



## Teacher's Guide

### Democratic Rights

#### Part 1

Based on the NCERT Syllabus for Standard IX



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)

## Democratic Rights | Teacher's Guide (1/4) Part 1

Class IX  
Board – CBSE  
Subject – Social Science  
Textbook –Democratic Politics- I for Class IX (NCERT)  
Chapter 6 – Democratic Rights  
Number of parts – 04  
Length – 75-85 minutes (estimated, for a class of 50-60 students)  
*Note: Teachers may divide the lesson plan into as many periods as they see fit.*

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### Section I – What are we going to learn and why is it important?

#### Learning objectives

Students will:

- Differentiate between a 'right' and a 'claim'
- Understand the importance of rights in a democracy.

#### Learning outcomes

Students will be able to:

- Appreciate the importance of rights in a democracy.

#### Key Terms

Violation	Rights	Claims
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#### Materials needed

- Prints of case studies
- Prints of analysis sheet for case studies

## Section II – How are we going to learn?

### 1. Experiencing a day without rights

Time: 5 minutes

#### Facilitation notes:

The following activity exposes students to various examples of injustice. (Note to teacher: Please don't use the word 'Rights' as of now)

- We are going to do something interesting today. I am going to divide you all in 6 groups. Each group is going to work together throughout the lesson.
- Through the day, different groups will have different conditions, each group HAS to follow these conditions, or else I will deduct the points of your group.
  - Group A+B- You cannot go out of the class today (not even to use the washroom)
  - Group B+C- You cannot speak a single word today
  - Group D+E- You have to sit on the floor for the next one week
- Is it clear? How do you feel about these new rules? Would you like to spend the day like this? (Likely Response - Confused, angry)
- Why do you feel angry? (Likely Response - Because it is not fair, you cannot do this to us)
- This made you feel angry, right? Imagine how some other people may feel when worse things happen to them and they are not allowed to do certain things even if they want to.

### 2. Violation of Rights across the world: Case Studies

Time: 25 minutes

#### Materials Required

- Handouts of case studies (available in Appendix – Page 10, 11)
- Handouts of table to fill opinions in (available in Appendix – Page 12)

Notes to Teacher: Please divide the class into 3 groups for the case study activity. Each group will get one case study. Give them 5 minutes to read the case study and 5 minutes to fill the table.

#### Facilitation notes:

- We are going to see a few case studies. Please read them with your groups and fill the table according to what you think



[Source : Military News](#)

#### Case Study 1: Prisoners in Guantanamo Bay

About 600 people were secretly picked up by the US forces from all over the world and put in a prison in Guantanamo Bay, an area near Cuba controlled by American Navy. The American government said that they were enemies of the US and linked to the attack on New York on 11 September 2001. In most cases the governments of their countries were not asked or even informed about their imprisonment. Families got to know that their relatives were in that prison only through the media. Families of prisoners, media or even UN representatives were not allowed to meet them. The US army arrested them, interrogated them and decided whether to keep them there or not. There was no trial before any magistrate in the US. Nor could these prisoners approach courts in their own country.

Amnesty International, an international human rights organisation, collected information on the condition of the prisoners in Guantanamo Bay and reported that the prisoners were being tortured in ways that violated the US laws. They were being denied the treatment that even prisoners of war must get as per international treaties. Many prisoners had tried protesting against these conditions by going on a hunger strike. Prisoners were not released even after they were officially declared not guilty. An independent inquiry by the UN supported these findings. The UN Secretary General said the prison in Guantanamo Bay should be closed down. The US government refused to accept these pleas.



[Source: Alahed News](#)

#### Case Study 2: Citizens' Rights in Saudi Arabia

In Saudi Arabia, some citizens are not treated well in their own country. The Government has a unique position when it comes to certain rights:

- The country is ruled by a hereditary king and the people have no role in electing or changing their rulers.
- The king selects the legislature as well as the executive. He appoints the judges and can change any of their decisions.
- Citizens cannot form political parties or any political organisations. Media cannot report anything that the monarch does not like.
- There is no freedom of religion. Every citizen is required to be a Muslim. Non-Muslim residents can follow their religion in private, but not in public.
- Women are subjected to many public restrictions. The testimony of one man is considered equal to that of two women.

Case Study 3: Ethnic massacre in Kosovo



Source: [40 images of Kosovo](#)

Kosovo was a province of Yugoslavia before its split. In this province the population was overwhelmingly ethnic Albanian. But in the entire country, Serbs were in majority. A narrow-minded Serb nationalist Milosevic (pronounced Miloshevich) had won the election. His government was very hostile to the Kosovo Albanians. He wanted the Serbs to dominate the country.

This is what happened to an Albanian family in a town in Kosovo in April 1999: 74-year-old Batisha Hoxha was sitting in her kitchen with her 77-year-old husband Izet, staying warm by the stove. They had heard explosions but did not realise that Serbian troops had already entered the town. The next thing she knew, five or six soldiers had burst through the front door and were demanding “Where are your children?” “They shot Izet three times in the chest” recalls Batisha. With her husband dying before her, the soldiers pulled the wedding ring off her finger and told her to get out. “I was not even outside the gate when they burnt the house” ... She was standing on the street in the rain with no house, no husband, no possessions but the clothes she was wearing. This news report was typical of what happened to thousands of Albanians in that period.

This massacre was being carried out by the army of their own country, working under the direction of a leader who came to power through democratic elections. This was one of the worst instances of killings based on ethnic prejudices in recent times. Finally, several other countries intervened to stop this massacre. Milosevic lost power and was tried by the International Court of Justice for crimes against humanity

Case Study	What was unfair in the situation?	What could have prevented it?	From what we already know about Indian Constitution, are such actions allowed in India? Why or Why not?
1)			
2)			
3)			

- In India, there has been a lot of discussion around police brutality. It is estimated that from 2002 to 2008, over four people have died every day, while in police custody, with hundreds of those deaths being due to use of torture. According to a report, up to 50% of police officers in the country have used physical or mental abuse on a prisoner. Instances of torture of different kinds - such as through a lack of sanitation, space, or water have been recorded in various parts of the country. Although illegal, it is usually covered under the colour of law.
- There have been other cases in India. For example, the Sikh riots in 1984, Gujarat riots in 2002, Muzaffarnagar riots in 2013, etc. Cases have been reported that women were arrested beyond the allowed hours (Women cannot be arrested between 10 pm and 6 am). After a Supreme Court judgement allowing women to enter Sabarimala temple, hundreds clashed with women to prevent them from entering.

- Ask students the following questions:
  - Can you think of any other examples that you may have heard or read about? (Take 4-5 responses)
  - How do you feel after studying all of these? Why?
  - From the above case studies, what were some big lessons that you learnt?
- Despite rights being guaranteed to citizens by the Constitution, democracies do go through such situations and have to find and implement corrective measures.
- Ask students the following question:
  - What can we, the citizens and the government, do to prevent this from happening? (Likely response-we should raise our voice against injustice, we should have rules and they should be strictly followed, every citizen should have rights, etc.)
- So, a lot of you said that people need to have rights and those who don't respect the rights should be punished. In this chapter, we are going to understand what rights are, how they help us and what rights exist in India.
- What do you think rights are? (Take 2-3 responses)
- Explain and write on board- "Rights are claims of a person over other fellow beings, over the society and over the government."

### 3.The importance of Democratic Rights

Time: 20 minutes

#### Facilitation notes:

- From the above case studies, why do you think it is important for people to have rights? Discuss it with your partners. Take two minutes.
- After students have discussed, take 4-5 responses and write them on the board. (The key is that most answers should come from students before the teacher gives answers)
- Now, we have already studied about democracy in India. What will happen, if a country is a democratic one, but does not have rights for its citizens? (Likely response- democracy will be only on paper, people cannot protest, the government will do whatever it wants)
- What happened in the case of Kosovo? Who was violating the rights? (Likely Response- the majority community)
- Can it happen in other places as well? Can you think of other countries where there is one group which is in majority? Even in India, there have been instances of mob lynching. In 2015, in Dadri, a mob of people attacked a 52-year old Muslim man named Akhlaq, on suspicion of slaughtering a cow.
- So, based on this, can you think of some reasons that Rights are required and important?

1) Rights protect minorities from the oppression of majority. They ensure that the majority cannot do whatever it likes. Rights are guarantees which can be used when things go wrong.

- In Saudi Arabia, can people choose their own government? Do they have other rights? (Likely response- people do not have rights)
- What will happen if Saudi Arabia had rights? (People will overthrow the government; they can do whatever they want)
- Hence, giving the appropriate rights for people to participate and express themselves is very important

2) Rights let citizens in a country to vote during elections and the right to be a part of the government. They allow citizens to express their views freely, form parties and take part in political activities.

- What was happening to prisoners of Guantanamo Bay? How would have rights helped them? (They could raise their voice and resist against oppressive government actions).

3) Rights are necessary to protect human dignity and promote social progress.

- Now that you know why rights are important, I want you to imagine how our country would be without rights. Close your eyes. Think about India having no rights. What will the majority do? Will the government take steps to work for everybody? Will you be able to protest if the government does something wrong? Would India be a democracy if nobody had any rights? Now open your eyes and describe that kind of India in one word. India without rights will be \_\_\_\_\_ (Teacher takes 7-8 responses and writes them on board)

#### 4. Difference between rights and claims

Time: 10 minutes

Note to the Teacher: Please divide the class into 3 groups. Each group will get one case study. Give them 5 minutes to read the case study and 5 minutes to fill the table.

Facilitation notes:

- Now that we all know why rights are important, tell me if all demands are rights? (Likely Response- No)
- Name a few demands that are not rights. (Likely Response: I want AC in my school, I want to own a mobile, etc.)
- Now, we are going to see what differentiates Rights from Claims.
- I will give you an example and you have to tell me whether it could be a Right.
  - a) The women in Saudi Arabia demand that ALL men should be beaten, should be wearing a Burqa and should be put in jail.
- A right is possible when you make a claim that is equally possible for others. You cannot have a right that harms or hurts others. Thus,

A right comes with an obligation to respect rights of others.

b) Suppose people in India demand that every person should have access to their own car and a big “bungalow”

Is this a right? Why? (Likely Response: No, the Government cannot give this to everyone).

A claim should be reasonable. They should be such that they can be made available to others in an equal measure.

c) A child demands from his parents that “It is his Right to go to the school trip”.

- Is this a right? Give reasons?

It should be sanctioned by laws otherwise they remain natural and moral rights.

### **Section III –Assessment**

Time: 10 minutes

Materials needed: Blackboard and chalk

Facilitation notes:

- 1) In Kosovo, \_\_\_\_\_ were in majority. The ruling party dominated the minority \_\_\_\_\_ population. (Correct answer: Serbs, Albanian)
- 2) \_\_\_\_\_ is ruled by a hereditary king and the people have no role in electing or changing their rulers. (Correct answer: Saudi Arabia)
- 3) What are democratic rights and why are they important?
- 4) Write two differences between a right and a claim.
- 5) “American Government was justified to lock up the prisoners.” Do you agree with the statement? Give reasons for your answer.



- 6) Which of these statements about the relationship between democracy and rights is more valid? Give reasons for your preference.
- Every country that is a democracy gives rights to its citizens
  - Every country that gives rights to its citizens is a democracy
  - Giving rights is good, but it is not necessary for a democracy

(Correct answer: a) Every country that is a democracy gives rights to its citizens.

Explanation: Even countries that are not democracies – like Saudi Arabia, do give some rights to its citizens, even if they are not like the rights in India. In a democracy, people will have a right to vote to elect their choice of Government.)

#### **Section IV – Closure**

Time: 5 minutes

- **Summary by students**

Turn to your partner and discuss-

- What are rights and why are they important?
- Describe how rights of people were violated in Guantanamo Bay, Kosovo, Saudi Arabia and instances in India.
- What is the relationship between democracy and rights?

- **Summary by teacher:**

- Rights are claims of a person over other fellow beings, over the society and over the government.

#### **Section V – Homework**

1) Find out what are the different rights that different countries guarantee their citizens. Look at minimum 5 different countries from 5 different continents.

2) When we began the class, we spoke of some case studies of violation of rights across the world. Write a letter to those who suffered violation of rights. Individually, do the following:

- Write a letter from Batisha in Kosovo to a woman who faced a similar situation in India.
- Write an open letter on behalf of women in Saudi Arabia to the Secretary General of the United Nations.

3) If you were the lawmaker and had the power to give one right as a new Fundamental Right to all people of the country. For example, would you guarantee them privacy? Would it be dignity in labour? Prisoner's rights? What would you choose and why?



## **Section VI– Additional Resources**

### Resources for students

- 1) Video: What are Universal Human Rights?

The talk is a very interesting take on how some rights are universal regardless of context. (Link: [YouTube](#))

- 2) Life inside Guantanamo Bay (Link: [Youtube](#))

### Resources for Teachers

- 1) 5 things women in Saudi still are not allowed to do (Link: [Youtube](#))
- 2) India Worst Democratic Rights Violation (Link: [YourStory](#))

## **Section VII- Appendix**

*(Next Page- Ready to print)*



[Source : Military News](#)

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