



Teacher's Guide

Democratic Rights

Part 2

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 (2/4)
Part 2

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 40-45 students)
Note: Teachers may divide the lesson plan into as many periods as they see fit

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

Learning objectives

Students will:

- Understand the need for Right to Equality
- Debate on reservations system in India

Learning outcomes

Students will be able to:

- Appreciate the need for Right to Equality
- Articulate the various ways in which inequality may persist in our society
- Understand special provisions under the Right to Equality

Key Terms

Equality	Fundamental	Reservations
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Materials needed

- Prints of pictures or projector to display them to the class (any one of these will suffice)
- Prints of case studies

Section II – How are we going to learn?

1. Recap

Time: 5 minutes

Facilitation Notes

- What did we study about in our previous class? (Likely response- rights, why rights are important)
- So, what are rights?
- Why are rights important?
- What have we studied in previous chapters about fundamental rights? Can somebody tell me what they are? How many fundamental rights are there?
- Write on the board: Rights that are fundamental to our life are given a special status in our Constitution. These are called fundamental rights.
- There are 6 fundamental rights guaranteed to all people in India. We are going to deep dive into what these rights are in the coming classes. Today, we will learn about two rights in detail.

The following discussion introduces students to the concept of equality:

- Let's start with a simple exercise. It is called 321. I will write a word on the board. When you see that word, write the first 3 words, 2 questions and 1 statement that comes to your mind.
 - For example, if I said 'Sky', the words that may come to your mind are 'Blue', 'Sun', 'Clouds'.
 - The questions could be "Why is the sky blue and not any other colour?" and "Why is the Sun so hot?"
 - The statement could be "I want to fly like a bird in the sky".
 - Understood? You will have 3 minutes to think. Ready? The word is- Equality.
- Once you are done writing your 321 reflections, turn to your partner and discuss what you have written.
- Would someone like to share what they wrote? (Note to teacher: Take 2-3 responses)
- How would you feel if I treated some of you in a nice manner but was rude to the others? If I was good to the girls but asked the boys to stand at the back of the class? (Likely response – bad). No one likes to be treated unfairly.
- So would you say that equality is important? (Likely Response- yes)
- Hence the Constitution has made it a fundamental right. We will now study more about the 'Right to Equality'.

2. Activity: Picture Interpretation- Right to Equality

Time: 30 mins

Facilitation Notes

- I am going to show you some pictures now.



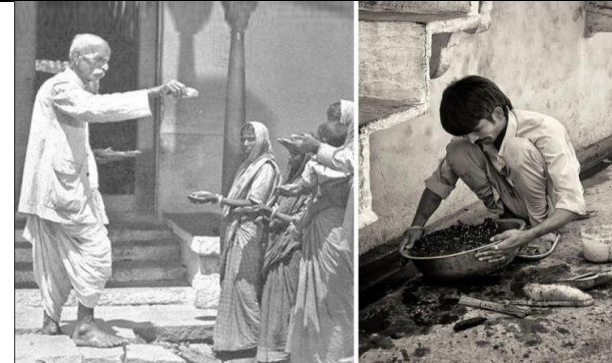
Source: [India TV](#)



Source: [Reclaiming Kin](#)



Source: [Inequality Project](#)



Source: [The Logical Indian](#)

Picture 1:

- What do you see in the picture? (Likely Response- Sanjay Dutt going to jail)
- Why is he going to Jail? (Likely Response- He owned an illegal weapon)
- Is it easy for a big celebrity to go to Jail? (Likely Response - No)
- Will a common person also go to Jail if he owns an illegal weapon? (Likely Response- Yes)
- What does it tell us about Right to Equality in India? It means people are equal, laws are equal.
- This brings us to the first aspect of Right to Equality.

1) Equality before Law: Every Indian citizen; right from a poor landless labourer to the Prime Minister; is equal in the eyes of the law. The laws apply in the same manner to all, regardless of a person's status. This is called the Rule of Law.

Picture 2:

- What do you see in the picture? (Likely Response- There is a different tap for white people and coloured people)
- Where do you think it is happening? Discuss with your partner.
- This is an old picture from USA. There were laws that segregated people between black and white. Different toilets, restaurants, beaches, schools. Blacks were not allowed at any white place.
- How do you think the blacks felt? (Likely Response- angry, confused, sad)
- How would you feel if you were asked not to go to a public place because of your gender, religion or skin colour? (Likely Response- We will feel angry, we will protest)
- Have you heard of examples in your community when somebody was not allowed to enter a place because of their caste or gender. Think and share with your partner.
- Should some people be denied to a public place? (Likely Response- No)
- This brings us to 2nd aspect of right to equality.

2) Access to Public Places: Every citizen has equal access to public places and public facilities; like temples, bathing 'ghats', roads, public toilets, community wells, etc. Entry to a public place cannot be denied on the basis of race, religion, caste, gender or place of birth.

- This might appear very obvious but it was necessary to incorporate these rights in the Constitution of our country where the traditional caste system did not allow people from some communities to access all public places.

Picture 3:

- What is happening in the picture? (Likely Response- The man's bag is more heavy, has more money)
- What does this mean? (Likely Response- The man is earning more money)
- Have you heard this in your real life? Where men earn more than women for the same job? Think and share with your partner.
- Have you heard of other examples of discrimination? Where a person is not given a job because of his or her gender or caste? (Take 2-3 examples)
- How do you think it feels? Is it fair?
- That brings us to the third aspect of right to equality.

3) Employment: All citizens have equal opportunity in matters relating to employment or appointment to any position in the government. No citizen shall be discriminated against or made ineligible for employment on the basis of race, religion, caste, gender or place of birth.

Picture 4:

- What is happening in the picture? (Likely response- The man is giving food to the poor women)
- Why is he giving food from high above? Why is not putting it in their plates properly? (Likely Response- He feels he will get dirty, he doesn't like their caste)
- Have you heard of other stories where some people did not touch some other people because of their caste?
- What is this called? (Likely Response- Untouchability)
- How do you think the people who were called untouchables felt? (Helpless, angry)
- Did this happen in India? Where did it happen? And what time? (Likely response- Yes, happens mostly in villages, happens today too, but less)
- In 1999, P. Sainath, a renowned journalist, wrote in a newspaper 'The Hindu' that untouchability and caste discrimination was still being practiced against certain castes. He travelled to various places and found some examples:
 - Tea stalls kept two kinds of cups, one for Dalits one for others;
 - Barbers refused to serve Dalit clients;
 - Dalit students were made to sit separately in the classroom or drink water from separate pitcher;
 - Dalit grooms were not allowed to ride a horse in the wedding procession
 - Dalits were not allowed to use common handpump or if they did, the handpump was washed to purify it.
- Can you think of some other examples that you may have observed?
- This brings us to 4th aspect of Right to Equality.

4) Untouchability; in any form has been banned and has been made a punishable offence. It does not mean the refusal to touch people from a certain caste. It refers to any belief or social practice which looks down upon people on account of birth with certain caste labels.

3. Special Provisions under the Right to Equality

Time: 10 mins

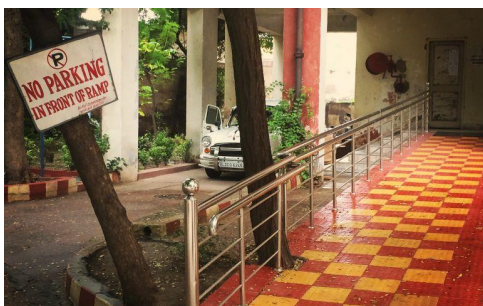
Facilitation Notes:

Let me show you some more pictures.



- Have you observed any racetrack in which there were different starting and finishing lines?

- Why are the competitors in the outer lane placed ahead of those in the inner lane at the starting point of the race? (Likely response: so that they are given an equal opportunity compared to the person in the inner lane)
- What would happen if all the competitors start the race from the same line? (Likely response: If all the competitors start at the same line, the outer track competitors will have to run a longer distance, which will not be fair.)
- Which of these two would be an equal and fair race? (Likely response: the first one)
- How would a similar situation apply to admissions and jobs?
- Various governments have different schemes for giving preference to certain groups - women, poor or physically handicapped in some kinds of jobs. Are these reservations against the right to equality?



Source: [Pulitzer Center](#)

- What is shown in this picture? (Likely response: ramp)
 - Have you observed any other places where there were facilities for disabled? (Note to teacher: you can give examples of elevators when there are stairs to be climbed)
 - Should these special facilities be provided, if it leads to extra expenditure? (Likely response : Yes)
 - Are these against the principles of equality? (Likely response : No)
- They are not. For equality does not mean giving everyone the same treatment, no matter what they need. Equality means giving everyone an equal opportunity to achieve whatever one is capable of. Sometimes it is necessary to give special treatment to someone in order to ensure equal opportunity. This is what job reservations do and provisions for the differently abled do. The Constitution clarifies that measures of this kind are not a violation of the Right to Equality.

4. Cultural and Educational Rights

Time: 10 minutes

- On top of reservations, there is also another fundamental right which protects the interests of minorities.
- The Constitution-makers thought that the culture of minorities also needs to be protected. Why do you think we need special efforts to preserve culture of minorities? (Likely Response- They are less in number).

Note to teacher: Ask two children to clap their hands. Then ask the rest of the class, except the two children to clap their hands

- Whose voice was louder? Naturally, those that were more in number were able to make more noise.
- This is what happens in a democracy also. The majority, who are more in number will naturally have more power. In order to ensure that minorities get to practice their religion and culture in a secure manner, the Constitution guarantees this right to all its citizens.
- To ensure that everybody's culture is preserved, it lays out the following rules-
 - a) Any section of citizens with a distinct language or culture have a right to conserve it.
 - b) Admission to any educational institution maintained by government or receiving government aid cannot be denied to any citizen on the ground of religion or language.
 - c) All minorities have the right to establish and administer educational institutions of their choice. This means that even if somebody belongs to the minority in a particular place, they can set up and run educational institutions where they can help the students from their community and support their education and upliftment. The government, in granting their aid and other support, cannot discriminate against an institution being run by a minority community. Here, minority does not only mean religious minority in the country. In some places, people speaking a particular language may be in majority and others and those speaking a different language may be in minority. For example, Telugu speaking people constitute majority in Andhra Pradesh, but are a minority in the adjoining state of Karnataka. Sikhs form a majority in Punjab but are a minority in Kerala.

4. Debate on Reservations and special province for minorities

Time: 25 minutes

- One of the biggest pillars of democracy is debate and discussion. Today, we are going to create a live parliament. Imagine that you all are a part of the Parliament. A lot of people have discussed removing reservations and special treatment of minorities. Consider these two cases:

Case 1	Case 2
<p>Antara is a 28 year old girl with 3 children. Her husband is not able to get a job as he is not educated and is a drug addict. In her entire family, nobody has ever been to school. She is somehow making ends meet. She put together some money and did a data-entry course. She is now eligible for getting a job, even though she was very concerned about managing the house and children while working. She went for multiple hiring drives but was never selected because her caste comes under Scheduled Caste category. The family condition is really bad and they are now at the stage of starvation. The kids cannot think of going to school when there is no food to eat. The entire family depends on her.</p>	<p>Abhishek is a Class 12 student in Delhi Public School. He is very bright and his teachers expect him to pass with flying colours and get admission in AIIMS. He wants to be a heart surgeon and help people. He is a very good debater and dances very well too. He has a laptop, a mobile phone and internet and spends a lot of his time studying from the internet. Abhishek is an upper-caste Brahmin.</p> <p>His neighbour, Praveen, who is also his classmate, just bought an Apple watch. Praveen spends his time at his home and is not very sociable. He belongs to one of the backward castes.</p>
<p>Somebody told Antara that she can get a job because there are reservations in some government jobs. Although she will need to spend long hours at work, Antara applied for the job and got through. It has been 6 months since she has been working there and things are looking up. She is able to bring food and clothes for the family. In a couple of years, she will be able to move the family</p>	<p>He missed qualifying his medical entrance examination by 1 mark. Praveen scored 72 marks less than him, but he qualified as the cut-off for him was lower.</p>

to a better house. She is planning to send the eldest child to school as the school nearby is offering to take students from backward castes free of cost. Once her child grows up and is educated, he will be able to get a job and support the family.

- One party supports removing reservations and the other does not. You are going to break into 2 groups. Debate for 15 mins, discussing the advantages and disadvantages of reservation.
- (Teacher divides the class in two groups, gives them their side and gives 10 mins to prepare for the debate.)
- Debate for 15 mins.

Debrief notes

- People of backward category face a lot of discrimination. They continue to remain backward as their environment, economic condition, education level, etc. does not allow to break free and come out of their state. Reservation gives them a chance to get better educated, get a good job and come out of their decades of misery.
- Even if one member of the family is able to do well, it has a cascading effect on a lot of people around him/her
- The government has to think of the welfare of all its people. It is their responsibility.
- Minority communities have the right to dignity and reservation is a means to uplift a section of people who remained backward because of a history of discrimination their community faced. Reservation is a method to provide a level playing field- and provide a form justice.

Note to teacher: Conclude with saying there are no right or wrong answers here. What is important is that we critically evaluate the issues and develop a well-rounded opinion.

Section III –Assessment

Time: 10 minutes

Materials needed: Blackboard and chalk

Facilitation notes:

- Mark 'T' if the statement is True and 'F' if the statement is false
 - There are 4 Fundamental Rights. (F)
 - According to rule of law, the same law applies to all citizens. (T)
 - Untouchability is allowed in villages. (F)
 - Christians and Sikhs cannot start and run their own schools. (F)
- What are the four aspects of Right to Equality?
- What are the Cultural & Education Rights?



Section IV – Closure

Time: 5 minutes

Summary by students

Time: 3 minutes

Ask students to discuss what they have learnt in pairs. Ask one student to share his/her summary.

Recap by the teacher

Time: 3 minutes

Please ensure that all the following points are covered in the recap:

- Our Constitution gives us 6 fundamental rights.
- Right to Equality means:
 - a) All citizens are equal before law.
 - b) People cannot be denied access to public place on the basis of gender, caste, religion or race.
 - c) There can be no discrimination when it comes to employment on basis of gender, caste, religion or race.
 - d) Untouchability, in form, is abolished.
- The government gives special provisions to certain people to uplift them, on the basis of caste, physical ability, etc.
- The government also gives rights to minority communities to protect their culture.

Section V: Homework

- Talk to 5 people in your community. Ask them about whether they feel equal to everybody. If no, which type of inequality do they experience the most?
- When Madhurima went to the property registration office, the Registrar told her, “You can’t write your name as Madhurima Banerjee d/o A.K. Banerjee. You are married, so you must give your husband’s name. Your husband’s surname is Rao. So your name should be changed to Madhurima Rao.” She did not agree. She said, “If my husband’s name did not change after marriage, why should mine?” In your opinion, who is right in this dispute? And why? Think about this and discuss with your family and friends on what they think about this.

Section VI – Additional Resources

Resources for Teachers:

1. Article: Dalits, Still Untouchable

Link: [India Today](#)

2. Article: Opinion, Challenging India's increasing inequality

Link: [ArabianBusiness](#)

Resources for Students:

1. Article: India ranks 95 among 129 countries in global gender equality index

Link: [MoneyControl](#)

2. Video: Why Reservations? | Yogendra Yadav | TEDxAIIMS

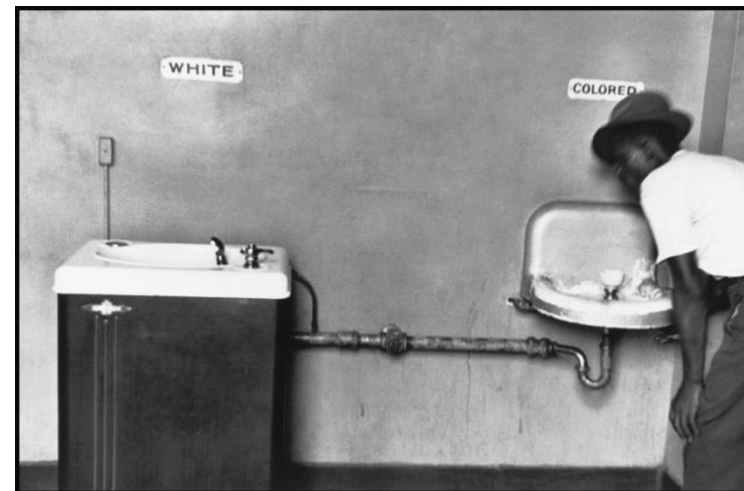
Link: [Youtube](#)

Section VII: Appendix:

Appendix 1. Pictures for PPT/ Handout



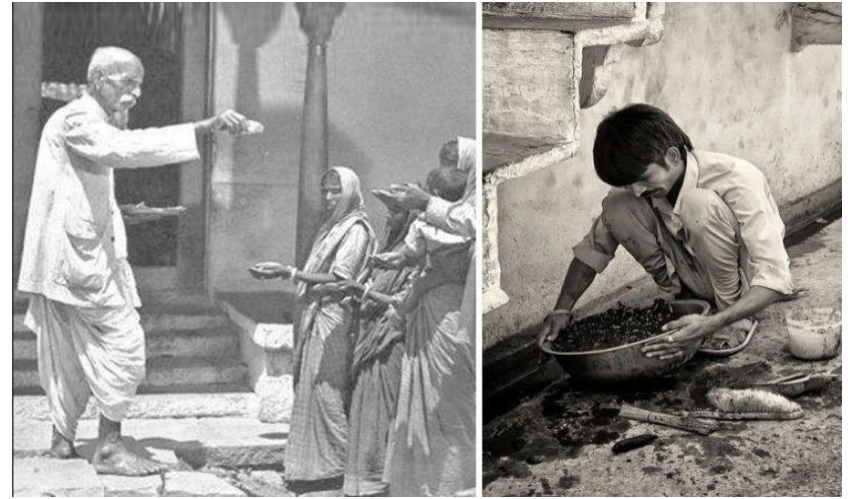
Source: [India TV](#)



Source: [Reclaiming Kin](#)



Source: [Inequality Project](#)



Source: [The Logical Indian](#)



Source: [Pulitzer Center](#)

Appendix 2. Case Study for debate:

Case 1	Case 2
<p>Antara is a 28 year old girl with 3 children. Her husband is not able to get a job as he is not educated and is an addict. In her entire family, nobody has ever been to school. She is somehow making ends meet. She put together some money and did a data-entry course. She is now eligible for getting a job, even though she was very concerned about managing the house and children while working. She went for multiple hiring drives but was never selected because her caste comes under Scheduled Caste category. The family condition is really bad and they are now at the stage of starvation. The kids cannot think of going to school when there is no food to eat. The entire family depends on her.</p>	<p>Abhishek is a Class 12 student in Delhi Public School. He is very bright and his teachers expect him to pass with flying colours and get admission in AIIMS. He wants to be a heart surgeon and help people. He is a very good debater and dances very well too. He has a laptop, a mobile phone and internet and spends a lot of his time studying from the internet. Abhishek is an upper-caste Brahmin.</p> <p>His neighbour, Praveen, who is also his classmate, just bought an Apple watch. Praveen spends his time at his home and is not very sociable. He belongs to one of the backward castes.</p>
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