV may infect a person, but may not produce any symptoms of illness for a very long period. An HIV infected person will appear to be very normal during the incubation period of the disease. This period may be upto eight to ten years in adults and 18 to 24 months in children. It is estimated that 50% of the infected adults will develop AIDS within 10 years after infection.

AIDS is an infectious disease but is not transmitted through air, water, food, etc. It is not a communicable disease, like common cold, influenza or measles.

It has not yet been possible to discover a medicine for such a serious disease.

However, efforts to stop the spread of disease and to relieve the patients of its symptoms are being continued.

HIV is not transmitted by the following methods :

- a) By shaking hands with AIDS patient.
- b) By hugging each other.
- c) By using public bathrooms, toilets and swimming pools.
- d) By the bite of mosquitoes and other insects.

Precautionary measures:

- a) Sexual contact with persons affected by HIV should be totally avoided.
- b) The syringe used by the AIDS patient should not be used by others.
- c) Before donating or receiving blood, one should make sure that the person has no HIV.
- d) A mother affected by AIDS should not breast-feed her child.
- e) One must not become a drug addict. Injection of sedative drugs by unsterilised or used needles can cause AIDS disease.

Test to detect HIV:

- a) ELISA - Enzyme Linked Immuno Sorbent Assay.
- b) PCR - Polymerase Chain Reaction
- c) Western Blot

How are HIV and AIDS different?

HIV is the name of the virus. AIDS is the condition caused by this virus. It usually takes 8-10 years for HIV to progress to AIDS. HIV and AIDS can be diagnosed on the basis of certain blood tests.

When a person has AIDS:

- ▶ The body's ability to resist even common or mild infections is considerably weakened.
and / or
- ▶ The person starts 'falling ill' frequently and feels weak,
and / or
- ▶ The person easily gets infections that may range from minor illnesses like common cold to TB, diarrhea, fungal infections, etc.

Such infections are easily acquired when immunity is low. In a HIV positive person, these infections take the opportunity provided by a weakened immune system and are, therefore, called opportunistic infections.

Please remember that NOT all people who have TB, diarrhea, fungal infections, etc. have HIV. It is the presence of HIV in the body that makes a person more vulnerable to these, or any other, illness.

Don't be against People Living with HIV & AIDS

Be against silence, discrimination and stigma

How does HIV spread?

How can I avoid getting HIV?

HIV spreads through four main routes:

1. By having unprotected sex

You can avoid HIV:

- ▶ Abstain from casual sex. Be faithful to your partner.
- ▶ Use condoms during sex. They are easily available in government health facilities, chemist's shops and general stores. Check expiry date and use correctly.
- ▶ Don't take the risk of getting infected for life for a few moments of unprotected pleasure.

2. By receiving HIV infected blood or blood products you can avoid HIV.

- ▶ Always ensure you take blood from a licensed blood bank if you or any family members is in need of blood.
- ▶ Check with the blood bank to ensure that the blood has been screened for HIV. Ensure your blood bag carries the sticker of mandatory testing for Transfusion Transmitted Infections, including HIV.

3. By using unsterilised needles/syringes/lancets

You can avoid HIV:

- ▶ Always insist that disposable/sterilized needles and syringes are used when you have a blood test or during treatment.
- ▶ Avoid injecting drugs, and do not share needles and syringes.
- ▶ Be responsible. Ensure needles and syringes are destroyed.

4. From an HIV infected mother to her baby

You can avoid infecting your baby with HIV:

- ▶ Know your status, get tested for HIV during pregnancy. Visit the nearest public health facility for free testing.
- ▶ Take timely medication to prevent transmission of HIV from mother to child. A single dose of medicine (Nevirapine) administered to the mother during labour and to the baby immediately after birth, can save the baby from acquiring HIV.

This is available free of cost at medical colleges, district hospitals and community health centres.

Will I get HIV if ...?

- ▶ I shake hands or hug an HIV positive person?
- ▶ I'm friends with an HIV positive person?
- ▶ I eat, drink, study or work with an HIV positive person?
- ▶ I share clothes or a house with someone having HIV?
- ▶ A mosquito bites me?

The answer is NO. Caring, sharing, and friendliness do not spread HIV. They spread happiness and warmth. Mosquito bites also do not spread HIV infection. HIV does not reproduce or live in the mosquito's saliva. In fact, studies show that HIV is a fragile virus that does not live outside the human body for long.

Don't discriminate. Integrate. Remember you harm people living with HIV when you refuse to treat them as your friends, your family or your colleagues.

Do STIs increase the risk of HIV

Yes, Sexually Transmitted Infections (STIs) and Reproductive Tract Infection (RTIs) increase vulnerability to HIV. Women have a 3-4 times higher risk of getting HIV and RTIs because of their biological make up. Presence of such infections, especially those characterised by lesions, sores or discharges, increase vulnerability to HIV ten fold.

- ▶ Get STIs / RTIs treated promptly.
- ▶ Avail treatment from a registered medical practitioner and stay away from quacks.
- ▶ Practice safe sex. Ensure correct and consistent use of condoms.

Where can I get tested for HIV?

You can get tested for HIV at public health facilities. The test is a simple blood test and the results are kept completely confidential. Public health facilities have Integrated Counselling and Testing Centres (ICTCs) that provide information and assistance on HIV and AIDS, testing for HIV and pre-and post-test counselling in a friendly and confidential environment.

If I test positive for HIV, how will it affect my relationships?

HIV does not in any affect your regular social interactions, nor does it make you incapable of working or leading a normal life. You can continue to pursue your interests and hobbies, meet your friends and colleagues and be a member of any social gathering you choose.

You need to be careful about a few basic things:

- ▶ Do not have unprotected sex. Use condoms correctly and consistently.
- ▶ Do not donate blood if you are HIV positive.
- ▶ Do not share needles.

If you follow these rules, you do not run the risk of infecting anyone else.

If you have specific queries or concerns, call the helpline 1097 for obtaining correct information confidentially.

Can HIV and AIDS be cured?

No. HIV and AIDS cannot be cured. That is why prevention is so important. So are timely medical treatment and care. Everyone should get themselves tested for HIV as timely Antiretroviral Therapy (ART) and healthy lifestyle can help people with HIV and AIDS lead a normal life for many years.

Everyone who has HIV does not need to take ART. ART starts when the CD₄ count goes below a certain level. CD count is monitored through the CD Test.

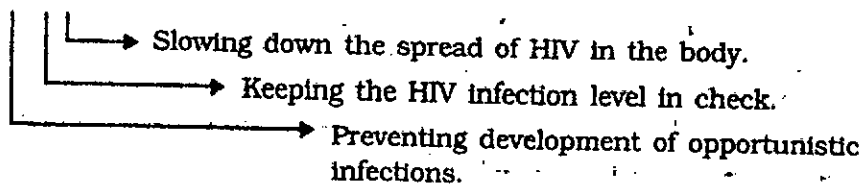
Once ART starts it must be adhered to strictly. ART has to be taken for life. It is for your doctor to decide when you should start ART.

Healthy lifestyle, good nutrition and a positive mindset can effectively delay the need to take ART.

HIV and AIDS cannot be cured but they can be managed.

If ART is not a cure, why is it important for people living with HIV & AIDS?

Although ART is not a cure for HIV, it helps an HIV positive persons with low CD₄ Count lead a normal life for many years by:



Taking ART regularly, maintaining a healthy environment, a positive mindset, good nutrition and regular exercise are all essential aspects of leading a healthy life with HIV and AIDS.

- ▶ Once ART starts, the person must take medication regularly. Interruption or frequent missing of ART dose makes the virus develop resistance to the medication. If this happens:

- The treatment becomes less effective or even ineffective.

HIV/AIDS



- Patients start to have an increased viral load in the blood.
- Stronger and more expensive drugs need to be taken.

So, if you have tested positive, consult your doctor early to see if you are medically eligible for treatment. Avail of free CD, test and free treatment at select government hospitals across the country. ART is now available for adults and children.

Who are more vulnerable to HIV infection?

Anyone can get HIV infection. It affects all regions and all economic and social classes. However, some groups are considered more vulnerable for various reasons. These are:

Women

Women are biologically more vulnerable to HIV than men. This vulnerability is increased due to lower economic status, lower levels of education and lack of negotiating power within family relationships. Women are usually not in a position to demand that their husband use condoms. As a result, almost 39% of all HIV infections in India occurs among women, even though most of them remain faithful to single partner/husband.

The growing rates of infection among women are of concern not only for their own health but also because an infected mother may pass HIV to her baby if she is unaware of her status and does not take timely medication and care.

Youth

One third of all reported AIDS cases occur in young people of the age group 15-29 years. Early commencement of sexual activity and increasing incidence of pre-marital sex along with inadequate information, life-skills and access to safe sexual practices make young people to highly vulnerable. The National AIDS Control Programme has helped design specific interventions like the Adolescence Education Programme (AEP) that inform and empower young people.

High Risk Groups:

Commercial Sex Workers (CSWs), Men having sex with Men (MSM), Injecting Drug Users (IDUs) and transgenders are often a hidden population. Open to harassment, stigma and discrimination, these groups have poor access to information and services, making them highly vulnerable to HIV infection.

The National AIDS Control Programme, Phase III focuses on increasing reach to these groups and improving access to information and services for them.

Bridge Population:

Migrant populations, truckers and clients of sex workers act as agents by which HIV is moving from small high risk groups to general populations. Approximately 25% of the economically productive population of India is migrant. Although migration is not itself a risk factor, people who are away from homes and families for long periods of time often indulge in risky sexual behaviour which makes them more vulnerable to HIV.

□□□

and keeping track of all this is the work of the revenue department of the government. Senior people in this department supervise the Patwari's work.

All states in India are divided into districts. For managing matters relating to land these districts are further sub-divided. These sub-divisions of a district are known by different names such as tehsil taluka, etc. At the head is the District Collector and under her are the revenue officers, also known as tehsildars. They have to hear disputes. They also supervise the work of the Patwaris and ensure that records are properly kept and land revenue is collected. They make sure that the farmers can easily obtain a copy of their record, students can obtain their caste certificates etc. The Tehsildar's office is where land disputes are also heard.

Farmers often require a copy of their land's record together with a map, as shown in the previous illustration. They have a right to this information. They may have to pay a small fee for this.

However, this information is not easily made available and farmers sometimes have to face many problems to get it. In some states, records are now being computerised and also kept at the Panchayat office so that they are more easily available and regularly updated.

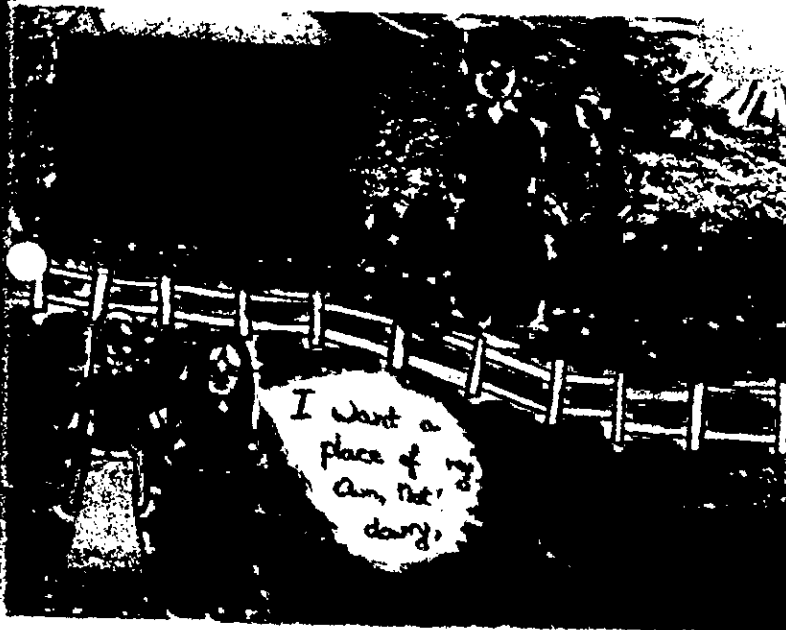
When do you think farmers may require a copy of this record? Study the following situations and identify the cases in which these records would be necessary and why.

- A farmer wants to buy a plot of land from another.
- A farmer wants to sell her produce to another.
- A farmer wants a loan from the bank to dig a well in her land.
- A farmer wants to purchase fertilizers for his field.
- A farmer wants to divide his property among his children.

A daughter's wish

Father inherited our house
from his father
And everyone says he'll
leave it to brother
But what about me and my
mother?
To expect a share in my
father's home,
Is not very womanly, I am
told.
But I really want a place of
my own,
Not dowry of silk and gold.

(Source: Reflections on MY FAMILY,
Anjali Monteiro, TISS)



A New Law

(Hindu Succession Amendment Act, 2005)

Often when we think of farmers who own land, we think of men. Women are seen as people who work on the fields, but not as people who own agricultural land. Till recently in some states Hindu women did not get a share in the family's agricultural land. After the death of the father his property was divided equally only among his sons.]

Ans 8

Recently, the law was changed. In the new law sons, daughters and their mothers can get an equal share in the land. The same law will apply to all states and union territories of the country.

This law will benefit a large number of women. For example Sudha is the eldest daughter of an agricultural family. She is married and lives in a neighbouring village. After her father's death Sudha often comes to help her mother with the farming work.]

Her mother has asked the Patwari to transfer the land and enter her name along with the names of all the children in his record.

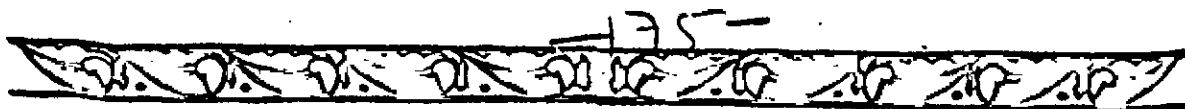
Sudha's mother confidently organises the farming with the help of the younger brother and sister. Similarly Sudha also lives with the assurance that if she ever has a problem she can always depend upon her share of the land.

Other Public Services - A survey

This chapter has looked at some of the administrative work of the government, especially for rural areas. The first example related to maintaining law and order and the second to maintaining land records. In the first case we examined the role of the police and in the second that of the Patwari. This work is supervised by other people in the department, such as the Tehsildar or the Superintendent of Police. We have also seen how people use these services, and some of the problems that they face. These services have to be used and made to function according to the laws that have been framed for them. You have probably seen many other public services and facilities provided by various departments of the government.

Do the following exercise for your village/by visiting a nearby village or looking at your own area.

List the public services in the village/area such as: the milk society, the fair price shop, the bank, the police station, the agricultural society for seeds and fertiliser, the post office or sub post office, the anganwadi, crèche, government school/s, health centre or government hospital etc. Collect information on three public services and discuss with your teacher how improvements can be made in their functioning. One example has been worked out.



Women Protection Acts

- Have you ever seen or heard about child marriages?
- Have you ever observed or heard about harassment and violence against women and girls?
- Have you ever observed the various types of domestic violence threatening women in day to day life?
- What shall we do to stop such violence caused to girls and women?

Girls and women are face teasing and violence on a regular basis worldwide. It affects their mental and physical health and most of the women can't dare to move freely. Similarly, girls hesitate to go to schools. Teasing with words, torturing, insulting are incidents commonly seen around us. We also watch and read news on T.V and in newspapers. Such incidents are an evidence of violation of child and women rights. Even though governments have made many laws to control the violence against women, most, people are not aware of them. Even victims of violence don't know where and how to get protection and help.

Girls and women should be aware of the laws meant for their protection. Then only can they protect themselves from various types of violence and abuse. Is there any network or mechanism for girls and women to express their worries and at the same time maintain and protect their secrecy? What are the various forums through which girls and women can seek protection? Let us discuss all these in this chapter.

Violation of children's and women rights is still continuing in our society in various forms. Incidents of their violation happen in family as well at workplace. How far can such violation of rights continue? There is a need to change the attitude of society which adversely affects the overall development of women and children. Proper implementation laws made by the government can provide free and confident life to the children and women.

In 1989, the UNO proposed international children's charter on which 191 countries have signed. Our country is also one of them. These rights relate to every child without any discrimination. Let us look at some of the important rights.

Children Rights

1. All the people below 18 years age are all children without gender discrimination.
2. Protection from government for child rights.
3. Right to live.
4. Right to live with parents as far as possible.
5. Right to gain knowledge and get awareness about the world through media like radio, newspapers, T.V etc.
6. Right to protection from violence and harmful incidents.

7. Right to get special care to live and for development in case of disabled children.
8. Right to have good health and get medical care.
9. Right to use mother tongue, follow their religion and tradition.,
10. Right to play.
11. Right to avoid the harm for children from getting education and health.
12. Right to get protection from harmful medicines also manufacturing and purchasing.
13. Right to get help when neglected and suffering.

Children as well as adults should be aware of the UNO Child Rights Charter. Government also informs people about this.

Prohibition of Child Marriage Act, 2006

According to the Child Marriage Act, a person who, if a male, has not completed 21 years of age, and if a female, has not completed 18 years of age cannot be forced to get married.

If the contract between any two people of which either one or both parties is a child, it is treated as child marriage.

If a male above 21 years contracts a child marriage he shall be punished for two years imprisonment and/ or a fine which may extend to Rs. 1 lakh.

The same punishment will be given to a person who performs, conducts or directs a Child Marriage under Child Marriage Act. 2006. If the marriage is voided, the girl should be paid maintenance by the male up to the age of her 18th year or upto the time she gets married. If the male is minor, his parents should provide such maintenance. The government will take care of the children whose marriage is cancelled. The dowry and gifts are to be returned after the cancellation of the marriage.

Disadvantages of child marriage:

- Underage pregnancy.
- Provision for trafficking and sale of girls.
- Pushing the unmaturred into family system.
- Increased abortions, premature births which results not only in infant mortality but also the death of mothers.
- Handicapped child births or dead child births.
- Mental as well as physical health problems.
- Obstacle to education.
- Hurdle for physical growth (especially regarding female).
- Become child laborers for family maintenance.

Stop Child Marriage



Prevention of Child Marriages - A Case Study

Raviralla Kavitha a girl is of twelve years. Her father is Nancharaiah. They belong to Rangareddy village of Mahaboobnagar district. Kavitha was studying in class VII in an Upper Primary School. She stopped attending school because her marriage was fixed. This was informed to Mamidipudi Venkata Rangaiah Foundation. The volunteers of MVF went to her house along with the members of Child Marriages Prevention Samithi and discussed about the child marriage in the presence of village elders.

Later on, the MVF volunteers went to the local priest. He repeated that when the Kavitha's parents came to him with the request of fixing the date, he asked for the Date of Birth certificate or ration card. They did not show any of them and did not come back to him. The volunteers came to know in the enquiry that the bridegroom, Damerla China Satyam, age 23, S/o Ramaiah had not even completed primary education.

After two days, when the MVF volunteers went to Kavitha's house, they were busy with marriage arrangements. They tried to persuade them not to perform her marriage at such an early age when she is meant to study and still a minor. Kavitha's father said, "you say many things but we have another daughter. How can I arrange the marriages?" As they were not convinced, the volunteers went to Thasildar, Sub Inspector of Police, CDPO and informed them about the same. They enquired about this in the presence of villagers but the parents responded rudely, "Who are you to stop our daughter's marriage?" A few people belonging to the bridegroom's side also came there and said, "we have finished all the arrangements. Why do you stop now?" "S.I. explained to them, "Child Marriage is an offence. Encouraging child marriage is also a crime." After counseling the parents of the bride and the bridegroom, they agreed to cancel the Child Marriage and they are now sending Kavitha to school regularly.

- Sometimes child marriages are fixed for children as young as 15 years without their consent. How do we stop such marriages? Who will help us?

Seek assistance in case of any harassment and domestic violence using toll free number **Bhumika Help Line 1800 425 2908** and stop child marriages. Friends, relatives, neighbours and teachers can inform the village secretary and Tehsildar to stop child marriages.

District Collector at the district level, Revenue Divisional Officer at division level, Tahsildar or ICDS Officer at mandal level and Gram Panchayat Secretary at village level are Incharge for stopping child marriages. Anybody can complain or intimate to the above officers to stop a child marriage. Sometimes the court may initiate and file sue-motu (on its own initiative) when it has reliable information and punish the concerned.

The Immoral Trafficking (prevention) Act 1956 and amendment 2006

Girls and women are lured in the name of jobs, bright future, roles in cinema etc. and taken to towns and cities and sold for prostitution. They are also subjected to physical violence to make them obey.

Trafficking and selling of girls for prostitution or encouraging them to enter into prostitution is a punishable crime. Even if girls choose to of their will and interest, it is still treated as a crime.

Different forms of trafficking:

- **Sexual assault**
 - a. Forced prostitution
 - b. Social and religious prostitution (Devadasi, Jogini, Mathangi etc.)
 - c. Sexual assault in tourism
 - d. Reading rustic writings and watching obscene pictures
- **Activities against the law**
 - a. The trafficking of children and involving in them the begging for money and beating them to obey is also crime, sometimes children are made physically handicapped by removing their body parts and made to bag on the streets.
 - b. Removing body parts and doing business.
 - c. Children forced sell narcotics and drugs.
- **Labourers**
 - a. *Vetti*: Forcing children to work without making proper payments, not providing nutritious food, clothes and not treating them as human beings.
 - b. Domestic labour: Washing clothes, cleaning the houses and utensils without proper wages, entrusting work in neighbours' houses.
 - c. Agriculture Labour : Involving in the agriculture work and exploiting them for more physical work.
 - d. Construction work : Labour involved in construction of buildings, roads etc. with nominal payments and providing them with substandard food.
- **Sadistic pleasure**
 - a. Tying up the children on camels and making them run for entertainment
 - b. Marriages and adoption without their consent

Generally, people bear injustice and violence and never inform the concerned authority or take the help of law to be away from violence and sufferings. In such cases, the sufferers must inform to the local police station or NGO for protection and care.

Forcible prostitution is an offence. Such prostitutes are called sex workers. There are many acts for their protection. The police has no power to beat or punish

- them in the name of enquiry. Along with the sex workers, the brothel house keepers
- are also liable to be punished with 2 to 3 years of imprisonment and penalty of up to Rs. 10,000/-. Using a house or a room or taking or giving a room for rent for the purpose of prostitution is also an offence.

If anyone is forced to participate in sexual intercourse with someone, it is also punishable under the law.

After protecting the victims, they should be presented before the Magistrate after the required medical treatment. An enquiry is to be taken up by a woman police officer or any Non Government Organisation (NGO) and action should be taken for the protection of the victim. If the victims are children, they will be sent to Balasadan. The rescued persons shall be given full protection and care and respect by the concerned government. If the rescued persons are children, they may be provided accommodation in child protection home where their education, food and health shall be taken care of.

The punishment is 7 years rigorous imprisonment to life along with penalty for immoral trafficking. Without warrant, the police officer shall investigate the case and collect the necessary details to protect the trafficked children and punish the accused.

The Dowry Prohibition Act, 1961

If a person gives or takes or abets dowry, he/she shall be punishable with imprisonment for a term not be less than five years and with a fine not be less than 15 thousand rupees or the amount of the value of such dowry whichever is more.

It has been observed that after the marriage, the bride is teased, scolded, abused, beaten and sometimes killed or forced to commit suicide. All these offences are covered in this act. Parents can present offerings, articles in the marriage, but these offerings must be as per the law.

1. Enlisting the offerings
2. Offerings can't be demanded
3. The offerings that are being provided must be as per one's cultural norms and traditions. The value of offerings shall not be over and above the parents' economic status and never become a burden to the family.



- Have you ever seen or heard about women being tortured for dowry in your locality? How are they being tortured? What sort of suggestions would you give to prevent this? Who will be held responsible?

In cases of such violence, the victim herself or her father/ mother/ brother/ relatives can complain in the local police station.

The Protection of Women from Domestic Violence

Our constitution provides the right to live in a dignified manner to all the citizens. Leading a dignified life means that the women should not be abused, insulted or humiliated. Such situations can be created for women to enjoy their rights by giving proper respect to their work. Even now, equal rights are not being enjoyed by women. Activities and behaviour which damages their value and self respect start with family. Such violent acts often happen in family to suppress the women and their dignity. These incidents are against their development.

156: There is difference or variation in the nature and range of violence that women subjected to and it is a major challenge in the empowerment of women across the world. Domestic violence is not only pertaining to individual or family. It also has politic history behind it including women's movements being carried out in the last twenty years. Certain special acts have been formulated based on protests and movements started by women. However, these acts are not being implemented their true spirit. Proper sensitivity and awareness should be created along with effective monitoring towards women's issues among the machinery of implementation such as police and other assisting agencies.

The National and International governments have taken up certain declarations and resolutions in order to stop violence against women, though violence is still there at the family and community level. The declarations also clear the actions proposed to be taken up by the governments towards development of women. The government of India is also one of the countries who accepted and became signatory to the declaration and resolved to abide by it.

- Domestic violence takes place now and then and gradually it becomes a habit pattern. More violence generates from violence. How do we stop this? Who will help?

Important Resolutions:

- "Government shall take appropriate measures to do away with the discriminations against women in the matters of marriages and family relations."
- "The men and women shall possess equal rights in the matters of family property and its management."

The Beijing declaration and programme of action focuses on the following things:

- "Violence against women is one of the major causes for the decreasing status of women in the community when compared to men. Mostly women and girls undergo the violence in the family and in home environment and these things never come out. It is very difficult to identify the domestic violence and address it."

- "The government has to take steps in the proper identification of violence, protecting the victims and punishing the culprits."
- "Making all legal and judicial systems and mechanisms accessible to the women suffering with domestic violence. The information pertaining to protective measures and taking help of the law must be provided to everyone."

Lakhs of women and children are hurt during domestic violence and undergo treatment but majority of them doesn't reveal it. Though domestic violence happens across all nations, races, religions and it is something confined to family affairs happening within the four walls.

Domestic Violence - Misconceptions and Realities:

Misconception: Parents punishing their children now and then is not a major issue to be considered.

Reality: Domestic Violence starts slowly and it becomes a routine if nobody opposes it. The Victims are sometimes hospitalised for treatment and even lose their life and it adversely affects their dignity and self respect.

Misconception: Addiction to drinking is the major cause for violence.

Reality: The alcoholism for domestic violence is only an assumption but the statistics reveals that 40% of the men who beats their wives are not addicted to alcoholism.

Misconception: Women shall bear the violence for the sake of children.

Reality: Violence leads to more violence. Children who grow in the violent atmosphere will become more violent in the future.

Misconception: There is no way to get out of Domestic violence.

Reality: The violence free environment is the birth right of every woman. The women protection acts and laws are available and one should seek their support.

Forms of Domestic Violence:

- Sexual abuse (forcible sexual intercourse, watching, or making obscene films)
- Physical abuse (behaviour that causes to bodily pain or harm, beating, torturing)
- Verbal and emotional abuse (humiliation, name calling or ridicule, not speaking to them, ignoring.)
- Mental abuse (threatening to harm, stopping women's education, stopping from jobs, force to marry whom she doesn't like)
- Economic abuse (deprivation of economic or financial resources, use the women wealth, sell their property)

Whom to complain:

The victims of domestic violence should complain to the police officer or judicial authority like 1st class Metropolitan Magistrate individually/ over phone/ e-mail. This type of complaints can be filed when the domestic violence took place or taking place or will take place. If the victim is wounded, she has to be sent for medical treatment and then the report is to be sent to the police station and to the Magistrate.

Sexual Assault and Torturing

Recently, central government has appointed Justice J.S. Verma Committee asking suggestions to prevent sexual assault and abuse. Based on the suggestions, Hon. President of India issued an ordinance on 2nd February, 2013. Some important features of the ordinance. are ;

- Minimum 20 years of imprisonment.
- Recruitment of women police to address the complaints from the victims.
- It is not necessary for the victim to attend before the police officers individually.
- There will be no punishment if the accused dies during struggle at the time of attack with acid on women.
- There is scope to shoot video at the time of complaining and trial on the request of the victims.

Lok Adalat

Lok Adalat means peoples' court. All are equal before law. The Article 39-A of the Constitution of India contains various provisions for settlement of disputes through Lok Adalat. It is an act to constitute legal services authorities to provide free and competent legal services to the weaker sections of society. It is to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities. And to organize Lok Adalats to secure that the operation of the legal system promotes justice on a basis of equal opportunity.

In addition to the above, an Act was formulated which is called "Act of Judicial Services Authority." This is a central law. The State government and high court jointly formulated certain principles as per this Act.

Who are eligible for judicial assistance?

- Citizens who belong to scheduled castes and scheduled tribes.
- Victims of immoral human trafficking, beggars, women, children, mentally imbalanced and physically challenged.
- Victims of natural disasters, agricultural and industrial labourers and victims of Domestic Violence and Caste enmity.
- Citizens earning annual income of less than Rs. 50,000.

One should apply for this assistance at Judicial Service Authority in District Court or High Court, as the address given below.

1. Secretary

District Judicial Services Authority
Dist. Court Premises

2. Member Secretary

State Judicial Services Authority
High Court Premises, Hyd. 500 066

..... Dist.

Methods of Judicial Assistance

- Judicial advice is given free of cost by the advocate.
- After verification of the cases and if it is found necessary, the advocates may

- be appointed on behalf of the complainants to take up the cases in the court.
- To bear the expenditures of court and court fee.
- The xerox copies of the judgment will be given free of cost to those who sought judicial assistance.

It is necessary to have a thorough understanding and awareness for the better implementation of the acts. Then only, the purpose and provision of human rights will be fulfilled and everyone would lead a, respectable and dignified life.

Key words

1. Dowry

2. Domestic Violence

3. Lok Adalat

4. Sexual Assault

5. Forced Prostitution

Improve your learning

1. What are the disadvantages of child marriage? (AS₁)
2. Why has domestic violence become a common practice? In what forms is domestic violence seen in society? Find out the reasons. (AS₁)
3. You have read about various problems faced by girls and women. Have you noticed any sort of problems in your village/ town? Specify them and what is to be done? (AS₁)
4. Many acts have been made by the government. What do you suggest for better implementation of these acts? (AS₁)
5. Write an essay on general problems faced by women? (AS₁)
6. Imagine that you are Tahsildar. How would you prevent child marriage? (AS₁)
7. Prepare a pamphlet to understand the problems faced by the women. (AS₁)
8. Read the paragraph under the title 'Sexual Assault and Torturing' of page 282 and comment on it. (AS₁)

Discussion:

1. Have you ever seen that the marriages are arranged for Girls below the age of 18 years and Boys below the age of 21 years ? Discuss such cases of your locality. How do they affect the Girls. Do you support Child marriages? Why/Why not? Show preventive measures.
2. What are the different ways of Domestic violence? Discuss a few incidents and cases in the classroom. In what way does the domestic violence affect the family and others. What is expected to avoid domestic violence?
3. Drinking has become an addiction today. Many people are addicted to drinking. Discuss on the family conditions of such people. How does drinking affect the children and others? If you were in such family, what would you do?

Project

What facilities does the government provide to the poor for seeking judicial justice? Consult a lawyer and get there information about this?

ANNEXURE 1

Addictive habits

3.3 million lives are lost due to alcoholism every year.

✓ Smoking kills nearly 6 million people every year all over the world.

Use of drugs causes the death of 2 lakhs every year.

✓ Path to destruction

Tobacco contains more than seven thousand chemicals such as nicotine, benzene etc. About 70 of these chemicals are carcinogens. Smoking reduces the diameter of blood capillaries and prevents the diffusion of oxygen into the tissues. Smoking and the use of tobacco products are the main causes of cancer in the mouth, lungs, throat, oesophagus etc. Collect information regarding the health and social issues caused by smoking, alcoholism, drug addiction etc. Record them in your science diary.

Did you observe the headlines?

These are bad habits we become addicted to. Used initially out of curiosity or under the influence of friends, they subdue us psychologically and we cannot escape even if we desire to do so.

Organise an awareness programme against such bad habits, under the auspices of the School Health Club.

In front of the computer
I forget everything.
I am not able to concentrate on my studies.

Everybody says that recklessness is dangerous.
But I like being adventurous.



Illustration 14.8

Did you notice the illustration?

Extreme rashness and misuse of mobile phones and computers are dangerous bad habits, aren't they?

Which are the other similar problems faced by adolescents?

How can we overcome such problems?

Discuss.

तीसरा दृश्य



(मोहन, संजय, किशोर, श्यामू, मनोज और रामू बैठे बातें कर रहे हैं।)

मोहन : (आज से हम एक छोटी-सी टोली आरंभ कर रहे हैं। उस टोली का नाम होगा 'बाल-शक्ति'।)

रामू : यह टोली क्या करेगी?

संजय : सबसे पहले तो हम अपने उन साथियों पर ध्यान देंगे जो नियमित रूप से स्कूल नहीं जाते तथा पढ़ाई से जी चुराते हैं।

किशोर : ठीक कहा। दूसरा काम होगा स्कूल के परिसर को स्वच्छ रखना तीसरा कार्य होगा गाँव की गंदगी को दूर करना। हम रोज़ एक घंटा गाँव की सफाई में लगाएँगे।

मनोज : गाँव में कई गड़बड़े हैं, उनको मिट्टी से ढाँपना होगा।

श्यामू : गाँव का कूड़ा डालने के लिए एक निश्चित जगह बनाएँगे तथा गाँव के सभी भाइयों से कहेंगे कि कूड़ा उसी जगह में डालें।

मोहन : टोली का अगला काम होगा गाँव को हरा-भरा रखना। हम स्कूल के चारों तरफ पेड़-पौधे लगाएँगे तथा अपने घरों में भी फलदार पेड़ लगाएँगे।

रामू : यह तो बड़ा नेक काम है। हमें कल से ही काम शुरू करना चाहिए।

संजय : पहले तू यह बता कि तू नियमित रूप से स्कूल जाएगा या नहीं।

रामू : जाऊंगा।

मनोज : हम सबको टोली के नियमों का पालन करना होगा।

सब बच्चे : हाँ, करेंगे।

श्यामू : अपनी टोली के मुखिया के रूप में मैं मोहन का नाम रखता हूँ।
आपकी क्या राय है?

सब बच्चे : हमें मंजूर है।

चौथा दृश्य



(एक साल बाद - गाँव में विशाल सभा का आयोजन किया गया है। जिले के कलेक्टर, विधायक तथा सरपंच आए हुए हैं। गाँव के सब लोग उपस्थित हैं।)

कलेक्टर : इस गाँव को साफ-सुथरा देखकर मुझे हार्दिक प्रसन्नता हुई है। गाँव को एक नया जीवन प्रदान किया गया है। इन बच्चों की जितनी बड़ाई की जाए उतनी ही थोड़ी है। इन सबने मिलकर गाँव को स्वच्छ वातावरण दिया है। बाल-शक्ति के कारण आपका गाँव एक आदर्श गाँव बन गया है।

(उपस्थित लोग तालियाँ बजाते हैं)

कलेक्टर : सरकार की तरफ से 'बाल-शक्ति' टोली को पाँच हजार रुपये दिए गए हैं। इस टोली का मुखिया आकर यह राशि स्वीकार करे।

(मोहन जाता है। कलेक्टर साहब मोहन को पाँच हजार रुपये का लिफ्टा देते हैं।)

मोहन : ये रुपये हम प्राधानाध्यापक जी को दे देंगे। स्कूल के पुस्तकालय गरीब बच्चों के लिए हम पुस्तकों का प्रबंध करेंगे।

एक बुजुर्ग : ये गाँव के सच्चे सपूत हैं।

सभी लोग बोलते हैं - बाल-शक्ति की जय!

पाठ का आशय :

इस पाठ में पाँच-छः लड़के संगठित होकर अपनी बाल-शक्ति को प्रकट कर रहे हैं। कुछ लड़के एक साथ रहकर अच्छी आदतों को अपनाने का प्रयत्न करते हैं। इतना ही नहीं सब बच्चे मिलकर अपने गाँव को एक नया जीवन प्रदान करते हैं। इस पाठ द्वारा बाल-शक्ति का महत्व बताया जा रहा है।

लेखक परिचय :

जगतराम आर्य (सन् 1910-सन् 1993) : जगतराम आर्य जी का जन्म ऊना हिमाचलप्रदेश में 16 दिसंबर सन् 1910 को हुआ। आपकी पढ़ाई निकट गाँव के डी.ए.वी. स्कूल में हुई। स्कूल के वरिष्ठ अध्यापक पं.तुलसीराम जी की देखरेख में शिक्षा हुई। आप अमर शहीद भगतसिंह के साथ कई क्रांतिकारी घटनाओं से जुड़े रहे। आप स्वतंत्रता आंदोलन के समय भाई परमानंद के साथ भी रहे जो बहुत बड़े देशभक्त थे और उनके साथ कई-कई दिन अज्ञातवास भी किया। 4 अगस्त, सन् 1993 को जगतराम आर्य जी का देहांत हुआ।

2.6

Ad'wise' Customers

You must have seen 'ads', that is, advertisements on TV and in many other places. Advertisements are given by owners of different companies to tell people about their products. Their aim is to make people buy those products.

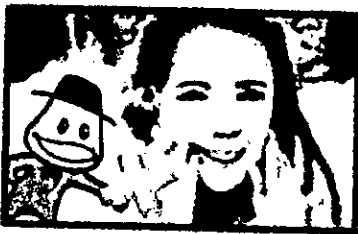
Advertisements are designed in such a way that people are impressed when

they see them. They feel like buying the product – that is what the owners want! But is the advice in the ads always good for you? You must think about it carefully.

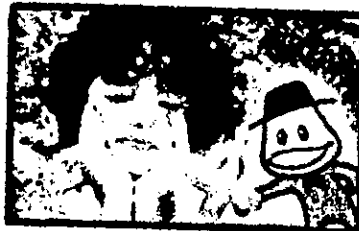
(You must act like a wise customer, and decide what to buy, how much to buy and what not to buy!)

What the ad says :

Feeling happy?
Krispy Krunchy!



Feeling sad?
Krispy Krunchy!



Feeling tired?
Krispy Krunchy!



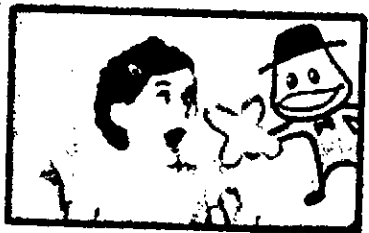
Lost the match?
Krispy Krunchy!



Won the cup?
Krispy Krunchy!



Day and night,
Krispy Krunchy!



Now and then
Krispy Krunchy!



For you and me
Krispy Krunchy!



Every time!
Krispy Krunchy!

Only for ₹ 5!

Get one pack
free on 5!

My Teacher says :

We see many types of chips, wafers and other snacks in the market. We get them in attractive packets or pouches. These snacks are usually fried foods that contain a lot of salt and spices. They are good to taste – but not so good for your health if you eat them all the time.

Growing children need a balanced and nourishing diet that includes different types of cereals, pulses, fresh vegetables, fruits, nuts, milk, etc.

Dal rice,
peanuts,
bananas,
beans and
yoghurt are
my favourites.



POINTERS

1. Enact the advertisement :

Seven children wait in different places, striking a suitable pose as shown in the ad. The character 'Krispy Krunchy' comes in dancing. He goes near every child, singing the words shown in the ad. He offers a Krispy Krunchy piece to every child.

The child eats it and begins to smile and clap. At the end, the character faces the class, shows a big pack of Krispy Krunchy and presents the last few lines.

2. Discuss the following questions after you have seen a presentation of the 'ad'.

- What does the ad tell you?
- How many times is the name Krispy Krunchy repeated in the ad? Why?
- What would happen if you never ate Krispy Krunchy?
- What would happen if you ate proper meals like rice and dal or dal-roti?
- What would happen if you never ate fruits and vegetables?

3. Present the information in the box 'My Teacher says'.

Translate the box 'My Teacher says' into your mother tongue.

4. Watch the advertisements on TV. Choose any one of them for group discussion and analysis. Write your report on the advertisement.

of law from a set of rules that they were forced to obey, to law as including ideas of justice. By the end of the nineteenth century, the Indian legal profession also began emerging and demanded respect in colonial courts. They began to use law to defend the legal rights of Indians. Indian judges also began to play a greater role in making decisions. Therefore, there were several ways in which Indians played a major role in the evolution of the rule of law during the colonial period.

With the adoption of the Constitution, this document served as the foundation on which our representatives began making laws for the country. Every year our representatives pass several new laws as well as revise existing ones. In your Class VI book, you read about the Hindu Succession Amendment Act 2005. According to this new law, sons, daughters and their mothers can get an equal share of family property. Similarly, new laws have been enacted to control pollution and provide employment. How do people come to think and propose that a new law is necessary? You will read more about this in the next section.

How Do New Laws Come About?

The Parliament has an important role in making laws. There are many ways through which this takes place and it is often different groups in society that raise the need for a particular law. An important role of Parliament is to be sensitive to the problems faced by people. Let us read the following story to understand how the issue of domestic violence was brought to the attention of the Parliament and the process adopted for this issue to become law.

(Domestic violence) refers to the injury or harm or threat of injury or harm caused by an adult male, usually the husband, against his wife. Injury may be caused by physically beating up the woman or by emotionally abusing her. Abuse of the woman can also include verbal, sexual and economic abuse. The Protection of Women from Domestic Violence Act 2005 extends the understanding of the term 'domestic' to include all women who live or have lived together in a shared household with the male member who is perpetrating the violence.

The word 'arbitrary' has been used earlier in this book and you've read what the word means in the Glossary of Chapter 1. The word 'sedition' has been included in the Glossary of this chapter. Read the Glossary descriptions of both words and then answer the following questions:

State one reason why you think the Sedition Act of 1870 was arbitrary? In what ways does the Sedition Act of 1870 contradict the rule of law?

October 2006



Shazia, did you read today's newspapers? Isn't it a great day for women?

Not just women. Violence-free homes will benefit everyone. Kusum, it's taken such a long time to get this law passed. In fact, it began with establishing the need for a new law.



Kusum and Shazia work for a women's organisation. They remember the journey of how the Protection of Women from Domestic Violence Act got passed.

April 1991: A typical day at their office...

I need advice. My husband beats me up. I haven't told anyone so far. I feel so ashamed. I can't go on like this anymore. But I have nowhere to go.

I am being ill-treated by my son and daughter-in-law. They verbally abuse me. I have no access to my bank accounts. They may even throw me out.

I do not want to go to the police. I just want to stop the violence.

I just don't want to be thrown out of the house I am living in.

Unfortunately, the existing law is a criminal one and does not offer these options.



Throughout the 1990s, the need for a new law was raised in different forums.

We've heard testimonies of several women. We've seen that women want protection against being beaten, the right to continue living in a shared household and often temporary relief. We need a new civil law to address this issue.

In 1999, Lawyers Collective, a group of lawyers, law students and activists, after nation-wide consultations took the lead in drafting the Domestic Violence (Prevention and Protection) Bill. This draft bill was widely circulated.

The definition of domestic violence should include physical, economic, sexual and verbal and emotional abuse.

The law should cover any women living within a shared domestic space. They should be protected from being evicted from the shared household.

What about some monetary relief?



●●

The women's movement want a new law on Domestic Violence. The Government should introduce it in parliament soon.



Finally, the Bill was introduced in Parliament in 2002 but ...

This Bill has none of what we have been suggesting.

We must oppose the Bill in its present form.

Let's have a press conference ... we could also start an on-line petition.



Several women's organisations, National Commission for Women made submissions to the Parliamentary Standing Committee.

Esteemed members of the Parliamentary Standing Committee... the present Bill must be changed. We do not agree with the definition of domestic violence being proposed ...

The law needs to provide for temporary custody of children ...



At a press conference in October 2006

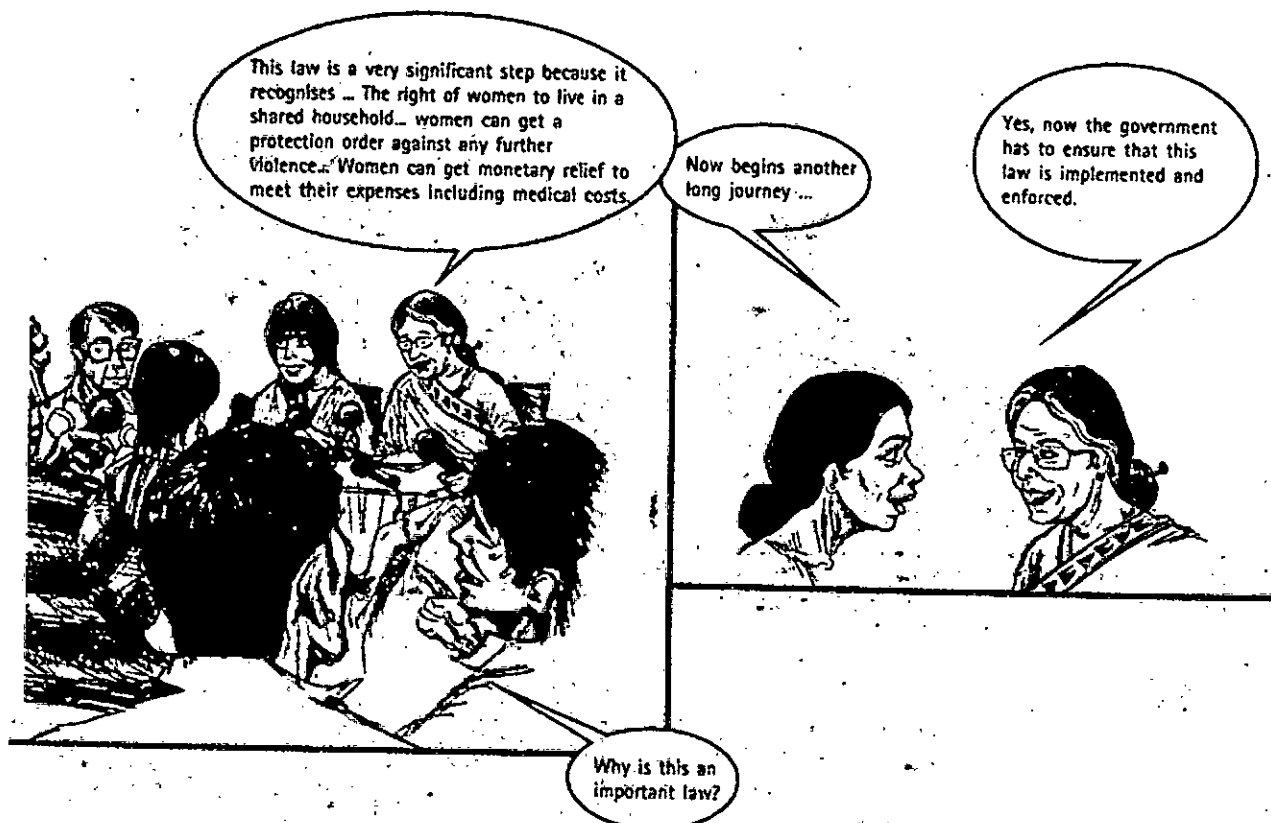
This law is a first in recognising a woman's right to a violence-free home and provides a comprehensive definition of domestic violence.

What is this new law?



This is a civil law aimed at providing relief to millions of women, including wives, mothers, daughters and sisters affected by violence in their homes.

The press conference continues...



What do you understand by 'domestic violence'? List the two rights that the new law helped achieve for women who are survivors of violence.

Can you list one process that was used to make more people aware of the need for this law?

From the above storyboard, can you list two different ways in which people lobbied Parliament?

In the following poster, what do you understand by the phrase 'Equal Relationships are Violence Free'?

Often women who face violence or are abused are seen as victims. But women struggle in several different ways to survive these situations. Therefore, it is more accurate to refer to them as survivors rather than as victims.

Equal Relationships are Violence Free



As the above example shows, the role of citizens is crucial in helping Parliament frame different concerns that people might have into laws. From establishing the need for a new law to its being passed, at every stage of the process the voice of the citizen is a crucial element. This voice can be heard through TV reports, newspaper editorials, radio broadcasts, local meetings - all of which help in making the work that Parliament does more accessible and transparent to the people.

Unpopular and Controversial Laws

Let us now look at the situation where the Parliament passes laws that turn out to be very unpopular. Sometimes a law can be constitutionally valid and hence legal, but it can continue to be unpopular and unacceptable to people because they feel that the intention behind it is unfair and harmful. Hence, people might criticise this law, hold public meetings, write about it in newspapers, report to TV news channels etc. In a democracy like ours, citizens can express their unwillingness to accept repressive laws framed by the Parliament. When a large number of people begin to feel that a wrong law has been passed, then there is pressure on the Parliament to change this.

For example, various municipal laws on the use of space within municipal limits often make hawking and street vending illegal. No one will dispute the necessity for some rules to keep the public space open so that people can walk on the pavements easily. However, one also cannot deny that hawkers and vendors provide essential services cheaply and efficiently to the millions living in a large city. This is their means of livelihood. Hence, if the law favours one group and disregards the other it will be controversial and lead to conflict. People who think that the law is not fair can approach the court to decide on the issue. The court has the power to modify or cancel laws if it finds that they don't adhere to the Constitution.



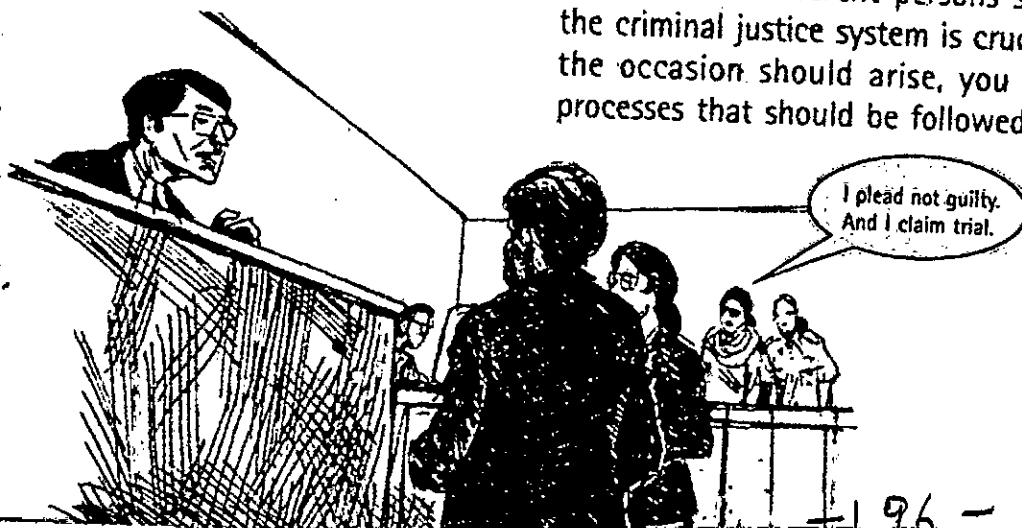
As you read in the earlier section on the rule of law, Indian nationalists protested and criticised arbitrary and repressive laws being enforced by the British. History provides us with several examples of people and communities who have struggled to end unjust laws. In your Class VII book, you read of how Rosa Parks, an African-American woman, refused to give up her seat on a bus to a white man on 1 December 1955. She was protesting the law on segregation that divided up all public spaces, including the streets, between the whites and the African-Americans. Her refusal was a key event that marked the start of the Civil Rights Movement, which led to the Civil Rights Act in 1964, which prohibited discrimination on the basis of race, religion or national origin in the U.S.A.

Chapter 6

Understanding Our Criminal Justice System

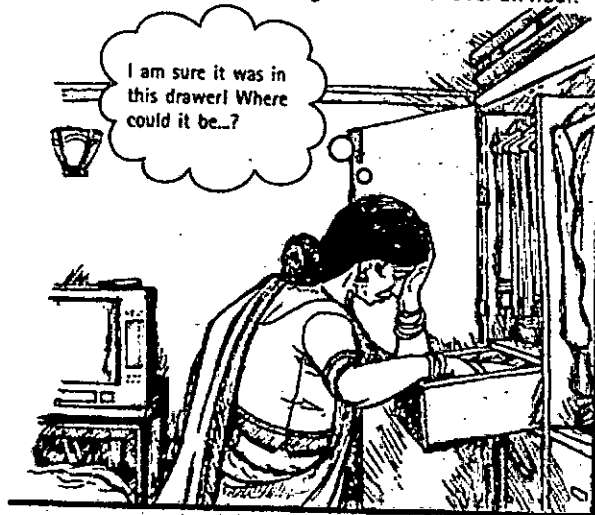
When we see someone violating the law, we immediately think of informing the police. You might have seen, either in real life or in the movies, police officers filing reports and arresting persons. Because of the role played by the police in arresting persons, we often get confused and think that it is the police who decide whether a person is guilty or not. This, however, is far from true. After a person is arrested, it is a court of law that decides whether the person is guilty or not. According to the Constitution, every individual charged of a crime has to be given a fair trial.

Do you know what it means to get a fair trial? Have you heard of an FIR? Or, do you know who a public prosecutor is? In this chapter, we use a fictional case of theft to try and highlight the process as well as the role of different individuals in the criminal justice system. Most cases go through a process that is similar to the one discussed in our fictional case. Therefore, understanding these processes as well as the role that different persons should play within the criminal justice system is crucial, so that if ever the occasion should arise, you are aware of the processes that should be followed.



18.7.06

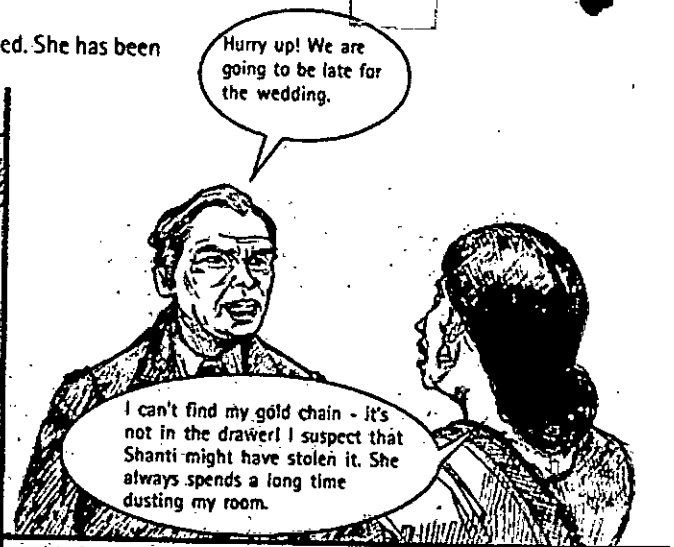
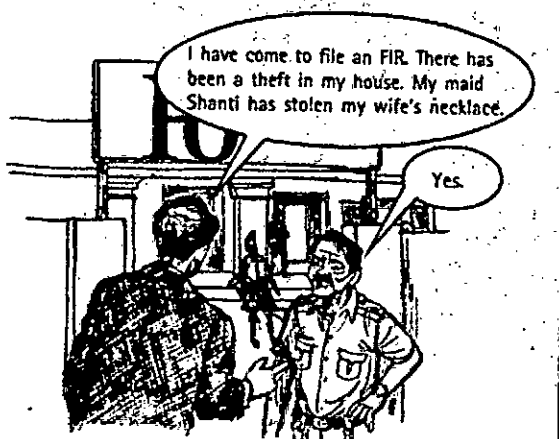
At their apartment in Mumbai Mrs Shinde is getting dressed. She has been frantically searching for her gold chain for over an hour.



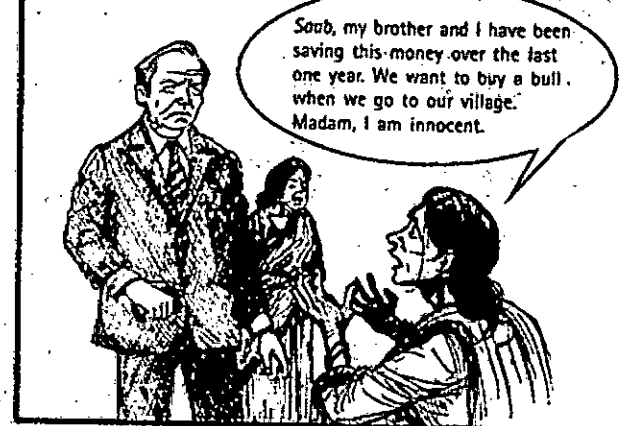
Shanti Hembram has been working in the house for the past three years.



Mr Shinde has come to the police station.



Mr Shinde searches Shanti's trunk and finds an envelope with Rs.10,000 in it. He screams at Shanti saying that this is the money she's got from selling the chain.



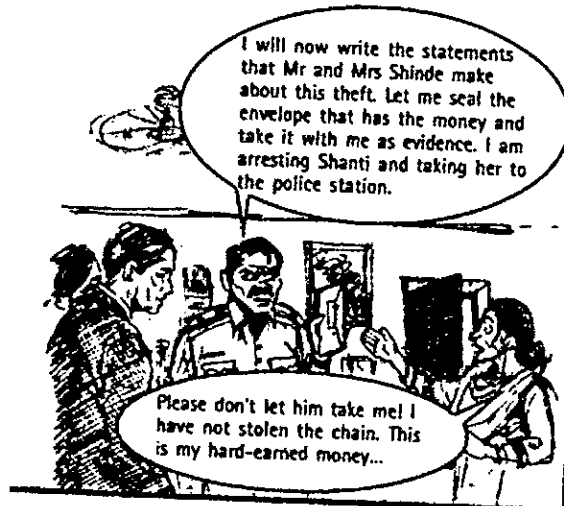
Sub inspector (S.I.) Rao records Mr Shinde's FIR.



67

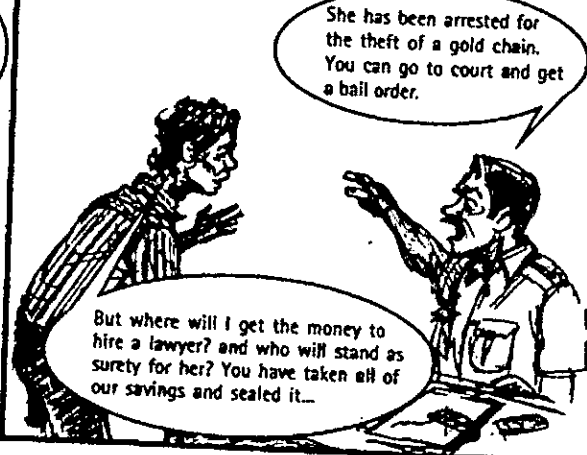
Chapter 6: Understanding Our Criminal Justice System

Mr Shinde returns with Sub Inspector Rao.



19.7.06

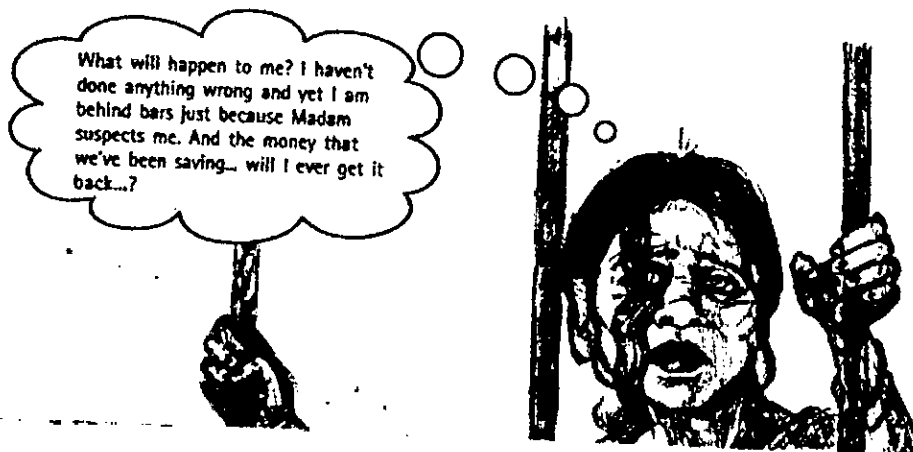
Sushil, Shanti's brother arrives and pleads with S.I. Rao to release Shanti.



S.I. Rao forcibly keeps Sushil in the police station for two days. Sushil is abused and beaten by S.I. Rao and other police constables. They try and make him confess that he and his sister Shanti head a gang of domestic servants that have stolen jewellery from other homes. There have been other complaints of theft of jewellery from Shinde's neighbourhood. As Sushil keeps repeating that he is an innocent factory worker, the police let him go after two days.

23.8.06

Although the court granted bail to Shanti after a month, she was unable to get anyone to stand surety for her for Rs 20,000. She, therefore, continued to be in jail. She is very traumatised. She is worried about what will happen during the trial.



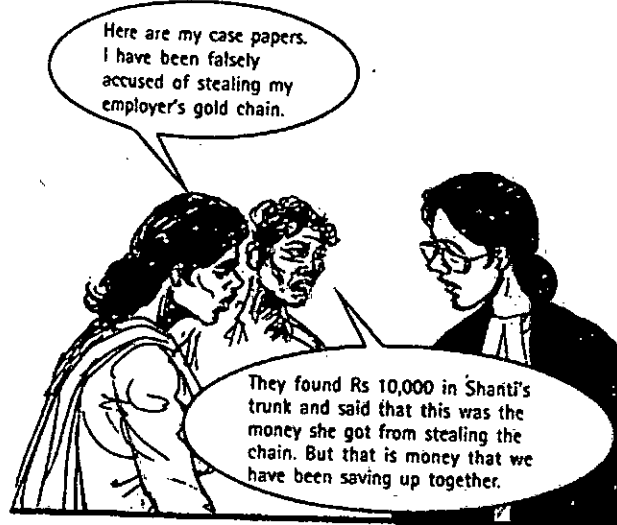
14.9.06

The police files a chargesheet in the Magistrate's Court. The court gives a copy of the chargesheet including statements of witnesses to Shanti. Shanti tells the court that she has no lawyer to defend her against this false case of theft.

The Magistrate appoints Advocate Kamla Roy as Shanti's defence lawyer at the government's expense.

According to Article 22 of the Constitution, every person has a Fundamental Right to be defended by a lawyer. Article 39A of the Constitution places a duty upon the State to provide a lawyer to any citizen who is unable to engage one due to poverty or other disability.

Advocate Kamla Roy meets Shanti in the court



11.12.06

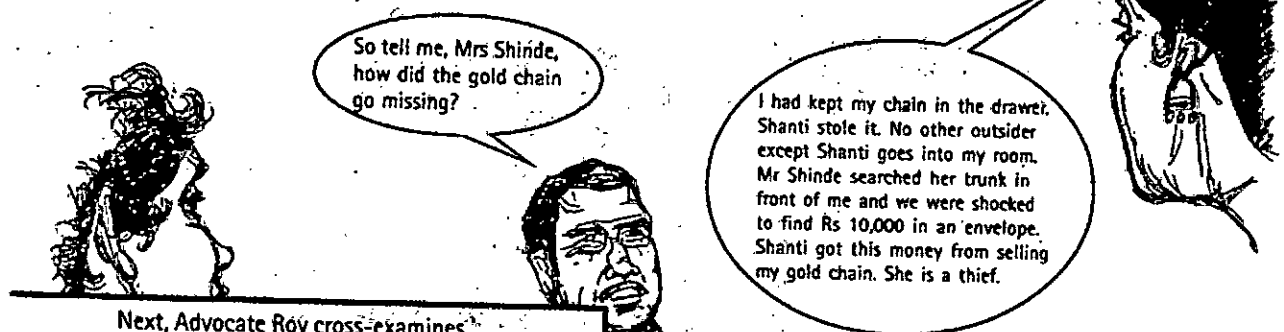
The court frames a charge of theft of Mrs Shinde's gold chain and possession of money Rs 10,000 got from selling stolen property against Shanti.



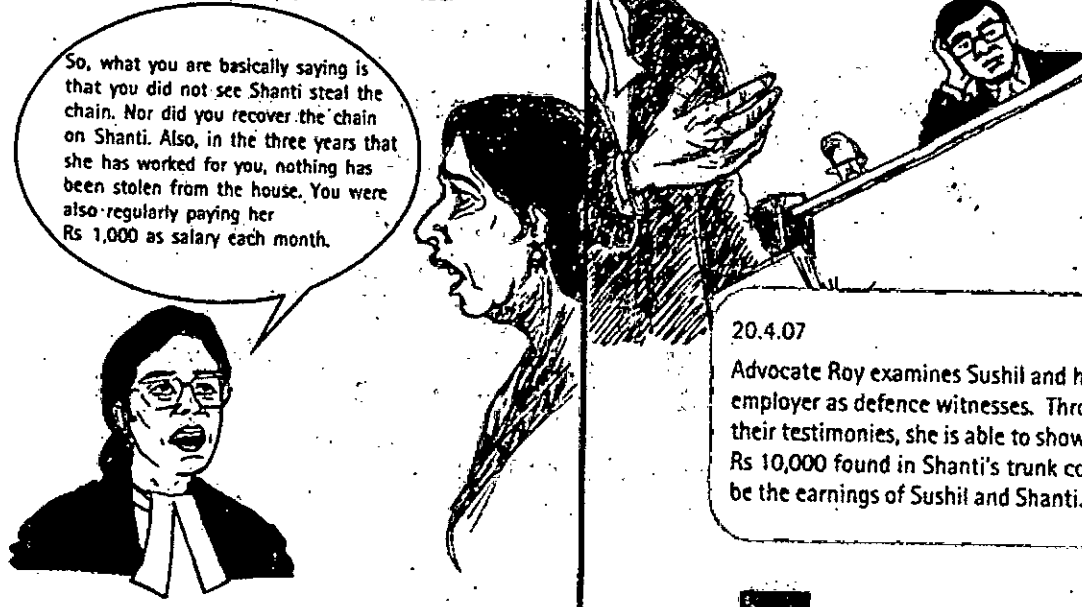
The trial before the Magistrate begins...

8.3.07

The Public Prosecutor appears in the case on behalf of the State. He presents Mrs and Mr Shinde as a key witnesses.



Next, Advocate Roy cross-examines the prosecution witness Mrs Shinde.

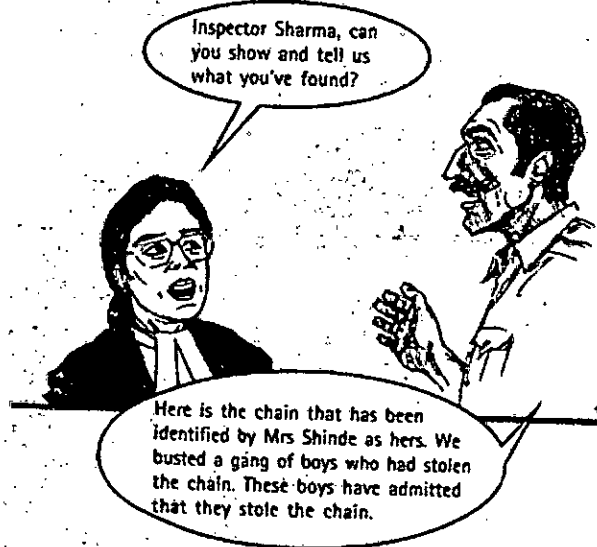


20.4.07

Advocate Roy examines Sushil and his employer as defence witnesses. Through their testimonies, she is able to show that the Rs 10,000 found in Shanti's trunk could well be the earnings of Sushil and Shanti.

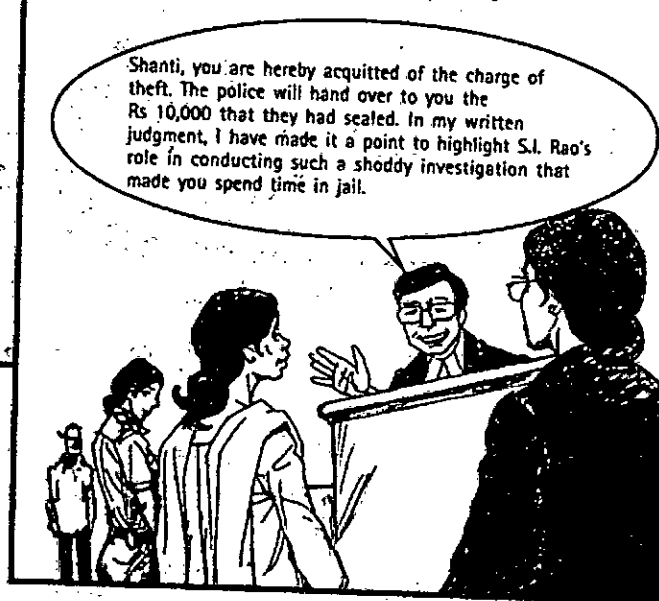
14.5.07

As the trial is nearing completion, Sushil learns that Inspector Sharma has busted a gang of young men who have been stealing jewellery from the Shinde's neighbourhood. Some of Mrs Shinde's son's friends are part of this gang. Mrs Shinde's chain has been found on them. Sushil tells Advocate Roy about this. Advocate Roy now calls Inspector Sharma as a defence witness.



15.7.07

The judge hears the testimony of all the witnesses. After the testimony of Inspector Sharma, Advocate Roy argues before the judge that it has now been established that Shanti is innocent and should be acquitted.



From the above incident, you can see that the four key players in the criminal justice system are the police, the Public Prosecutor, the defence lawyer and the judge. You have seen the roles each of them played in the above case. Now let us try and understand their roles more generally.

What is the Role of the Police in Investigating a Crime?

One important function of the police is to investigate any complaint about the commission of a crime. An investigation includes recording statements of witnesses and collecting different kinds of evidence. On the basis of the investigation, the police are required to form an opinion. If the police think that the evidence points to the guilt of the accused person, then they file a chargesheet in the court. As stated at the beginning of this chapter, it is not the job

police to decide whether a person is guilty or innocent, that is for the judge to decide.

You read in Unit 2 about the rule of law, which means that everyone is subject to the law of the land. This includes the police. Therefore, police investigations always have to be conducted in accordance with law and with full respect for human rights. The Supreme Court has laid down guidelines that the police must follow at the time of arrest, detention and interrogation. The police are not allowed to torture or beat or shoot anyone during investigation. They cannot inflict any form of punishment on a person even for petty offences.



Why do you think there is a rule that confessions made during police custody cannot be used as evidence against the accused?

(Article 22 of the Constitution and criminal law guarantee to every arrested person the following Fundamental Rights:)

- The Right to be informed at the time of arrest of the offence for which the person is being arrested.
- The Right to be presented before a magistrate within 24 hours of arrest.
- The Right not to be ill treated or tortured during arrest or in custody.
- Confessions made in police custody cannot be used as evidence against the accused.
- A boy under 15 years of age and women cannot be called to the police station only for questioning.

The Supreme Court of India has laid down specific requirements and procedures that the police and other agencies have to follow for the arrest, detention and interrogation of any person. These are known as the D.K. Basu Guidelines and some of these include:

- The police officials who carry out the arrest or interrogation should wear clear, accurate and visible identification and name tags with their designations;
- A memo of arrest should be prepared at the time of arrest and should include the time and date of arrest. It should also be attested by at least one witness who could include a family member of the person arrested. The arrest memo should be counter-signed by the person arrested.
- The person arrested, detained or being interrogated has a right to inform a relative, friend or well-wisher.
- When a friend or relative lives outside the district, the time, place of arrest and venue of custody must be notified by police within 8 to 12 hours after arrest.

1. Now let us return to the story of Shanti and answer the following questions:

- a) When Shanti was arrested for theft, S.I. Rao also kept her brother Sushil in the police lock up for two days. Was it legal for the police to detain him? Does it violate the D.K. Basu guidelines?
- b) Did S.I. Rao do enough to question witnesses and compile evidence before arresting Shanti and filing a case against her? In keeping with the duties of the police as stated above, what else do you think S.I. Rao could have done as part of his investigation?

2. Now let us take a slightly different scenario. Shanti and her brother Sushil go to the police station to complain that Mr Shinde's 20-year old son had stolen Rs 15,000 that they had been saving up. Do you think that the officer in charge of the Police Station will promptly lodge an FIR? List a few factors that in your opinion may influence the decision of the police to register or not register an FIR.

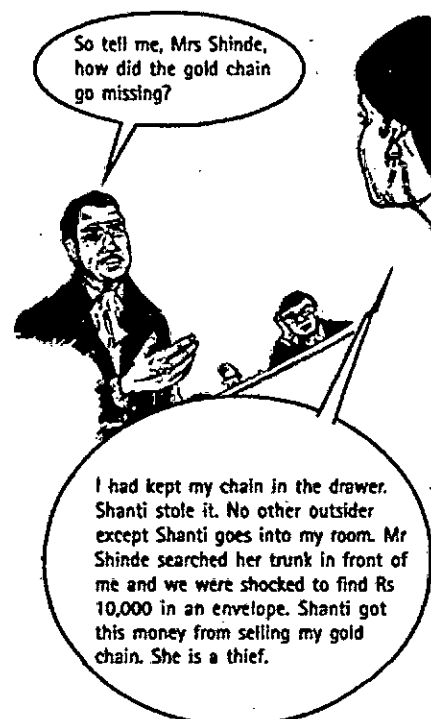
First Information Report (FIR):

It is with the registration of an FIR that the police can begin their investigations into a crime. The law states that it is compulsory for an officer in charge of a police station to register an FIR whenever a person gives information about a cognizable offence. This information can be given to the police either orally or in writing. The FIR usually mentions the date, time and place of the offence, details the basic facts of the offence, including a description of the events. If known, the identity of the accused persons and witnesses is also mentioned. The FIR also states the name and address of the complainant. There is a prescribed form in which the police registers an FIR and it is signed by the complainant. The complainant also has a legal right to get a free copy of the FIR from the police.

What is the Role of the Public Prosecutor?

A criminal offence is regarded as a public wrong. What is meant by this is that it is considered to have been committed not only against the affected victims but against society as a whole. Do you remember the case of the dowry death of Sudha that we read about in the previous chapter? The case against the accused Laxman and his family was presented by the State. That is why the case was called *State (Delhi Administration) vs Laxman Kumar and Others*. Similarly the above case can be called 'State vs Shanti Hembram' and not Mrs Shinde vs Shanti Hembram.

In court, it is the Public Prosecutor who represents the interests of the State. The role of the Prosecutor begins once the police has conducted the investigation and filed the chargesheet in the court. He/she has no role to play in the investigation. The Prosecutor must conduct the prosecution on behalf of the State. As an officer of the court, it is his/her duty to act impartially and present the full and material facts, witnesses and evidence before the court to enable the court to decide the case.



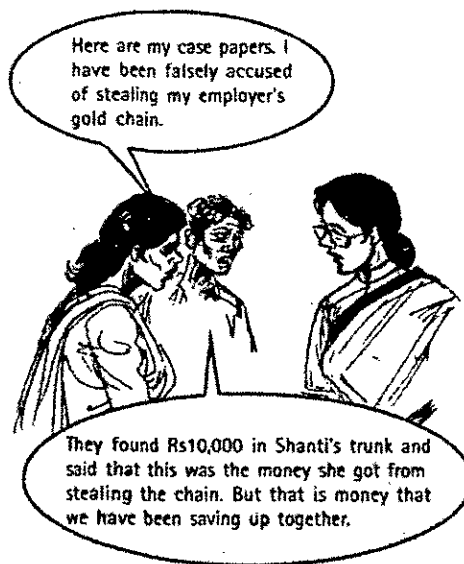
What is the Role of the Judge?

(The judge is like an umpire in a game and conducts the trial impartially and in an open court.) The judge hears all the witnesses and any other evidence presented by the prosecution and the defence. The judge decides whether the accused person is guilty or innocent on the basis of the evidence presented and in accordance with the law. If the accused is convicted, then the judge pronounces the sentence. He may send the person to jail or impose a fine or both, depending on what the law prescribes.

What is a Fair Trial?

Let us for a moment imagine what might have happened if the judge decided to try Shanti's case very differently. What if the court did not give a copy of the chargesheet and

What did the judge say in Shanti's case after hearing the testimony of all the witnesses?

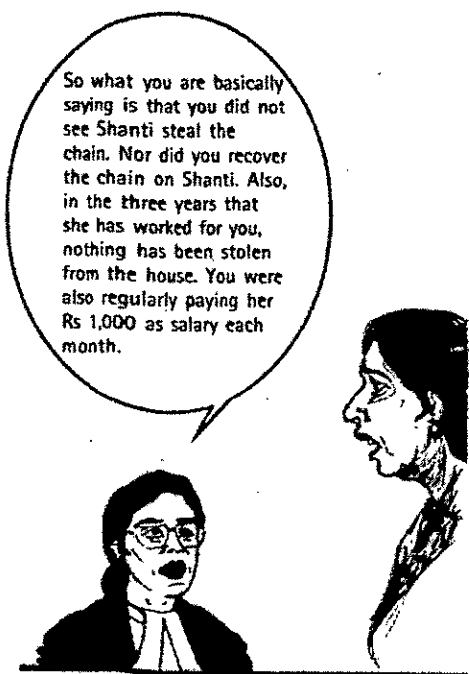


statements of witnesses to Shanti? What if he held the trial in a secret location where neither Shanti nor Sushil were present? What if he did not give Shanti's lawyer, Advocate Roy enough time to question the witnesses of the prosecution such as Mrs Shinde and instead had already decided that Shanti was guilty? If this had happened, then it would be a case of an unfair trial. This is because for a trial to be fair, several different procedures have to be observed. Article 21 of the Constitution that guarantees the Right to Life states that a person's life or liberty can be taken away only by following a reasonable and just legal procedure. A fair trial ensures that Article 21 of the Constitution is upheld. Let us now return to Shanti's case as described in the storyboard and identify the essential elements of a fair trial:

Firstly, Shanti was given a copy of the chargesheet and all other evidence that the prosecution presented against her. Shanti was charged with the offence of theft that was defined as a crime in the law. The trial was held in an **open court**, in public view. Her brother, Sushil could attend the court hearings. The trial was held in the **presence of the accused**. Shanti was **defended by a lawyer**. Shanti's lawyer, Advocate Roy was given an **opportunity to cross-examine all the prosecution witnesses**. **Advocate Roy was given an opportunity to present witnesses in Shanti's defence.**

Although the police filed a case of theft against Shanti, the judge **assumed her to be innocent**. It was the responsibility of the prosecution to **prove beyond reasonable doubt** that Shanti was guilty. In this case the prosecution failed to do so.

It is significant that the judge decided the matter only on the **basis of the evidence** before the court. The judge did not jump to the conclusion that Shanti was the thief just because she was a poor maidservant. Instead, the judge remained **impartial** and since the evidence showed that some young men and not Shanti was the thief, he set Shanti free. In Shanti's case, justice was finally done to her because she was given a **fair trial**.



The Constitution and the law both state that all of the persons that we have discussed in this chapter should carry out their roles in a proper manner. What this means is that they all need to work to ensure that every citizen, irrespective of their class, caste, gender, religious and ideological backgrounds gets a fair trial when accused. The rule of law which says that everyone is equal before the law would not make much sense if every citizen were not guaranteed a fair trial by the Constitution.)

All of the processes, written in bold on page 74, are crucial to a fair trial. Write in your own words what you understand of the following processes based on the above description of Shanti's case.

- a. Open Court:
- b. Basis of Evidence:
- c. Cross-examination of Prosecution Witnesses:

Discuss in class what might have happened in Shanti's case if the following procedures had not been observed.

- a. If she were not defended by a lawyer.
- b. If the court had not assumed her to be innocent.



Exercises

In a town called Peace Land, the supporters of the Fiesta football team learn that the supporters of the Jubilee football team in the nearby city about 40 km away have damaged the ground on which the Final between both teams is to be held the following day. A crowd of Fiesta fans armed with deadly weapons attacks the homes of the supporters of the Jubilee football team in the town. In the attack, 10 men are killed, 5 women are gravely hurt, many homes are destroyed and over 50 people injured.

Imagine that you and your classmates are now part of the criminal justice system. First divide the class into the following four groups of persons:

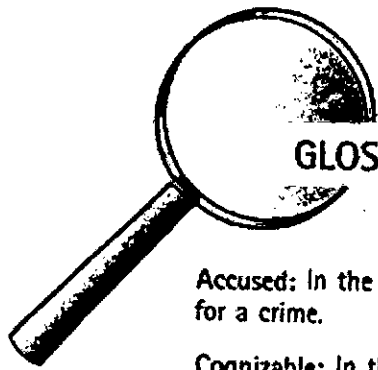
1. Police
2. Public Prosecutor
3. Defence lawyer
4. Judge

The column on the right provides a list of functions. Match these with the roles that are listed on the left. Have each group pick the functions that it needs to perform to bring justice to those who were affected by the violence of the Fiesta fans. In what order, will these functions be performed?

Roles	Functions
Police	hear the witnesses
Public Prosecutor	record the statements of witnesses
	cross examine the witnesses
Defence Lawyer	take photographs of burnt homes
	record the evidence
Judge	arrest the Fiesta fans
	writes the judgment
	argue the case for the victims
	decide for how many years the accused will be put in jail
	examine the witnesses in court
	pass the judgment
	get the assaulted women medically examined
	conduct a fair trial
	meet the accused persons

Now take the same situation but ask one student who is a supporter of the Fiesta Club to perform all the functions listed above. Do you think the victims would get justice if only one person performed all of the functions of the criminal justice system? Why not?

State two reasons why you believe that different persons need to play different roles as part of the criminal justice system.



GLOSSARY

Accused: In the context of this chapter this refers to the person who is tried by a court for a crime.

Cognizable: In the context of this chapter this refers to an offence for which the police may arrest a person without the permission of the court.

Cross-examine: In the context of this chapter this refers to the questioning of a witness who has already been examined by the opposing side in order to determine the veracity of his/her testimony.

Detention: In the context of this chapter this refers to the act of being kept in illegal custody by the police.

Impartial: The act of being fair or just and not favouring one side over another.

Offence: Any act that the law defines as a crime.

To be charged of a crime: This refers to the trial judge informing the accused, in writing, of the offence for which he/she will face trial.

Witness: In the context of this chapter this refers to the person who is called upon in court to provide a first-hand account of what he/she has seen, heard or knows.

pending in the Judicial Court that can be brought in the Lok Adalats. Now the popularity of Lok Adalats is increasing day by day because the Lok Adalats try to decide the matters by compromising between the both parties. All are bound to the decision given by the Lok Adalats. It is mentioned here that no appeal can be filed against the Lok Adalats's decision.

Directions of court in registering FIR

FIR means first information report. We are supposed to inform the police immediately in the event of any mishappening. It has to be informed to be nearest police post. It is not worthy to mention here that no police official or in charge can refuse to register an FIR., if any police official refuses to register an FIR, the matter can be brought to the notice of SHO if SHO does not report the matter the DSP can be approached. If the DSP does not register then we can approach SP. If SP does not register, the SSP can be approached.

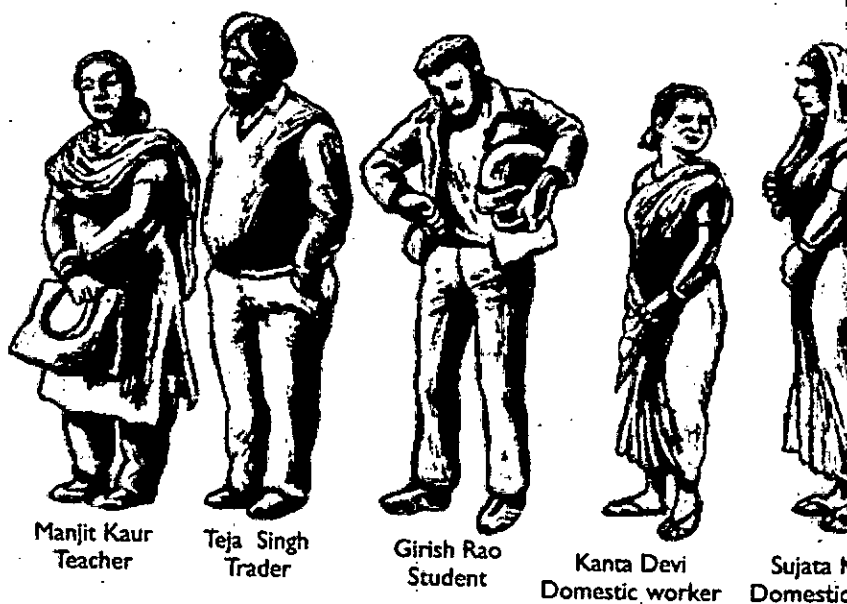
In any unlikely event, if the police do not register the FIR, then we can approach the judiciary in this regard. It is mentioned in our constitution that any court can direct the police to register an FIR. The court itself can also register the FIR and hand it over to the police for investigation. Although, it is highly unlikely that the police will refuse to register the FIR. But if it happen like this, then there are special right to judiciary.

POINTS TO REMEMBER

1. The govt. has three main organs- I. Legislature-to make law. II. Executive-to implement law, III Judiciary - to give justice.
2. The highest court of law is Supreme Court in Delhi.
3. To give justice to citizens every possible laws have been made by constitution.
4. High courts have to abide the decision of the supreme court.
5. Cases are of two types - Civil and Criminal.
6. Criminal cases are fought by govt not on personal levels.
7. Govt. lawyer fight for the benefit of Govt.
8. F.I.R. is called First information Report.
9. The judges of Supreme Court can stay on his post upto the age of 65 years.
10. The judges of high court can stay on this post upto the age of 62 years.

CHAPTER

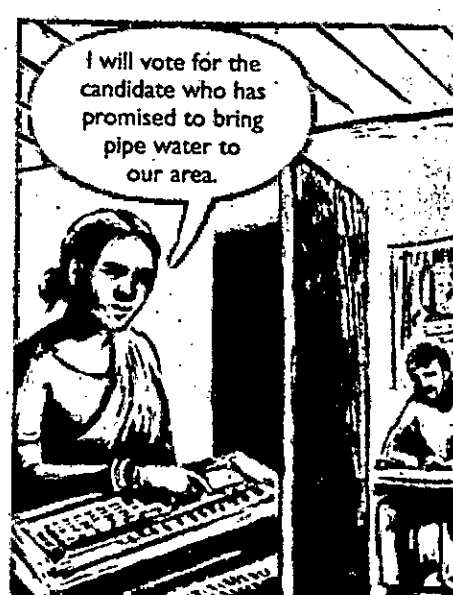
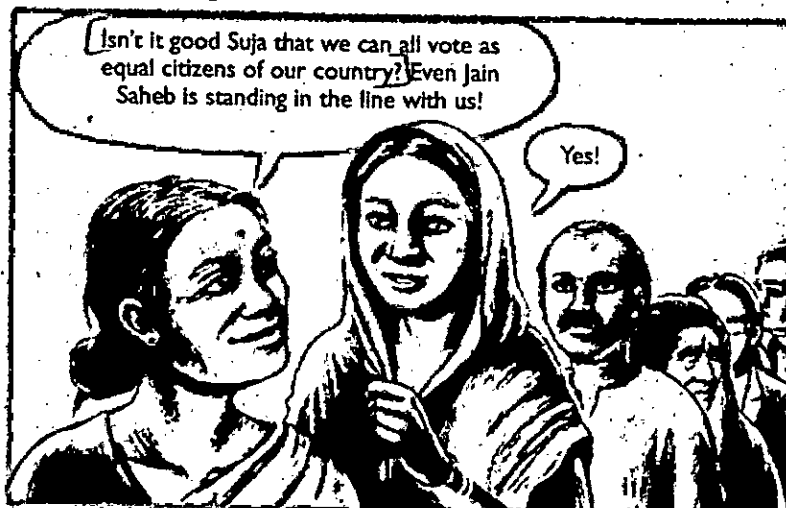
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On election day, Kanta and her friend Sujata are waiting to cast their votes...

On Equality

India is a democracy. In the Class VI book, we looked at the key elements of a democratic government. These include people's participation, the resolution of conflict, and equality and justice. Equality is a key feature of democracy and influences all aspects of its functioning. In this chapter you will read more about equality – what it is, why it is important in a democracy, and whether or not everyone is equal in India. Let's begin by looking at Kanta's story.





Abdul Rehman
Artisan



Shabnam Bano
Housewife



Gracy Laleng
Consultant



Isaac Laleng
Government officer



Ruksana Mirza
Media person

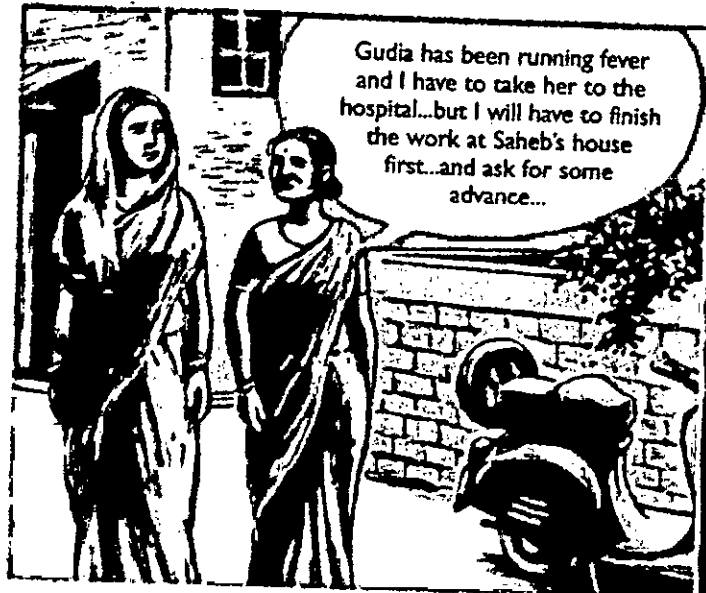


Yog Raj
Unemployed

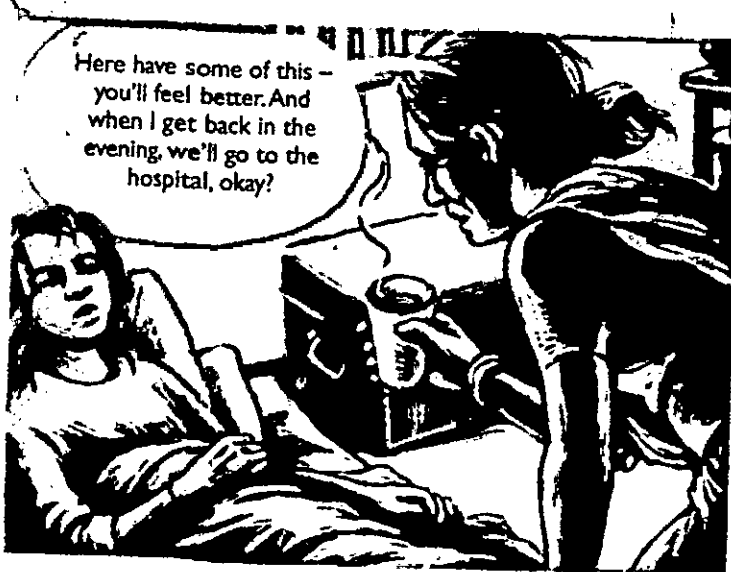


Ashok Jain
Industrialist

Afterwards...



home...





That evening...



Equal right to vote

The story above begins with Kanta standing in line to cast her vote. Look again at the various people who are standing in line with her. Kanta recognises her employer, Ashok Jain and Chotte Lal, her neighbour. In a democratic country, like India, all adults irrespective of what religion they belong to, how much education they have had, what caste they are, or whether they are rich or poor are allowed to vote. This, as you have already read in the Class VI book, is called universal adult franchise and is an essential aspect of all democracies. The idea of universal adult franchise is based on the idea of equality because it states that (every adult in a country, irrespective of their wealth and the communities she/he belongs to, has one vote) Kanta is excited to vote and happy that she is equal to all of the others because each of them has one vote.

But as her day goes on, Kanta becomes less certain about what this equality really means.

What is it that makes Kanta unsure? Let's take a look at a day in her life. She lives in a slum and has a drain behind her house. Her daughter is sick but she cannot take the day off from work because she needs to borrow money from her employers to take her child to the doctor. Her job as a domestic help tires her out, and finally she ends her day by again standing in a long line. This line, in front of the government hospital, is unlike the one in the morning because most of the people standing in it are poor.

Do you think Kanta has enough reason to doubt whether she really is equal? List three reasons from the story above that might make her feel like this.

Other kinds of equality

Anta is one of many people who live in democratic India and who have the right to vote but whose daily living and working conditions are far from equal. Apart from being poor, people in India experience inequality in different ways. Let us see what this means by reading the two stories given below. Each of these is based on real incidents in people's lives and reflects the different kinds of inequalities that exist in India.

One of the more common forms of inequality in India is the caste system. If you live in rural India your caste identity is something that you probably learned or experienced very young. If you live in urban India some of you might think that people no longer believe in caste. But just look at these matrimonials shown from a leading English newspaper and you will see how important the issue of caste continues to be in the minds of highly educated urban Indians.

Now let us read a story about the experiences of a Dalit child attending school. You have already read about Dalits in the Class VI book. Dalit is a term that the so-called lower castes use to address themselves (Dalit means 'broken' and by using this word, lower castes are pointing to how they were, and continue to be, seriously discriminated against).

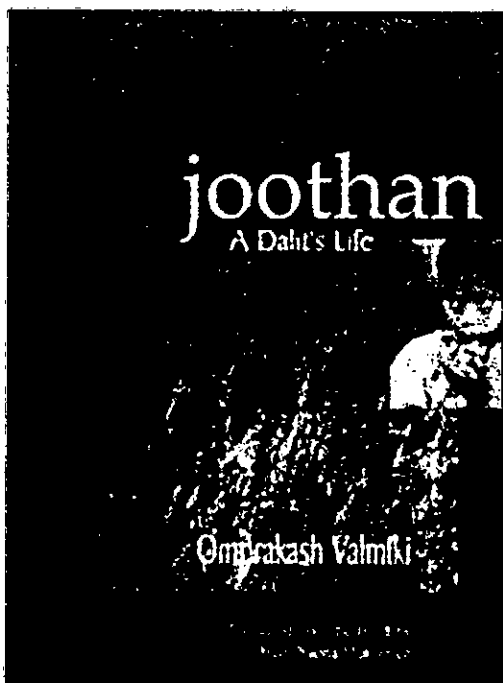
Omprakash Valmiki is a famous Dalit writer. In his autobiography, *Joothan*, he writes, "I had to sit away from the others in the class, and that too on the floor. The mat ran out before reaching the spot I sat on. Sometimes I would have to sit way behind everybody, right near the door. Sometimes they would beat me without any reason." When he was in Class IV, the headmaster asked Omprakash to sweep the school and the playground. He writes, "The playground was way larger than my small physique could handle and in cleaning it, my back began to ache. My face was covered with dust. Dust had gone

✓ ALLIANCE invited for
32/MMS/5'4"/fair/b'ful
girl
working in IT Co. Mumbai
from BE / MBA boy working
in Mumbai/Abroad from IT
Industry Caste no bar. SC/
ST excuse. Send BHP (must)

PROF Qld B'ful tall girl 4
Gupta Boy 28/6" CA Working
MNC TXS USA \$ 80k.

TAMIL BRAHMIN Iyengar groom,
1631 bpm, Nathrunkachyapa Goth-
rem, Swathi Star, 160cms, tall, fair

Circle the reference to caste in the matrimonial advertisements given above.



Cover of Omprakash Valmiki's book, Joothan, which talks about his experiences of growing up as a Dalit boy.

Why do you think Omprakash Valmiki was being treated unequally by his teacher and his classmates? Imagine yourself as Omprakash Valmiki and write four lines about how you would feel if you were in the same situation as him.

Why do you think the Ansaris were being treated unequally? What would you do if you were in the Ansaris' position and could not find a place to live because some people did not want to live next to you because of the religion you practice?

inside my mouth. The other children in my class were studying and I was sweeping. Headmaster was sitting in his room and watching me (I was not even allowed to get a drink of water. I swept the whole day)... From the doors and windows of the school rooms, the eyes of the teachers and the boys saw this spectacle. (Omprakash was made to sweep the school and the playground for the next couple of days) and this only came to an end when his father, who happened to be passing by, saw his son sweeping. He confronted the teachers and then walking away from the school holding Omprakash's hand, he said loudly for all of them to hear, "You are a teacher... So I am leaving now. But remember this much Master... (He) will study right here... in this school. And not just him, but there will be more coming after him."

The second story is based on an incident that took place in one of India's larger cities and is common practice in most parts of the country. It is a story about Mr and Mrs Ansari who were looking to rent an apartment in the city. They had the money and so paying the rent was no problem. They went to a property dealer for help to find a place. The dealer informed them that he knew about quite a few apartments that were available for rent. They visited the first apartment and the Ansaris liked it very much and decided to take it. However, when the landlady found out their names, she made an excuse about how she could not rent the house to someone who ate meat because the building did not have any non-vegetarian residents. Both the Ansaris and the property dealer were surprised to hear this because they could smell fish being cooked in the neighbour's house. The same excuse was repeated in the second and the third apartments. Finally, the property dealer told them that they might want to change their names and call themselves Mr and Mrs Kumar. The Ansaris were reluctant to do this and decided to look some more. In the end, it took a whole month of looking at apartments before they found a landlady who was willing to give them a place on rent.

Recognising dignity

You have understood by now that the caste we are born into, the religion we practice, the class background we come from, whether we are male or female – these are often the things that determine why some people are treated unequally. Omprakash Valmiki and the Ansaris are being treated unequally on the basis of differences of caste and religion.

(When persons are treated unequally, their **dignity** is violated.) The dignity of both Omprakash Valmiki and the Ansaris was violated because of the way in which they were treated. By picking on him and making him sweep the school, because of his caste, Omprakash Valmiki's schoolmates and teachers hurt his dignity badly and made him feel as if he was less than equal to all other students in the school. Being a child, Omprakash Valmiki could do very little about the situation that he was in. It was his father who, on seeing his son sweep, felt angry by this unequal treatment and confronted the teachers. The Ansaris' dignity was also hurt when persons refused to lease their apartments to them. However, when the property dealer suggested that they change their name, it was their dignity or self-respect that made them refuse this suggestion.

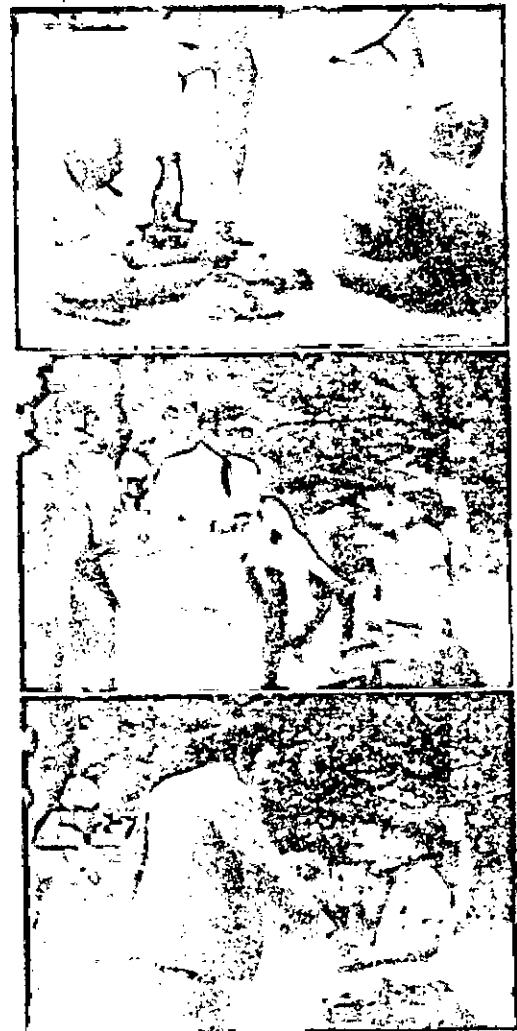
Omprakash and the Ansaris do not deserve to be treated like this. They deserve the same respect and dignity as anyone else.

Equality in Indian democracy

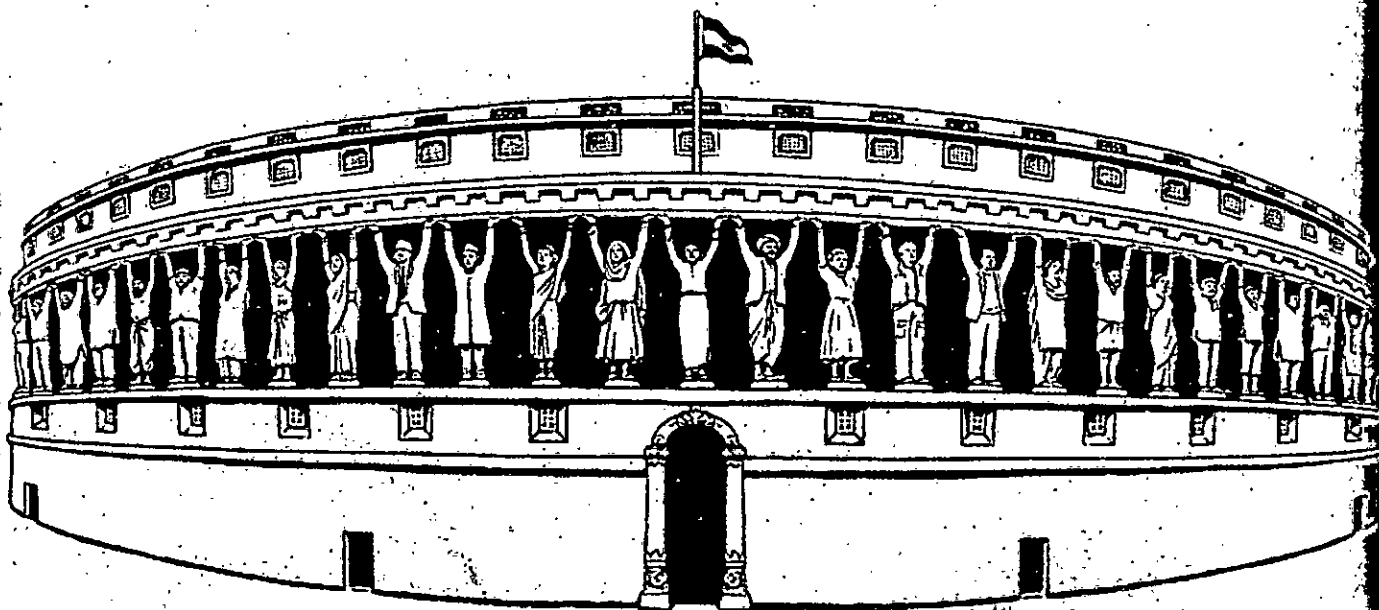
(The Indian **Constitution** recognises every person as equal. This means that every individual in the country, including male and female persons from all castes, religions, tribes, educational and economic backgrounds are recognised as equal.) This is not to say that inequality ceases to exist. It doesn't. But at least, in democratic India, the principle of the equality of all persons is recognised. While earlier

If you were one of the Ansaris how would you have responded to the suggestion that you change your name?

Can you think of an incident in your life in which your dignity was violated? How did this make you feel?



In the 1975 film, Deewar, a boy who works as a shoeshine refuses to pick up a coin thrown at him. He feels that there is dignity in the work that he does and insists that his fee be given respectfully.



The Parliament is the cornerstone of our democracy and we are represented in it through our elected representatives.

no law existed to protect people from discrimination and ill-treatment, now there are several that work to see that people are treated with dignity and as equals.

This recognition of equality includes some of the following provisions in the Constitution: first that every person is equal before the law. What this means is that every person, from the President of the country to Kanta, a domestic worker, has to obey the same laws. Second, no person can be discriminated against on the basis of their religion, race, caste, place of birth or whether they are female or male. Third, every person has access to all public places including playgrounds, hotels, shops and markets. All persons can use publicly available wells, roads and bathing ghats. Fourth, untouchability has been abolished.

The two ways in which the government has tried to implement the equality that is guaranteed in the Constitution is first through laws and second through government programmes or schemes to help disadvantaged communities. There are several laws in India that protect every person's right to be treated equally. In addition to laws, the government has also

set up several schemes to improve the lives of communities and individuals who have been treated unequally for several centuries. These schemes are to ensure greater opportunity for people who have not had this in the past.)

One of the steps taken by the government includes the midday meal scheme. This refers to the programme introduced in all government elementary schools to provide children with cooked lunch. Tamil Nadu was the first state in India to introduce this scheme, and in 2001, the Supreme Court asked all state governments to begin this programme in their schools within six months. This programme has had many positive effects. These include the fact that more poor children have begun enrolling and regularly attending school. Teachers reported that earlier children would often go home for lunch and then not return to school but now with the midday meal being provided in school, their attendance has improved. Their mothers, who earlier had to interrupt their work to feed their children at home during the day, now no longer need to do so. This programme has also helped reduce caste prejudices because both lower and upper caste children in the school eat this meal together, and in quite a few places, Dalit women have been employed to cook the meal. The midday meal programme also helps reduce the hunger of poor students who often come to school and cannot concentrate because their stomachs are empty.

While government programmes play an important role in increasing equality of opportunity, there is much that still needs to be done. While the midday meal programme has helped increase the enrolment and attendance of poor children in school, there continues to be big differences in our country between schools that the rich attend and those that the poor attend. Even today there are several schools in the country in which Dalit children, like Omprakash Valmiki, are discriminated against and treated unequally. These children are forced into unequal situations in which their dignity is not



Children being served their midday meal at a government school in Uttarakhand.

What is the midday meal programme? Can you list three benefits of the programme? How do you think this programme might help promote greater equality?

Find out about one government scheme in your area. What does this scheme do? Whom is this scheme set up to benefit?



"It is disgraceful to live at the cost of one's self-respect. Self-respect is the most vital factor in life. Without it, man is a cipher. To live worthily with self-respect, one has to overcome difficulties. It is out of hard and ceaseless struggle alone that one derives strength, confidence and recognition."

"Man is mortal. Everyone has to die some day or the other. But one must resolve to lay down one's life in enriching the noble ideals of self-respect and in bettering one's human life... Nothing is more disgraceful for a brave man than to live life devoid of self-respect."

— B.R. Ambedkar

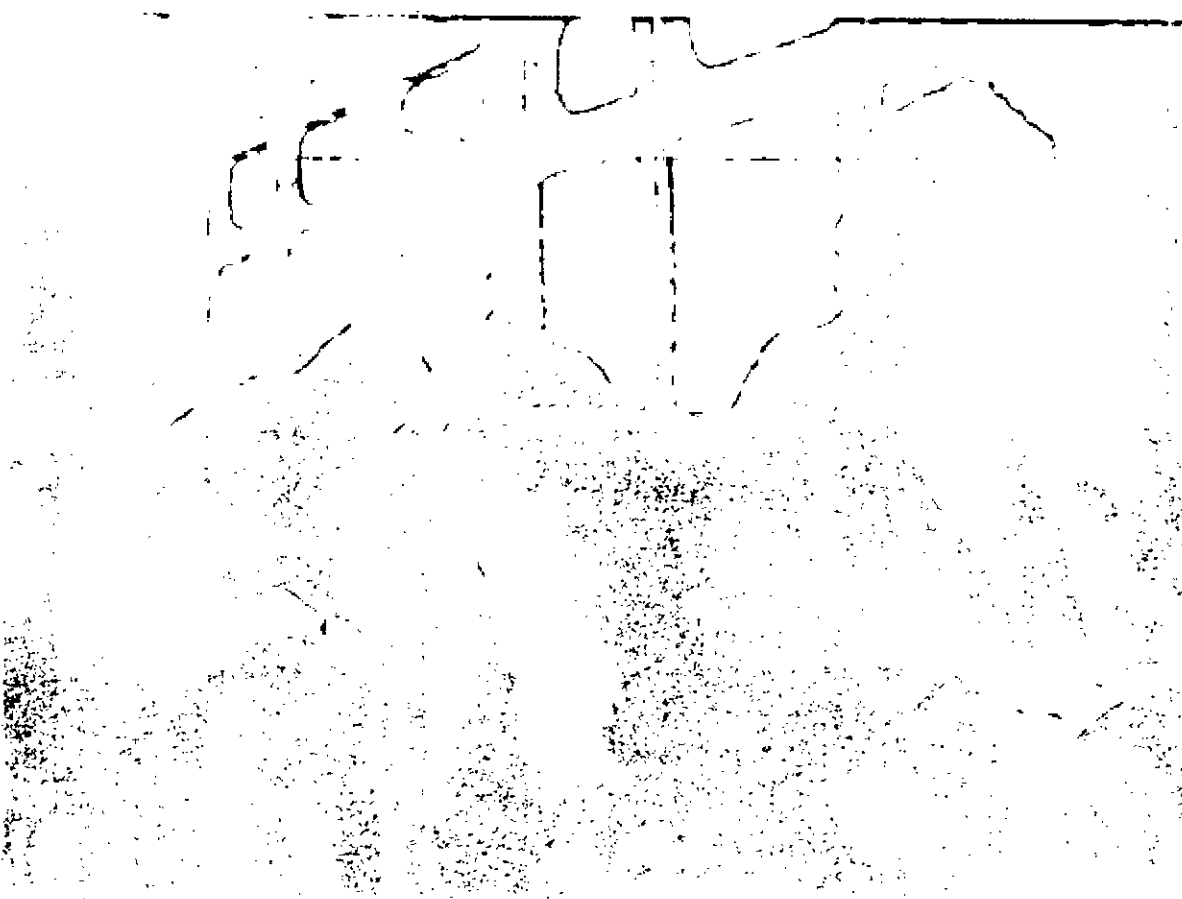
respected. This is because people refuse to think of them as equal even though the law requires it.

One of the main reasons for this is that attitudes change very slowly. Even though persons are aware that discrimination is against the law, they continue to treat people unequally on the basis of their caste, religion, disability, economic status and because they are women. It is only when people begin to believe that no one is inferior, and that every person deserves to be treated with dignity, that present attitudes can change. Establishing equality in a democratic society is a continuous struggle and one in which individuals as well as various communities in India contribute to and you will read more about this in this book.

Issues of equality in other democracies

You are probably wondering whether India is the only democratic country in which there is inequality and where the struggle for equality continues to exist. The truth is that in many democratic countries around the world, the issue of equality continues to be the key issue around which communities struggle. So, for example, in the United States of America, the African-Americans whose ancestors were the slaves who were brought over from Africa, continue to describe their lives today as largely unequal. This, despite the fact that there was a movement in the late 1950s to push for equal rights for African-Americans. Prior to this, African-Americans were treated extremely unequally in the United States and denied equality through law. For example, when travelling by bus, they either had to sit at the back of the bus or get up from their seat whenever a white person wished to sit.

Rosa Parks was an African-American woman. Tired from a long day at work she refused to give up her seat on a bus to a white man on 1 December 1955. Her refusal that day started a huge agitation against the unequal ways in which African-Americans were



ed and which came to be known as the **Civil Rights Movement**. (The Civil Rights Act of 1964 prohibited discrimination on the basis of race, sex, or national origin.) It also stated that all schools would be open to African-American children so that they would no longer have to attend separate schools specially set up for them. However, despite the fact that a majority of African-Americans continue to be among the poorest in the country, most African-American children can only afford to attend government schools that have fewer facilities and less qualified teachers as compared to white children who either go to private schools or live in areas where the government schools are as highly regarded as private schools.

Rosa Parks, an African-American woman, changed the course of American history with one defiant act.

Excerpt from Article 15 of the Indian Constitution

(Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.)

(1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

(2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to –

(a) access to shops, public restaurants, hotels and places of public entertainment;

or

(b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.

Challenge of democracy

No country can be described as being completely democratic. There are always communities and individuals trying to expand the idea of democracy and push for a greater recognition of equality on existing as well as new issues. Central to this is the struggle for the recognition of all persons as equal and for their dignity to be maintained. In this book you will read about how this issue of equality affects various aspects of our daily lives in democratic India. As you read these chapters, think about whether the equality of all persons and their being able to maintain their dignity is upheld.

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EXERCISES

1. In a democracy why is universal adult franchise important?
2. Re-read the box on Article 15 and state two ways in which this Article addresses inequality?
3. In what ways was Omprakash Valmiki's experience similar to that of the Ansaris?
4. What do you understand by the term "all persons are equal before the law"? Why do you think it is important in a democracy?
5. The Government of India passed the Disabilities Act in 1995. This law states that persons with disabilities have equal rights and that the government should make possible their full participation in society. The government has to provide free education and integrate children with disabilities into mainstream schools. This law also states that all public places including buildings, schools, etc., should be accessible and provided with ramps.

Look at the photograph and think about the boy who is being carried down the stairs. Do you think the above law is being implemented in his case? What needs to be done to make the building more accessible for him? How would his being carried down the stairs affect his dignity as well as his safety?



Glossary

Universal adult franchise: This is a very important aspect of democratic societies. It means that all (those who are 18 and above) citizens have the right to vote irrespective of their social or economic backgrounds.

Dignity: This refers to thinking of oneself and other persons as worthy of respect.

Constitution: This is a document that lays down the basic rules and regulations for people and the government in the country to follow.

Civil Rights Movement: A movement that began in USA in 1950s in which African-American people demanded equal rights and an end to racial discrimination.

Towards Gender Equality

Women in Telangana have been increasingly taking up jobs outside their homes. Today, more women participate in public life such as contesting elections and taking important decisions along with men. This has been due to their collective participation in various struggles and pro-active government policies, especially in 1980s and 1990s. Yet, women in Telangana are still far from reaching the goal of attaining equality and dignity in all spheres of life. For example, fewer young girls are able to survive than ever before. In this chapter, we will discuss some important issues associated with equality among men and women in Telangana.

- ♦ Do you know about women who go out to work in the fields, factories or offices? Find out about their daily work and the problems faced by them.
- ♦ Give a list of some jobs that men and women do separately.

Women are expected to do most of the household work like cleaning, cooking, washing, taking care of children etc. while men go out to work in the fields or factories, shopping, etc. In many families, women who go out to work also have to do most of the household work. In some families, men come home drunk, beat up the women and children. The women are expected to tolerate all this silently.

Are women naturally like that?

Some people feel that women are naturally physically weaker than men. They are more caring, loving and not quarrelsome. They are, by instinct, tuned to cooking, cleaning, stitching and other household work. It is believed that they need to be protected by men. Women take care of children because they can only love and care. That is why women do all the household work because they are naturally suited to it. Do you also agree with this belief? Think of reasons for your answer.

- ♦ On the next page, a few statements about the nature of different people are given. Which are true for men only, which are true for women only and which are true for both men and women? Each student in the class should fill this table on their own.

S.No	Quality	Women	Men	Both
1.	Brave – aggressive, good in fighting			
2.	Rational – good in mathematics and science			
3.	Artistic – good in painting, dance and music			
4.	Studious – good in studies			
5.	Strong – good in doing heavy work			
6.	Weak – good for light work			
7.	Emotional – prone to crying and irrational anger			
8.	Shy – does not like to come out into the open			
9.	Talkative – always keep chattering			
10.	Reserved – talk very little and silent			
11.	Loving – Good at nursing the sick and caring for children			
12.	Tall and muscular – Good in sports			
13.	Likes dressing up			

- After the entire class has filled in the table, the teacher should put together the views of the majority of students on the black board.
- Now discuss each quality individually and examine the extent to which the majority of opinion is true – discuss with the help of examples.

If you go deep into each of these qualities, you will find that they apply equally to both men and women. For example, you will find both brave and cowardly men as well as women. You will find many men who are very caring and loving. But, we tend to attribute some qualities to men and some to women even though there is nothing in their physical make up which makes them so. The bodies of men and women are somewhat different biologically - because of which women can conceive babies and provide them with milk in the early months. This does not mean that only women can clean and bathe the babies or wash clothes or prepare food

for them. Men can also do these works. In many places, men do this kind of work very efficiently. But we have got so used to the idea of women performing some roles that we think are their natural qualities.

These qualities and roles are not natural in women but evolved over hundreds and thousands of years due to social norms. Since women have been performing these roles for many centuries, we have grown to regard them as natural. In reality, these roles have been made by society. For hundreds of years, we had been living in a social order which favours men and in which, men have control over all the resources and the right to make rules. If you look at history, you

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will note that most rulers, most religious leaders and people who made laws and rules were men. They made rules in such a way that women were assigned a subordinate role to men and were controlled by them just like the land or cattle.

Thus, there are two kinds of differences between men and women. Firstly, there are natural physical differences, but these need not cause discrimination against women. The second kind of difference is made by our society which tries to subordinate women to men and treat them unequally. Differences which lead to such inequality and discrimination are called 'socially caused differences' or 'gender differences'.

Growing up as boys and girls

From their very birth, girls and boys are brought up according to many discriminatory ideas. Here are some statements about how boys and girls are treated - discuss them in the class and find out the extent to which they are true.

Why, in some families,

- while the birth of a boy is welcomed and celebrated in the house, the birth of a girl is considered a burden to the family.
- boys are encouraged to go out, make friends, play freely while girls are encouraged to be at home and do household work?
- boys are encouraged to play with toys like guns, cars and trucks while girls are encouraged to play 'house' with dolls and toys related to kitchen or household articles?

- boys get to wear dresses which allow them to run, climb, or go about freely while girls get to wear dresses which cover their entire body and obstruct their movement.
- boys are given food first while girls are given only what is left over.
- boys are encouraged to go to school and study while girls are neither sent to school nor given sufficient time to study.
- fewer girls than boys are allowed to study in higher classes.
- when boys fall ill, they get early medical treatment while girls do not get proper medical attention when they are sick.
- various careers for the boys are planned while girls are told that they have to get married and settle as housewives.

Fewer girls, fewer women

All this discrimination has very sad consequences. For example, we find that the proportion of females in Indian population is constantly decreasing. In 1951, there were 945 females for every thousand males. In 1981, it declined to 931 per thousand males. After that, it rose to 940 females per thousand males by 2011.

Let us look at the situation in Telangana. In 1991, there were 969 females to thousand males. The situation has improved and in 2011, there were 988 females to thousand males. This places Telangana among the best states in the country with regard to sex ratio. However, among children under six years, we see that the

number of girls per thousand boys is rapidly declining. You can see this from the following table:

Year	Boys	Girls
1991	1000	978
2001	1000	963
2011	1000	933

This means that actually the situation is not improving, but deteriorating.

Normally, equal number of girls and boys should take birth. If the proportion of girls is less, it means that girls and women are not able to live a healthy life in our country and are dying earlier than men. But why is this proportion constantly declining?

This may be due to many reasons. In some families, young girls do not get sufficient nutritious food and are not able to survive when they suffer from diseases. Girl children in India also face discrimination - they do not receive proper medical treatment. In recent times, the proportion of girls has reduced also due to female foeticide, a social practice where girl children are killed before they are born. This also means that technological advancement gives people the choice of giving birth to only male children.

- Find out from your teachers and parents about these practices in your area and prepare a report for your class wall newspaper.

Differences in Literacy Levels

Going to school and learning to read and write are important things in life for all of us.

Look at the Fig. 16.1 Two differently coloured bars in the figure show the proportion of literates in Telangana - the number of males and females aged 7 years and above who can read and write in Telugu or any other language. There are more male literates compared to females in Telangana. You will notice that for every 100 females in Telangana, the number of female literates in 1991 was only 29. This has increased to 58 in 2011. The proportion of male literates has increased from 52 to 75 during this period. You will also notice that the gap between the males and females is declining.

Telangana and Andhra Pradesh have one of the largest educational systems in India with nearly 1.50 crore students studying in more than one lakh schools and colleges. Children dropping out of school is also an important problem. Thirty years ago, this problem was acute particularly among girls. For example, if 100 girl children started going to school, more than 65 of them discontinued their schooling after class 5; in fact, not more than 15 girls were able to pursue intermediate education.

Another aspect of discrimination is low literacy levels among women. Girls are not encouraged to go to school and are made

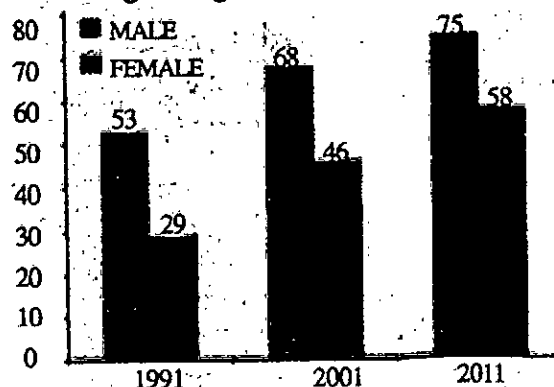


Fig. 16.1: Literacy Level in Telangana (%)

Social Studies

home to do the household work in fields and shops. Even the girls who go to school have little time to study at home, as they have to do a lot of household work after school time. Even those girls manage to go to school and they are discouraged from taking subjects like mathematics and science. They are considered more suitable for subjects like literature and 'home science'. In fact, many institutions practice gender discrimination by not allowing boys to opt for subjects like 'home science' and forcing girls alone to opt for them.

Now, the situation has improved. Yet one-sixth of children stop going to school after class 5. There are no major differences one could find between girls and boys in this regard.

- If you study in a co-ed school, can you make a list of things which you feel are discriminatory.
- Each one in the class can talk to 2 persons (both men and women) who have attended school only for a few years to find out the reasons why they stopped. Discuss all the reasons in the class.

Were any girls in your locality or village who stopped coming to school during last year? Find out the reasons and discuss them in class.

Access to property

In India, most resources like land and factories are in the name of men. Even though the law provides that property of parents should be divided equally between

all children (both sons and daughters), in actual practice, very few girls get a share in their parents' property which is usually passed on only to sons. As a result, women have little or no control over any productive resources like land, shop or factory. They, therefore, have to be economically dependent upon their fathers, husbands, sons or brothers.

The situation in Telangana, in recent times, is relatively better. This is due to the laws made in the state in 1980s, which made it mandatory that the ancestral property of parents should be equally divided between sons and daughters. In fact, our state was the first state in the country to make such property laws to reduce discrimination.

Employment

Women going out of the house and taking up jobs are able to become self dependent. Most women workers in Telangana are employed in agriculture, doing casual jobs, and a small section of them run their own shops, farms and other enterprises. Thus, when women take up employment, they need not depend on others.

We have also seen that girls in some families are brought up in such a way that they are undernourished and under-educated. Therefore, they have less opportunity to gain proper employment and get good salaries. Even women who are well educated are not allowed by their families to take up professional jobs that require them to be away from their homes for long time. They are allowed only to take up part time or less demanding jobs. Most of the women who are without proper educational qualifications are forced to do physical labour in the fields or mines or as domestic

servants in houses of rich people. These jobs are back-breaking and exhausting. Moreover, the women doing them are often looked down upon and they lose respect and security. They have to face insults and abuses all the time.

Read what Malini, a woman domestic worker in the capital of our country, Delhi, has to say:

"My first job was with a rich family that lived in a three storeyed house. The lady would shout to get any work done. My work is in the kitchen. There are two other girls for cleaning. Our work begins at 5 o'clock in the morning. We get a cup of tea and two stale rotis for breakfast – never even a third roti. In the evening, when I cook food the two cleaning girls would beg me to give them an extra roti. I would secretly give them the rotis and also make myself some. I used to feel scared of the lady but also felt angry and humiliated. Did we not work all day? Don't we deserve to be treated with some respect?"

- If you know about such people, discuss how they are treated, the problems and their earnings.
- Why do you think people like Malini earn less than a hundred rupees a day even though they work hard for several hours?
- What are the other professions that are commonly taken up by women? Discuss them in the class.

In the last few decades, the employment scene for women has been changing gradually. Many women have acquired degrees and are entering into jobs which were earlier considered as men's professions. The reservation policy pursued from 1980s in Telangana for admission to women in all colleges and government jobs have led to more and more girls joining colleges and taking salaried jobs. Some leading scientists, mathematicians, diplomats, engineers are women. Women are now also recruited



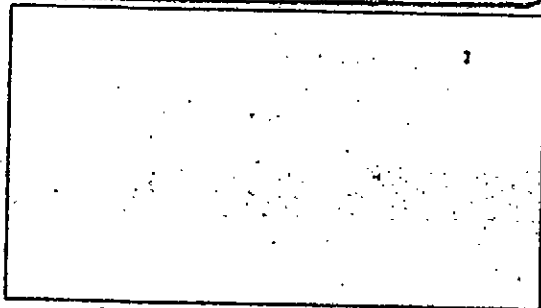
Fig. 16.2: First woman Loco driver in India- Surekha Yadav

into the police, army, navy and air force. There are many women pilots today. In fact, we have women who are train engineers and drivers. This has become possible because women have fought to get higher education and have broken gender biases in many professions.

Unrecognised work of women

If we look at the daily routine of any woman, we will realise that they are working all the time. But for most of the time, the work they do is not recognised and not paid for. Even though everyone can see them working hard, their work remains invisible.

- ◆ Draw a figure of farmers working in the field in the blank space given below? After drawing it show it to the teacher.



- ◆ How many of you drew a picture of a man working in the field and how many showed a woman farmer? How many showed both men and women working in the field?

You can see that when we say farmers, we only think of men but never of women. In fact, nearly eight out of every ten Indian working women work in the fields. They till the land, they do the seeding, weeding, transplanting, harvesting, threshing and countless jobs. Of course, it is also true that many farm jobs are 'reserved' for women – like transplanting rice, weeding or plucking groundnut pods. Women do these and many other jobs also in agriculture. A large number of farms are fully managed by women farmers alone as the men go out in search of work in factories and towns.



Fig. 16.3:
Look at this picture. A woman even if employed, has to do all these tasks. Yet do we count household work as labour?

Many women are working on their family farms, yet their work is not recognised. Women who work on other people's farms get wages which are lower than what men get.

If you study the work done by women within your own house, you will realise the hard work that goes into running the house. Just imagine if women were to charge for the work they do at home (for cleaning, cooking, making pickles, taking care of children, teaching children, nursing the sick, stitching clothes, fetching water, purchasing provisions etc.) how much would they get paid every month?

The reality is that they do not get paid for any of this work, and instead they are constantly abused for not doing this work on time or not to the taste of the others. On the other hand, most of the work that men do is paid for and they control the money and spend it as they wish.

- ◆ List all the work that your mothers, sisters or sisters-in-law do in the house? When do they get up, when do they eat, when do they rest and sleep?

Things are changing now.

You might have studied in chapters 13 and 14 about the functioning of a village

Panchayat and an urban self-government body in Telangana. Being a member in such organisation would help in taking important decisions to improve the conditions of the village, community or the place in which we live. Although females, including young girls, are half of the population, hardly few women take active interest are allowed by their families or husbands to become member or leader of such political bodies. Due to government initiatives which made it mandatory to involve women in Panchayati Raj bodies, more and more women are now coming forward to participate in public affairs - contesting Panchayat and other elections.

Recall how Indra in Lesson 8, the dry chilly seller runs her shop, taking loans

from a self-help group. Women forming self-help groups at village and mandal levels help them to generate resources for the family. Many of them are also able to take important decisions along with their husbands or other male members within the family. The self-help groups also provide space to discuss important issues and problems associated with the community or village and help women to participate in political bodies. Even though they face much resistance, women have been taking these new roles successfully.

Key Words

Employment	Literacy
Property Rights	Sex Ratio

Improve your learning

1. Is it correct to say that girls are naturally weaker than boys are? Give reasons. (AS₁)
2. List the household jobs you, your brother or sister do? (AS₂)
3. Make a list of ten employed women you know of personally. Get information about their work and earnings. (AS₃)
4. If you have any elder women in the family who went to school some twenty years ago, find out their experience of schooling and compare it with that of your own times. (AS₄)
5. Why do you think daughters are not given equal share of the property of the parents? (AS₄)
6. Go to some Self-Help Groups in your area and find out how they help women to gain independence and dignity. (AS₅)
7. Read the second para of page 135 (Some people feel that suited to it) and write the answer. Is it proper to say that women are weaker than men? Write your opinion. (AS₂)

Project:

1. Find out from your school records how many girls are enrolled in class 1, 5, 8 and 10. Does it support the view that more boys complete schooling than girls do?
2. Find out from popular magazines about women who have entered professions which were earlier considered only for men. Prepare an album of their lives and struggles.
3. Consult parents in your village/locality and collect information about dropouts from schools.

Sl. No.	Name of the Student	Category	Drop out in which class	Reasons for dropouts
		SC/ST/BC/OC/Minority		

Which category students are more in drop outs? What are the reasons? Analyse and discuss in the classroom.

Dy. Director: (Have you ever seen a child at work?)



Riya: Yes, Sir. In a hotel serving food and washing utensils.)

Deepak: (In a bus selling things.)

Rahul: (Washing cars.)

Minni: (Polishing shoes.)

Dy. Director: Is there any child around you who does not come to school?

Ashish: No, Sir.

Ria: Yes, Sir. Raju, a child in my neighbourhood washes utensils in a *dhaba*.

Dy. Director: Why all these children do work?

Shubham: Because their parents are poor.

Dy. Director: (Should these children read and play with you?)

Students: (Yes, Sir. We shall like it very much.)

Headmaster: Ria, tell us where Raju lives and which *dhaba* he works in; we shall go there after the school.

Next morning Raju was already in the school smiling. We were all very happy and amazed.

Think: What might have the headmaster explained to Raju's parents?

Tell Now:

- What is your school fee, children?
- Do you pay for books, uniform and meal in the school? If yes, how much?
- If these are meager expenses, why do some of the parents not send their children to school?

Tell children about Right to Education and Child Labour Act.
How children can be useful in preventing child labour? Ask them.