



Teacher's Guide

Democratic Rights

Part 3

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 (3/4) Part 3

Class IX
Board – CBSE
Subject – Social Science
Textbook – Democratic Politics- I for Class IX (NCERT)
Chapter 9 – 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 Freedom and explore its different aspects
- Understand the Right to Freedom of Religion

Learning outcomes

Students will be able to:

- Articulate the importance of freedom of choice in a diverse society

Key Terms

Association	Liberty	Freedom	Religion
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Materials needed

- Handout of the case study on 'Right to Freedom'
- Projector
- Pictures as shared

Section II – How are we going to learn?

1. Recap

Time: 5 minutes

Facilitation Notes

- What did we learn about in our previous class? (Likely Response- Right to Equality and Cultural & Educational Rights)
- So, what is the Right to Equality?
- What are the four aspects of Right to Equality?
- Now that we have covered two fundamental rights, let's see what some of the other rights are which have a large impact on our everyday lives.

2. Right to Freedom

Time: 40 min

Materials Required:

- Print of the case study (available in Appendix 1)
- Projector to display pictures (available in Appendix 2)

Facilitation notes:

The following discussion introduces students to the concept of Freedom:

Suppose I state that the following rules apply starting tomorrow:

1. All boys should have military haircut and girls' hair should not be more than ear length.
2. Nobody can wear spectacles, watches, earrings or any other accessory.

Ask students the following:

- How would this make you feel? (Likely response: Restricted, that we are not allowed to do what we want)
- So, would you say freedom is important? (Likely Response- yes)
 - Freedom is extremely important for life. It underlines all our other rights. India was under the British rule for a long time and Indians' freedom was curtailed. Our struggle for independence is called the 'Freedom Struggle'. When the Constitution was made, it was decided that India will guarantee the Right to Freedom to all its citizens. Let us explore a few more things about the Right to Freedom.

Select a student to read the following story for the class:

Bengaluru, a city in Karnataka is a hub for multi-national corporations and start-ups alike. Many people migrate from their home states to work and live here. One such person is Kaushik, who came to Bengaluru in search of a job in an IT company. His family lives in Assam. Kaushik has a B.Tech degree in Computer Science from IIT Delhi and has a GPA of 9.2 on a scale of 10. Kaushik applied for a job with a leading MNC for a role of a software engineer. He was surprised when a lot of the interview questions were around his place of birth, his culture, language and food. The hiring manager liked him but told him that the company normally prefers to hire people from Karnataka, because of various reasons that he could not disclose. Kaushik tried applying for other jobs but got similar responses everywhere.

He spoke to other people in his locality who were from the north-east and they said they had faced a similar situation. Some of them said they had faced a lot of difficulty in finding a place to live because homeowners were less willing to rent out their houses to migrants from the north-east. They shared posts on social media about their experience. They also decided to collectively protest outside the company office and demand for their rights. They were gathered in a parking lot outside the office and did not hurt anyone. But the police came and arrested many people who were protesting. They were told to delete their social media posts and not spread any messages further. Some people from north-east were attacked by unknown assailants and were told that they cannot live in Karnataka and, that these jobs are not for them.

Display the below pictures on the screen



Source :Hindustan Times



Source: Development news

Discussion:

- What do you think is happening in this case? (Likely answer: discrimination)
- Is it right to stop people like Kaushik and others who are suffering like him, to not talk about it and to not put up social media posts? (Likely answer: no, he can say what he wants)
- Is it correct for police to arrest people from a peaceful gathering? (Likely answer: no)
- Is it right for people to say that those from north-east cannot do certain jobs, or for that matter any set of people cannot do certain work? (Likely answer: no)
- The Constitution guarantees the Right to Freedom to all its citizens. It has several aspects:
- So, we spoke about how people should have the right to say what they want. This is the first aspect of the Right to Freedom:

Freedom of speech and expression: The Indian Constitution says that all citizens have the right to freedom of speech and expression. This means the right to express one's own convictions and opinions freely by word of mouth, writing, printing, pictures or any other mode.

- Or in other words, everyone is free to say or express what they think – either verbally, through pictures or in writing. Even if your opinion is different from a hundred other people, you should have freedom to say what you think.
- But what happens if people say bad things to each other or about each other? Since they have the right to freedom of speech and expression, they are free to say anything to anyone, isn't it? (Likely Response- No, people should be stopped from saying bad things)
- *Right, so freedom of speech and expression does not mean that one can say things that are untrue or may hurt others. Hence, you cannot use this freedom to-*
 - a) instigate violence against others*
 - b) incite people to rebel against the government*
 - c) defame others by saying false and mean things that cause damage to a person's reputation.*
- Now in the case, the police arrested people who were protesting in a peaceful manner. That is illegal. The Right to Freedom also assures:

Freedom of assembly in a peaceful manner: The Indian Constitution says that all citizens have the freedom to hold meetings, processions, rallies and demonstrations on any issue. People may want to discuss a problem or idea, rally support for a cause, and they are free to do so.

This is the second aspect of the Right to Freedom.

Under what circumstances do you think people should not be allowed to come together? (Likely Response: when people come together to hurt other people)

Show students the following video:



Video: Protests turn violent in Kashmir

This video takes a closer look at how violent protests can get.

Source: [YouTube](#)

- Thus, this right does not allow:
 - a) *Gatherings that are not peaceful, but violent.*
 - b) *When they lead to public disorder or breach of peace in society.*
 - c) *When people participating in them carry weapons, so there is a high likelihood of the protest turning violent.*
- The Right to Freedom also assures:

Freedom of associations and unions - The Indian Constitution says that all citizens have the right to join or leave groups voluntarily, the right of the group to take collective action to pursue the interests of its members, and the right of an association to accept or decline membership based on certain fair criteria. People living in an area can come together to form an association to work for the area's development. Workers can come together to form unions to promote their interests.

This is the 3rd aspect of the Right to Freedom

- Can you relate this to the previous aspect of the Right to Freedom – assembling in a peaceful manner? People can gather together peacefully and can also make it more permanent to form bodies and to pursue their common interests.
- Can you name a few associations you might have heard of? Turn to your partners and discuss. (RWAs, Labour unions, IMA are some examples)
- Some people said to Kaushik and others that they should go back to where they came from and should not work in Bengaluru. Do you think that is right? (Likely answer: no)
- Which kind of freedom do you think we are talking about here? (Likely Response - Freedom of working at any place)
- Have you ever travelled from your hometown to any other place in India? (Likely Response - Yes)
- Was there any rule that stopped you from going to that place? (Likely response- No)

- This brings us to the 4th aspect of the Right to Freedom.

Freedom of residence and movement: The Indian Constitution says that all citizens have the right to freedom to travel, work and settle in any part of the country.

- Suppose a person from Gujarat wants to start a business in Chennai. He may not know anyone in that city, may not have ever been there before, but as a citizen of India, he has full right to set up a business there and live there. Nobody can legally stop him. This right also allows lakhs of people to migrate from villages to towns and from poorer regions of the country to prosperous regions and big cities
- Some people also said to Kaushik and others that they cannot take up jobs in IT. Do you think that is right? (Likely answer: no)
- Can people choose their professions? (Likely Response- Yes)
- This may seem obvious now, but this was not always the case. Some people were only expected to do certain kinds of jobs and could not take up other jobs due to caste issues.
- This brings us to the 5th aspect of freedom-

Freedom to practice any profession, carry out any occupation or trade- No one can force any person to do or not to do a certain job. Women cannot be told that some kinds of occupations are not for them. People from deprived castes cannot be kept to their traditional occupations.

- This is also closely related to the freedom to move and work anywhere in the country, you can also pick any profession you want.
- You saw in the case that the police arrested the protesters. When should police arrest someone? (Likely Response- when they do something bad)
- Does the police have to follow any rules while arresting someone? (Likely Response- Yes)
- *This brings us to the 6th aspect of freedom-*

The Constitution says that no person can be deprived of his/her **life or personal liberty**, except according to procedure established by law.

- This is the most basic right that every human being should have.
- This means:
 - No person can be killed by the government or its agencies unless the court has ordered a death sentence
 - The police cannot arrest or detain anyone unless there is a legal justification for it. Even then, they have to follow certain rules:
 - They have to be informed of the reason they are being arrested
 - The person has to be brought in front of a magistrate within 24 hours
 - The person has right to consult a lawyer to defend him/her.
- Do you remember the cases of Guantanamo Bay and Kosovo that we had discussed? The sufferers in both these cases had faced a threat to the most basic of all liberty – the protection of individual life and personal liberty.

3. Right to Freedom of Religion

Time: 10 min

Materials Required: Projector

Facilitation notes:

Show students the following picture:



Source: Tsemrinpoche

- What do you see in this picture? (Likely Response- different religions living together in harmony)
- The Constitution also guarantees that the Government of India is a secular government. A secular government is the one that does not make any one religion as the official religion. It does not give preference to any one religion. It is neutral and impartial in dealing with all religions. It is based on the idea that the state is concerned only with relations among human beings, and not with the relation between human beings and God.
- *This brings us to another Fundamental Right that the Indian Constitution guarantees to its citizens –*

Right to Freedom of Religion- It says that every person has the right to profess, propagate or practice their own religion. The government cannot favour or punish any religion (for example by demanding take extra taxes from people of a particular religion). There can be no religious instruction in a government

- What are some restrictions that should be put on freedom of religion? Think and discuss in pairs.

Note to teacher: You can give the following explanation:

- A person cannot force somebody else to convert their religion.
- Freedom to practice religion does not mean that a person can do whatever he wants in the name of religion. For example, one cannot sacrifice animals or human beings as offerings to supernatural forces or gods.

- c) Religious practices which treat women as inferior or those that infringe women’s freedom are not allowed. For example, one cannot force a widowed woman to shave head or wear white clothes.

4. Identify which freedom is getting violated

Time: 10 min

Materials Required: Projector

Note to Teacher: Give the situation to the students and ask them to give their answers with justifications. Once they have shared, then you could give the explanation.

Facilitation notes:

Let us discuss some situations. You have to tell me if they ARE or ARE NOT a violation to the Right to Freedom? If yes, which aspect of the Right to Freedom do they violate?

Situation	Explanation
The government of India banned Salman Rushdie’s book Satanic Verses on the ground that it was disrespectful to Prophet Mohammed and was likely to hurt the feelings of Muslim community.	Although this may seem like a violation to the Right of Freedom of speech and expression, it was hurtful to the sentiments of the Muslim community and hence there was a case to limit it.
Every film has to be approved by the Censor Board of the government before it can be shown to the public. But there is no such restriction if the same story is published in a book or a magazine.	It is not a violation because movies are a much more popular form of entertainment and has a wide impact on the masses, much more than books and magazines. So, the government feels the need to regulate the content, to ensure appropriate audience is exposed to it
The government is considering a proposal that there will be industrial zones or sectors of economy where workers will not be allowed to form unions or go on strike.	This is a violation of the right to form associations. Workers have a fundamental right to form associations to protect and promote their interests.
City administration has imposed a ban on public gatherings because of approaching secondary school examinations, to avoid discomfort to the students.	This is a violation to the right to gather peacefully.

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
 1. Inciting people against the government falls under the freedom of speech and expression. (F)
 2. People coming to a cinema hall to watch a movie is not covered under the freedom of assembly in a peaceful manner. (F)
- An Indian citizen needs permission to visit some border areas of the country for reasons of security. Is the restrictions on the right to freedom, in this case, justified? Give reasons for your answer.
(Explanation: This is a matter of national security. Under exceptional circumstances such as this, the Constitution does restrict movement in those places)
- Name the aspects of the Right to Freedom
- Explain the Right to Freedom of Religion

Section IV – Closure

Time: 5 minutes

Summary by students

Time: 3 minutes

Ask students to discuss what they learnt in pairs. Ask one student to share with the class.

Recap by the teacher

Time: 2 minutes

Please ensure that all the following points are covered in the recap by the teacher and student.

- Freedom is very important for individuals to thrive in a democracy.
- Our Constitution has thus made Right to Freedom a Fundamental Right. The aspects of right to Freedom include-
 - a) *Right to freedom of speech and expression*
 - b) *Freedom to assemble in a peaceful manner*
 - c) *Freedom to form associations*
 - d) *Freedom to move freely in any part of the country,*
 - e) *Freedom to reside in any part of the country*

f) *Freedom to practice any profession, carry out any occupation or trade*

- Our Constitution has given Right to Freedom of Religion as a Fundamental Right. It gives every citizen the right to profess, propagate or practice their own religion or any other religion.

Section V: Homework

From newspapers, parents, news, friends and other people find out about incidents where a person's right to freedom was restricted . Come up with three such examples and why these cases happened.

Section VI – Additional Resources

Resources for Teachers:

1. Article: Five most important judgments on freedom of speech and expression

Link: [I Plead](#)

2. Video- Ted Talk Freedom of Speech

Link: [Youtube](#)

Resources for Students:

1. Video- Need for freedom

Link: [Youtube](#)

2. Article- India's rank on World Press Index

Link: [Economic Times](#)

Section VII: Appendix

Appendix 1: Case study on 'Right to Freedom' for handout

(Next page is ready to print)

Bengaluru, a city in Karnataka is a hub for multi-national corporations and start-ups alike. Many people migrate from their home states to work and live here. One such person is Kaushik, who came to Bengaluru in search of a job in an IT company. His family lives in Assam. Kaushik has a B.Tech degree in Computer Science from IIT Delhi and has a GPA of 9.2 on a scale of 10. Kaushik applied for a job with a leading MNC for a role of a software engineer. He was surprised when a lot of the interview questions were around his place of birth, his culture, language and food. The hiring manager liked him but told him that the company normally prefers to hire people from Karnataka, because of various reasons that he could not disclose. Kaushik tried applying for other jobs but got similar responses everywhere.

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Appendix 2. Pictures for PPT/ Handout



Source :Hindustan Times



Source: Development news



Source: [Tsemrinpoche](#)

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