

## Teacher's Guide

### Fundamental Rights and Duties

#### Part 1

Based on the Karnataka State Board Curriculum for  
Standard VII



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

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

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

## Fundamental Rights and Duties | Teacher’s Guide (1/2)

### Part 1

Class VII  
 Board – Karnataka State Board  
 Subject – Social Science  
 Textbook – Social Science textbook for grade VII (Karnataka State Board)  
 Chapter 19- Fundamental Rights and Duties  
 Number of parts – 02  
 Length – 60-75 minutes (Estimated for a class of 40-45 students)

*Note: - Teachers may divide the lesson plan into as many lessons as they see fit*

#### **Section I: What are we going to learn and why is it important**

##### **Learning objectives**

Students will:

- Define the meaning and the need of fundamental rights.
- Understand the need for right to equality and right to freedom through examples and real life case studies.
- Understand the degree of restrictions which can be placed on one’s freedom of expression.

##### **Learning outcomes**

Students will be able to:

- Identify violations to the rights to equality and freedom in the society around them.
- Justify the need for reasonable restrictions on the rights provided/guaranteed.
- Use freedom of expression to advocate for ensuring rights are given to people around them.

##### **Key terms:**

Fundamental Rights	Constitution	Discrimination	Expression	Right to Freedom
Migrants	Restrictions	Absolute Freedom	Right to Equality	

### Materials Required

A4 hand-outs consisting printouts of all the pictures used in the lesson.

### Section II: How are we going to learn

#### 1) Wants, Needs and Rights: My Ideal Classroom

Time: 15 minutes

Note to the teacher:

This section will enable students to arrive at the concept of what is a ‘right’ by being able to distinguish it from a need and a want. They will be doing this through an activity which will allow them to make connections to self and the classroom

Facilitation notes:

- We are going to discuss a very interesting concept today. But before that let us think about something. I am going to divide you into groups of 4 and you will list all things which should be there in a perfect classroom.
- I want you to think of both objects like books, furniture, blackboard etc. as well as values like respect, honesty and equality to answer this question. Equality here would mean that every student is treated with the same amount of respect and subject to the same rules and no one is given any special attention.
- 1 person from the group should make a table and list these things. You have 5 minutes for this.

Note to the teacher:

Ask each student to make 2 columns in their notebook (as in the table below) and note down objects and values.

Objects	Values

Think and Distinguish (5 minutes)

Facilitation notes:

- Now from all the things that you have written, I want you to think of three things (Write these questions on the board)
  - 1) Which out of these is a want- nice to have but not very necessary – you can still do without it?
  - 2) Which of these is a need- Absolutely needed in a good classroom- you cannot imagine a good classroom without it?
  - 3) Which of these is a right- something so important that it is your right to expect it?
  
- Make a table and try to list down these things under the three columns

<u>Wants</u>	<u>Needs</u>	<u>Rights</u>

Potential responses:

<u>Wants</u>	<u>Needs</u>	<u>Rights</u>
<ul style="list-style-type: none"> <li>• One free lecture a day.</li> <li>• Better access to the internet inside the classroom.</li> <li>• Permission to carry phones to class.</li> <li>• More sports equipment.</li> <li>• Laptops/ tablets.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers who solve our doubts repeatedly.</li> <li>• Balance between practical and theoretical knowledge.</li> <li>• Different styles of teaching.</li> <li>• Access to books about a variety of subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• A good learning environment.</li> <li>• Clean classroom.</li> <li>• A break to eat and relax between lectures.</li> <li>• Respect between students and teachers.</li> </ul>

Note to the teacher

Go around and help the students think through this as it can be a little difficult to differentiate between wants, needs and rights.

Ask them questions like- if you have written computers, do you think you can still be able to have a good education in a classroom without computers present? If yes, then it is a want.

De-brief :

- Select 2 groups at random and ask them to read out their list.
- Highlight the difference between wants, needs and rights as students give examples.
- Move on to defining fundamental rights and have the students note down the concept.

Teacher explanation:

- As you saw, there were certain things or ideas that you cannot do without at all in the classroom- such as teacher coming regularly and respect from teacher and fellow students- these are two things that you would expect when you come to a school.
- Similarly, the Constitution has given Indian citizens some basic rights which they deserve as human beings and as citizens of this country. These are called the Fundamental Rights.
- Because citizens have the right to expect these fundamental things to live, these rights are protected by the judiciary, i.e. the citizens can take the government to court, if these rights are denied to them. No one can violate these rights. There are six such rights which we will see as we move ahead.
- The first one is the 'Right to Equality'.

**2) Right to Equality**

Total Time: 15 minutes

Note to the teacher:

Students must understand the idea that any discrimination based on something that you are born with is against the idea of equality. Push for students to think about connections between self and society while doing the same.

Facilitation Notes:

- Okay, so as a teacher I am introducing a new rule in the class. Only the girls are going to sit on chairs/benches. Boys will not get a chance to sit on the chairs and benches and will sit on the floor from tomorrow. Also, only girls are going to get a chance to be the monitor of the class (or use any other school opportunity). This is because I feel girls are better than boys.
- How many of you think this is a good rule? (take responses from both boys and girls with reasons why they think this is or isn't a good rule).
- Those who don't agree, I want you to tell me what are the problems with this rule (take 2 responses).
- The problem in the rule is that chance is not being given based on talent or merit but only because of someone's gender. As a person you have no control on this and it is determined by birth.
- Similarly, Indian Constitution has defined the right to equality by saying that everyone is born equal and will be equally protected by the law.
- So, by ensuring this right, the Government cannot discriminate between people based on the identity they are born with such as religion, gender, caste, or place of birth.



Activity: Understanding equal opportunity (5 mins)

Now by looking at some examples, we will see if right to equality is being given or not:

(Use a hand-out with this table printed or show the examples on a PPT/Blackboard and have students make the table in notebooks)

As you are going through the examples I want you to answer two questions in the third column

- 1) Is this against right to equality?
- 2) Why/ why not?

Picture	Explanation	Is this against right to equality?
 <p>Source: <a href="#">SCOONEWS</a></p>	<p>In the entrance exam for India's best engineering college (IIT), the IIT only selects students who have got more than 50% marks in the exam.</p>	<p>(expected answer: - No. Chance is being given to all students based on merit-marks in this case)</p>
 <p>Source: <a href="#">Foreign Affairs</a></p>	<p>In pre-independence era, people belonging to backward castes were not allowed by the government to drink water from public wells.</p>	<p>(expected answer: -Yes. Use of facility allowed based on caste- something you were born with)</p>

### 3) Right to Freedom

Total time: 15 minutes

Notes to teacher:

- Students will think of two real life case studies to identify two freedoms.

- The teacher will read out situation 1 and show the picture while explaining situation 2. Once this is done, the teacher asks the students to fill the below shown table in their notebooks.
- Questioning is very important in this section. Nudge the students to ask questions if they have any doubts.

Materials Needed: 2-3 prints of the picture to circulate in class.

Facilitation Notes:

- Before we study the second right, we are now going to think about two cases. These are two actual real life situations. We will discuss if our response in these cases would have been same or different and why.
- I'm going to read out the situations and then we'll discuss these.
- Before that, I would want everyone to draw the following table in their notebooks.

What was the situation?	What was the response?	Was the response fair? Would you have done the same?
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- **Situation 1: Migrant workers in Maharashtra**

As Mumbai was more developed and had more jobs than UP and Bihar, a lot of people migrated from these states to find job in Mumbai. A local regional party in Mumbai said that this is unfair to the local people of Maharashtra as people from other states are coming up and taking their jobs. The supporters of this cause attacked migrants and their families in order to force them back to their states and send a message that they were not welcome in Mumbai.

Now think about this situation. Discuss with the person sitting next to you, if you think the response was fair to the migrants and write in your notebooks (in the table) why or why not.

- **Situation 2: The Dangerous Cartoonist**

Aseem Trivedi is a cartoonist who made a cartoon criticizing the Parliament for not functioning well. Let's have a look at the cartoon. (print the hand-outs and circulate in class or show on a projector. In case printouts are not available or there is no projector, show this image to the students, from the Lesson Plan itself.)



Source: [Hyper Allergic](#)

- What do you think he is trying to show through this cartoon (Take 2-3 response and allow students to come up with interpretations?)
- He was trying to compare the Parliament to a toilet as it was not functioning well.
- The Government responded by arresting him and saying this cartoon is dangerous and criticises the country.
- Now think about the Government's response. Can Aseem who is a citizen of India criticise the Parliament when it's not functioning? Would you have done the same if you were the Government? Write it your notebooks with reasons.

#### Debrief

- Let us consider situation 1. Who thinks response to migrants was unfair and why? (take 2-3 responses)
- *Key understanding/ Answer: the response was unfair because they are citizens of India first before being citizens of a state. And so, they should have the freedom to seek employment in any part of India.*
- Situation 2 is more interesting. How many of you think the response was unfair to Aseem and why? (take 2-3 responses)
- Do you think the cartoon is dangerous to security of the country?



- *Key understanding/ Answer: It was unfair to Aseem because he should have the freedom to express whatever he wants as citizen of the country. It is unfair to tell people you cannot think like this or speak like this. They have freedom to express dissatisfaction with something that is going wrong in the country.*

#### Teacher Explanation- The Six Freedoms

- To prevent such cases, the Constitution gives some basic freedoms to the citizens of India. The first is freedom of speech and expression which was taken away from Aseem. The second and third are the freedom to live in any part of the country as well as travel in any part of the country.
- The other 3 freedoms are as follows:
  - a. Right to participate in a peaceful public meeting
  - b. Right to establish institutions and associations
  - c. Right to take up any employment, business or occupation

#### **4) Are these Freedoms Absolute?**

Total Time: 10 minutes

#### Note to the teacher

The key idea is to explain to the students that they cannot do whatever they want with the freedoms. There are always some reasonable restrictions on the right to freedom.

#### Facilitation Notes:

Okay we saw in the previous section that we have freedom of speech and expression. Let's see to what extent can we use this freedom. In your small groups of 4, I want you to answer the following questions:

- Can you post something on social media that may cause violence and disharmony in the country?
- If you get some secret information about the security of the country, is it okay if you announce that in the public as a part of your freedom of expression?
- Is it okay if you use the social media to defame someone without any evidence?
- Can you start a rumour about someone in your school or neighbourhood even if it is not true?

#### Debrief

- Ask students for responses to the above three questions. The intuitive answer would be that above things should not be allowed. Probe on the question “If we don’t allow the above things, is it not against the freedom of speech and expression?”
- Take 2-3 responses around the above prompt
- Highlight how in the above three examples, your freedom is harming someone else significantly- someone’s religious beliefs, country’s security or someone’s public reputation without any proof.

#### Teacher Explanation

- The freedoms are not absolute, and some restrictions or control can be placed on them as per the Constitution
- Example: When freedom of speech causes public harm or spreads hate against a group

#### **Section III: Assessment**

Time: 5 minutes

- 1) “A village Panchayat issues an order that anyone belonging to a backward caste will not be allowed to use the public well of the village”
  - a) Is this against Right to Equality? Why or why not?
  - b) Which freedom of yours can you use to spread awareness about this and advocate for this?
  
- 2) If you were the Government of India, which out of the following will you ban and not allow to be released. Give reasons for your answer:
  - a) An article criticizing the Government’s education policies.
  - b) A video spreading hate against the backward castes.
  - c) A movie which shows the injustice done towards women by the army in Kashmir.

#### **Section IV: Closure**

##### **Summary by students**

Note to the teacher: Select a student at random to summarize the key points of the session and why this particular session is important.

##### **Recap by the teacher**

Time: 5 minutes

- Fundamental rights are granted to us by the Constitution of India and are those basic rights which we deserve by virtue of being human or being a citizen of this country.
- There are six fundamental rights.
- The first one is right to equality which states that Government cannot discriminate based on something inherent by birth- like caste, gender and religion. Everyone is equally protected by law.
- The second is the right to freedom which gives six basic freedoms to us.
- However, these are not absolute, and in some cases, some restrictions can be placed on them in public interest.

### **Section V: Additional Resources**

#### **Resources for Teachers**

##### 1. Sabarimala and the Right to Equality debate

A brief on whether the Supreme Court decision to allow women to enter the premises of the Sabarimala temple is consistent with the Right to Equality.

Link: [Dailyhunt](#)

##### 2. Restrictions on freedom of speech and expression

An article on instances of some restrictions imposed on freedom of speech and expression.

Link: [Youth Ki Awaaz](#)

##### 3. History of freedom of speech in India

Summary of how the freedom of speech has progressed in India.

Link: [Live Mint](#)

#### **Resources for Students**

##### 1. Should Sports be added as a fundamental right?

An interesting discussion on what can and should be considered under the ambit of rights

Link: [Times of India](#)



**Appendix**

**Printable version of the picture for the discussion on right to freedom**



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