

Teacher's Guide

Fundamental Rights and Duties

Part 2

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 2

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 –75-90 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:

- Understand the scope of three fundamental rights. -Right against exploitation, Cultural and Educational Rights and Right to freedom of Religion.
- Understand the scope of right to constitutional remedies through case studies.
- Be aware of the fundamental duties as a citizen of India.
- Know the importance, need and ways to become a responsible and active citizen

Learning outcomes

Students will be able to:

- Articulate what they can do to ensure fundamental rights are not being violated around them.
- Able to demonstrate responsible and active citizenship through small acts of behavioral and attitudinal change
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Key terms-Please include Active Citizenship in Key Terms.

Exploitation	Bonded Labor	Minorities	Remedies	Active citizenship
Judiciary	Enforce	Appeal	Fundamental Duties	

Materials Required

A4 printouts for all students of the three pictures used in the lesson, projector/laptop and speakers for showing the video

Section II: How are we going to learn

1) See, Infer and Wonder

Time: 15 minutes

Note to the teacher:

This section will enable students to define the scope of the remaining three rights by inferring from a picture and using a strategy (See, Think and Wonder).

Facilitation notes:

- We are going to look at three pictures of three different societies. In all the three pictures I want you to first note down what all you see. Then I want you to infer about the conditions of rights in the country. Also, I want you to write down questions you might have about that society/country.

Note to the teacher:

Ask each student to make 3 columns in their notebook (as in the table below) and note down observations, inferences and questions

What do I see	What can I infer	What do I wonder about this society/country

<u>Picture 1</u>	<u>Picture 2</u>
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Source: [Gyanbyte](#)



Source: [Mend](#)

(The picture is implied for cultural rights)

Picture 3



Source: [Union test prep](#)

Note to the teacher:

Go around and probe the students on deeper inferences about what rights are possibly being given or denied through the picture.

Sample Answers:

What do I see	What can I infer	What do I wonder about this society/country
Young boy selling tea at a shop	Probably the boy does not go to school. Also, it is probable he is forced to sell tea to earn money	Why does the country not punish the owner of the tea shop? Why do the parents do not want their child to study?
A newspaper headline which states that the government of France is deciding to ban Burkha	Probably the Government of France does not give freedom to citizens to wear religious symbols/attires.	Is any religious or cultural group not allowed to wear their symbol/attire in France?
I see men from different religions all standing tall and equal to one another.	Probably the country or society they are a part of encourages people of different religions to stay together.	Aren't there fights between people of different religions when they stay together? Are equal rights given to all religions when they stay together?

De-brief:

- Select 3 students at random and ask them to read out their list.
- Highlight key inferences related to certain rights being denied and ask questions about what's wrong with the given situation.
- Move on to define the next three fundamental rights given to citizens of India by making connections to the pictures above.

Teacher explanation:

In the above two of three cases, we saw some rights which were not being given to the people in the picture. The Indian Constitution makes sure these rights are given to the citizens of India. These rights are as follows:

- **Right Against Exploitation**

Objective of this right is to prevent exploitation of more vulnerable sections of society, for example women and children. This right seeks to restrict exploitation in the name of religion, caste, gender and sect. Some of the laws enforced to prevent exploitation are:

- a) Taking dowry is a punishable offence.
- b) The practice of bonded labour is prohibited.
- c) Employing children in certain industries such as beedi making, mining and cracker manufacturing have been banned, where there is a threat to the health of the children.

- **Cultural and Educational Rights**

People have right to protect their own language, script or culture in India. Minorities have the right to establish educational institutions and manage them to promote their culture. What you saw in picture 2 was against the cultural rights of a group, where they were not being allowed to wear something which is a part of their culture.

- **Right to Freedom of Religion**

Citizens of India have the right to accept and follow religion of their own choice. Everyone has the right to observe their religious practices, without disturbing peace, discipline, hygiene in mind. As you saw in picture 3, there are people of diverse religions in India and people from different religions can stay together in harmony when they are given equal rights.

2. Who Protects Your Rights: Right to Constitutional Remedies

Total Time: 10 minutes

Note to the teacher: Students must understand that power is not concentrated only in the hands of the Government in India and to check the power of the government, courts of the country (i.e. the judiciary) safeguard our Fundamental Rights.

Facilitation Notes:

Okay now I am going to give you two scenarios in which your rights are not being given to you. In order to get your rights, there are different options in front of you. You have to decide what you will do and give reasons for choosing that option. Write the answer in your notebooks by drawing the table I have shown:

Situation	Possible responses- Which will you choose?	Why will you choose that option
A teacher comes in and says that you will always get a minus 5 marks because of your religion.	a) Complain to another teacher b) Complain to a friend c) Complain to the Principal	
You take admission in a government college. The Government of India denies you admission because you belong to a specific caste.	a) Complain to the College Principal b) Complain to the Police c) Complain to the Supreme Court of India	

Debrief

- Take 2-3 responses on the first scenario and ask students why is going to the Principal the most effective action when another teacher might help you as well.
- Drive students to the understanding that in a school system the Principal is the highest authority with regards to interpretation of laws, rules and procedures with regards to school. Hence, the Principal has the authority to take action against a teacher who is denying a student his/her right. This will help students make connection to why the Courts have the power to keep a check on the government with regards to Fundamental Rights.
- Now let's come to the second example. This was a bit confusing as the Government is taking away the right so who do I go to in order to complaint against the Government. They seem to be the most powerful in the country. (take 2-3 responses on what students think is the right answer and why)
- So, the answer in this case is the Supreme Court. Just like the Principal has the final power to decide what laws mean and how they should be followed in school, the Supreme Court makes sure that the Constitution is not violated. Even if the Government of the country takes away rights, the concerned person can appeal to the Supreme Court

Teacher Explanation- Right to Constitutional Remedies

- We have already seen the five fundamental rights before. But as we saw above, citizens also need a guarantee that someone is there to protect these rights if they are taken away from them. Therefore, the Constitution gives the sixth fundamental right which is the right to Constitutional Remedies.

- This states that if the Government attempts to take away fundamental rights, the concerned person can directly approach the courts of the country- either the highest court Supreme Court or the High Court of the State to appeal against the act of taking away his/her rights.

2) Who is an Ideal Citizen? The Fundamental Duties

A. Why are we the way we are? -Citizen Mindsets

Time: 10 minutes

Note to the teacher

The key idea is to explain students that rights are meaningless without duties and when citizens operate with a mindset of “I will only care for myself”, the society will not prosper even if rights are provided by the Government.

Facilitation Notes

- We have understood all the six fundamental rights in detail. We now know that an ideal country is one which gives fundamental rights to its citizens. But is that enough for a good society? What does an ideal citizen look like? Let us try to understand that.
- We are going to read a case study titled “The Ugly Indians”. After we have read through it I want you to discuss the following questions in your small groups:
 - a) What actions of the citizens are highlighted in this case?
 - b) What do you think is the mindset behind these actions?

Case Study

In the city of Bengaluru, there are a lot of issues. The first one is open garbage dumps. Citizens are throwing garbage outside their locality anywhere. Because other citizens see other people doing this, they also keep on adding the garbage, making big dumps in the city. The second big problem being noticed was *paan* stains on the walls of building in the city. Also, outside the offices of big companies there were a lot of drainage potholes which were leading to accidents and inconvenience for walkers. However, nothing was done about it by anybody.

Debrief

- Ask the students if they were able to identify the actions of the people described in the case that are not desirable.
- Probe the students on the second answer to make them identify possible underlying mindsets. You can use the 5 Why strategy to push for depth (Example: Response 1: People do this because they don't care about their surroundings
Why? Probably because people are selfish
Why? Probably because they don't see any personal benefit in doing something which does not directly benefit them
Why? Probably because they feel connected only to themselves and their own families. They don't have a sense of belonging to the society around them
Why? Probably because they have never practiced this from their early life and have not seen anyone in their community do the same, so they feel why should I only do it if other members of society are not doing it)
- Key understanding/ Answer: Citizens have little concern about their society/surroundings because they don't operate with a sense of duty about the society like they do for their own families. Also, because they don't see enough good role models, they feel why should we they be the only ones who exercise restraint. That is why most people kept on throwing the garbage because they saw others doing the same and felt it was the right thing to do.

Teacher Explanation

Rights are meaningless without certain duties which the citizens must follow in order to create a good society. Duties are based on the idea that creating a just and respectful society are as much the responsibility of the citizens as of the Government.

B) What can we do as citizens?

Total Time: - 10 minutes

Note to the teacher:

The key objective of this section is to highlight stories of active citizenship and encourage students to take ownership of their communities.

Facilitation Notes

- We have understood that rights are meaningless without duties by looking at an example from Bengaluru earlier. Now let's shift our focus to what citizens can really do if they operate with a spirit of ownership for changing the society.
- We are going to watch the same video that shows some actions taken by citizens of Bengaluru who were facing the problems we discussed before. Again as you watch the video, I want you to think of the following three questions:



- i. What actions of the people in Bengaluru are highlighted in the video?
- ii. What do you think is the mindset behind these actions?
- iii. What do you think will be the impact of these actions on other society members?

Link: [Youtube](#)

(Show from 6:00-8:00 for a duration of two minutes)

Please note, if projector and laptop is not available, please narrate the story of the Ugly Indians after watching the video.

In Bengaluru, citizens were extremely disturbed by the growing amount garbage and litter on the roads. Complaining, talking about it, and ignoring it is one thing. But taking action is another. A few regular citizens started the volunteer group- The Ugly Indian. Under this group, citizens came together anonymously and fixed garbage issues by cleaning up localities, roads and neighborhoods themselves. What is incredible is that once they were fixed, other citizens automatically started taking care and not littering those places.

Debrief

- Okay let us first discuss what all positive actions we saw in the video (take 3-4 responses)
- Now let's think deeper about question 2. You have recognized the mindset. Can someone explain to me how is this mindset different from the previous example (take 2-3 responses)
- Drive students to the understanding that a good citizen operates with a mindset of ownership towards change in society and realizes that his/her good quality of life is only possible when the society grows together.
- Ask students, how would this impact them, if they were seeing citizens like these around them (take 2-3 responses)
- Push for the idea of how one person can drive change by setting an example of others. Everyone wants to work for society, but because they do not see anyone else doing it, they don't bother. When enough people set the example, things can change.

Answers to the video

These were the positive actions done by the citizens of Bangalore shown in the video:

- a) Cleaned up garbage dumps on their own
- b) A road had drainage potholes which they covered and made into a bus stop
- c) Made a footpath out of a broken and dirty road

Teacher Explanation

- So far, we have focused on rights that we all get by the virtue of being citizens of India. But what about our responsibility to the country? As citizens, should we not be responsible and aware and work for the betterment of our society and country?
- The Constitution has already defined 11 Fundamental Duties that the citizens must follow. The Fundamental Duties are as follows:
 1. To respect the constitution, National Flag and national anthem.
 2. To follow the noble ideals that inspired our struggle for freedom.
 3. To protect the unity of India
 4. To defend the motherland.
 5. To promote the spirit of common brotherhood amongst all the people of India.
 6. To preserve our rich heritage
 7. To protect and improve the natural environment
 8. To develop the scientific temper and the spirit of enquiry
 9. To safeguard public property and give up the violence
 10. To strive towards excellence in all spheres of individual and collective activities.
 11. The parents or the guardians should provide an opportunity for education to their children from the age of 6 to 14 years

B. What can I change as a citizen?

Time: 10-15 minutes

Note to the Teacher:

Students will make connections to issues around them and define 2-3 commitments in order to become better citizens

Facilitation Notes

- We have been talking in detail about my responsibilities and duties as mentioned in the constitution. And while it is important for us to be a good citizen as defined by the constitution, it is even more important for us to be responsible and active citizens in our day to day lives.
- We are now going to apply all of these learnings at our own personal level and see what small steps we can take towards becoming responsible and active citizens.
- I want you to consider the table given to you and record your responses. First you should think of two-three things in or around your society which you feel are problems/ are unjust or which really bother you. After that you will think and try to list down what change you will make in your behavior to make the situation better. It doesn't have to be a big step. Think of something which is in your capacity and under your control.
- I will give you an example (*Model out a sample answer to enhance clarity*)

- For instance, the street lights don't work in my locality. Once I fell in the pothole and got hurt myself. I feel to begin the process of getting them fixed, one thing in my control is that I can write a letter to the local corporator and express my concerns first.
- (In case the students come up with the same points the teacher should prompt from points in the pledge like conservation of water and electricity, not using plastic and what they can alternately do etc.)

Issues which bother me/seem unfair to me	What can I do as a citizen about them?

Teacher Note: Teacher goes around during this time pushing for feasibility in terms of what students are committing to and in some cases suggesting to the students, what steps they can't take as citizens in the given situations they are bothered by.

Responses-(following traffic rules, not littering garbage, segregating waste, obeying rule of law, not using plastic and using eco-friendly materials, saving water and electricity, paying taxes regularly, following queues, keeping school and other public spaces clean, voting in all elections once 18 years of age.)

De-brief:

Let's discuss two examples of regular people who decided to change things on their own instead of waiting for someone else to fix their problems:

1. Bengaluru pot-hole challenge.

Like every city, Bengaluru is full of worn out roads. Instead of complaining about it and taking no action, one citizen decided to take matters in his own hands. Prashanth Maruru, a non-teaching member of the staff at an engineering college, fixed a pothole measuring one-and-a-half feet near his home. He bought sand, cement and some water, and shared the story on social media on 19 June and tagged his friends to follow suit. Soon, his friends started doing the same. The story went viral and many potholes around the city were fixed.

Source: [The Better Indian](#)

2. Mumbai beach clean up with Afroz Shah

A Mumbai based lawyer moved into a new home near Versova beach and realized the sad state of the beach. She and her 84 year old neighbor started cleaning the beach by themselves. Looking at his efforts, other people started pitching in. Soon, the municipal corporation realized her efforts and started giving local volunteers garbage bags, gloves and other equipment to help in the clean up. This group of people did not just clean the beach, but was also recognized by the United Nations as the largest beach clean up in History.

Source: [The Wire](#)

B. Active Citizenship Pledge

Time: 5 minutes

Note to the Teacher:-

Students will share aloud their commitments and arrive at a common citizenship pledge as a class.

Facilitation Notes

- So now that we have thought about and written 2-3 things we have the power to change in our surroundings, let us quickly share them.
- *(Take responses from students encouraging at least 5-6 of them to share one commitment they are willing to make)*
- What you shared are some of the actions which active citizens of the country indulge in. To make our promise stronger to become active citizens, we are going to take an active citizenship pledge and commit to certain actions as citizens of this country.
- I want you to read the pledge in front of you for two minutes, understand it and then we will read it together as a class.
- *(Give students handouts of the pledge or project it on the wall and have them read it or ask them to repeat after the teacher. Read it with energy as a whole class once everyone has individually read it)*

Active Citizenship Pledge

I, _____, take the Active Citizenship Pledge. I am a citizen of India and of the city I live in. I believe in democracy and the rule of law. I care deeply about my rights and duties, both to the Government and to all my fellow citizens.

I pledge,

- To vote in all elections when I'm eligible
- To actively participate in civic matters in my neighborhood
- To engage constructively with the Government and fellow citizens
- To care for and respect public spaces and in doing that:
- To not litter
- To dispose garbage responsibly
- To follow traffic rules
- To conserve resources like water and electricity
- To use public transport
- To care for the environment and reduce wastage
- To follow queues
- To never pay bribes and to pay any taxes that are due, to know and follow all other civic duties and obey the rule of law. I pledge to be the change I want to see, in my neighborhood, my city and my country.

Section III: Assessment

Time: 10 minutes

- 1) Go through the given situations and identify which fundamental right is being denied in the given cases

Situation	Right Being Denied
1) Mahesh works for 12 hours in ABC factory which produces steel. The owner of ABC factory has not given Mahesh his payment for 6 months and tells him that he will not give the payment.	
2) Girl students are asked to sit inside the class and study, while boy students are allowed to go outside and play	
3) A group of people are not given permission to open a Telugu-medium school in Kerala.	
4) A political party is not given permission to hold a public meeting to criticize the government.	
5) The government bans a religion	

- 2) Meena is a young woman who wants to start an Association of Environmentally Aware Citizens in her locality. She gathers 100 citizens in the park in her locality and lays the foundation of her association. However, the local police comes and drives everyone away saying they cannot assemble in the park just like that.

- a) Which fundamental right of Meena’s do you think is being denied here?
- b) What would you suggest to Meena in order to make sure her right is not denied? Why would you give that suggestion to her?
- 3) Write a letter to the local Corporator highlighting the commitments you have taken up as an active citizen and what help or support from his side would you require for the same.

Assessment Solutions

1)

Situation	Right Being Denied
1) Mahesh works for 12 hours in ABC factory which produces steel. The owner of ABC factory has not given Mahesh his payment for 6 months and tells him that he will not give the payment.	Right Against Exploitation
2) Girl students are asked to sit inside the class and study, while boy students are allowed to go outside and play	Right to Equality
3) A group of people are not given permission to open a Telugu-medium school in Kerala.	Cultural and Educational Rights
4) A political party is not given permission to hold a public meeting to criticize the government.	Right to Freedom

5) The government bans a religion	Right to Freedom of Religion
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- 2)
- a) Right to Freedom is denied to Meena. She has the freedom to conduct meetings and for associations peacefully
 - b) I would suggest her to move to the Supreme Court and appeal to the Court to grant her this right. I would give these suggestions because the Constitution grants to all citizens the Right to Constitutional Remedies by virtue of which they can directly appeal to the Courts if their Fundamental Rights are denied to them.

Homework: Becoming an active citizen

1. Survey the internet and prepare a project highlighting 5 stories of active citizenship in India. Make sure you elaborate on the situation/problem as well as the action taken by the individual/community. . Also make sure you add your opinion on what the story made you think after each story.
2. **Civic Survey:** Ask students to visit 10 families in their neighbourhood and find out whether citizens are aware of their Fundamental Rights and civic responsibilities. Ask questions on the following lines:
 - What does right to equality mean?
 - How many fundamental rights are there?
 - In case someone’s fundamental rights are being violated, what can be done?
 - Mention 5 fundamental duties expected out of citizens of India.
 - Mention 5 civic responsibilities that they follow on a daily basis, as responsible and active citizens.

Ask students to analyse whether citizens are unaware of their rights and duties, and if so, what actions would they take to create awareness on the same.

3. Group Activity: Collectively make an Active Citizenship Pledge and put up in the class.
4. Individual-Make one and put at home.

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



- We have discussed a few fundamental rights in the previous lesson.
- The Constitution ensures that citizens of India have the freedom to practice any religion of their liking (Right to Freedom of Religion),
- Citizens cannot be forced into any form of exploitation like child labour or bonded labour as well as practice cultural and educational activities of their liking.
- If the 5 fundamental rights are not being given, Constitution has given a sixth right known as Right to Constitutional Remedies that allows citizens to approach the Courts to get the Rights enforced.
- However, rights alone are not enough for a society's progress.
- The citizens need to show responsibility and ownership for the development of the society and they can do this through initiatives at both individual and community level.

Section V: Additional Resources

Resources for Teachers:

1) Article: Importance of Fundamental Duties

An article on why duties are equally important as rights.

Link: [Business Standard](#)

2) Article: For Liberty's Sake

An article on the scope of the right to constitutional remedies.

Link: [Hindu](#)

Resources for Students:

1) Article: Child Labor in India- Issues and Concerns

An article elaborating on the condition, causes and effects of child labour in India

Link: [Childline India](#)

2) Video: What is Responsible Citizenship?

The video shows how responsible citizenship means different things to different people and how everyone needs to raise their voice for causes they believe in because only then will society progress.

Link: [YouTube](#)

3) My Fundamental Duties under the Constitution of India – Justice Kurian Joseph

The document mentions the fundamental duties of every citizen of India and explains them in detail.

Link: [Hindu](#)



Appendix

Printable versions for the discussion see, infer, and wonder



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