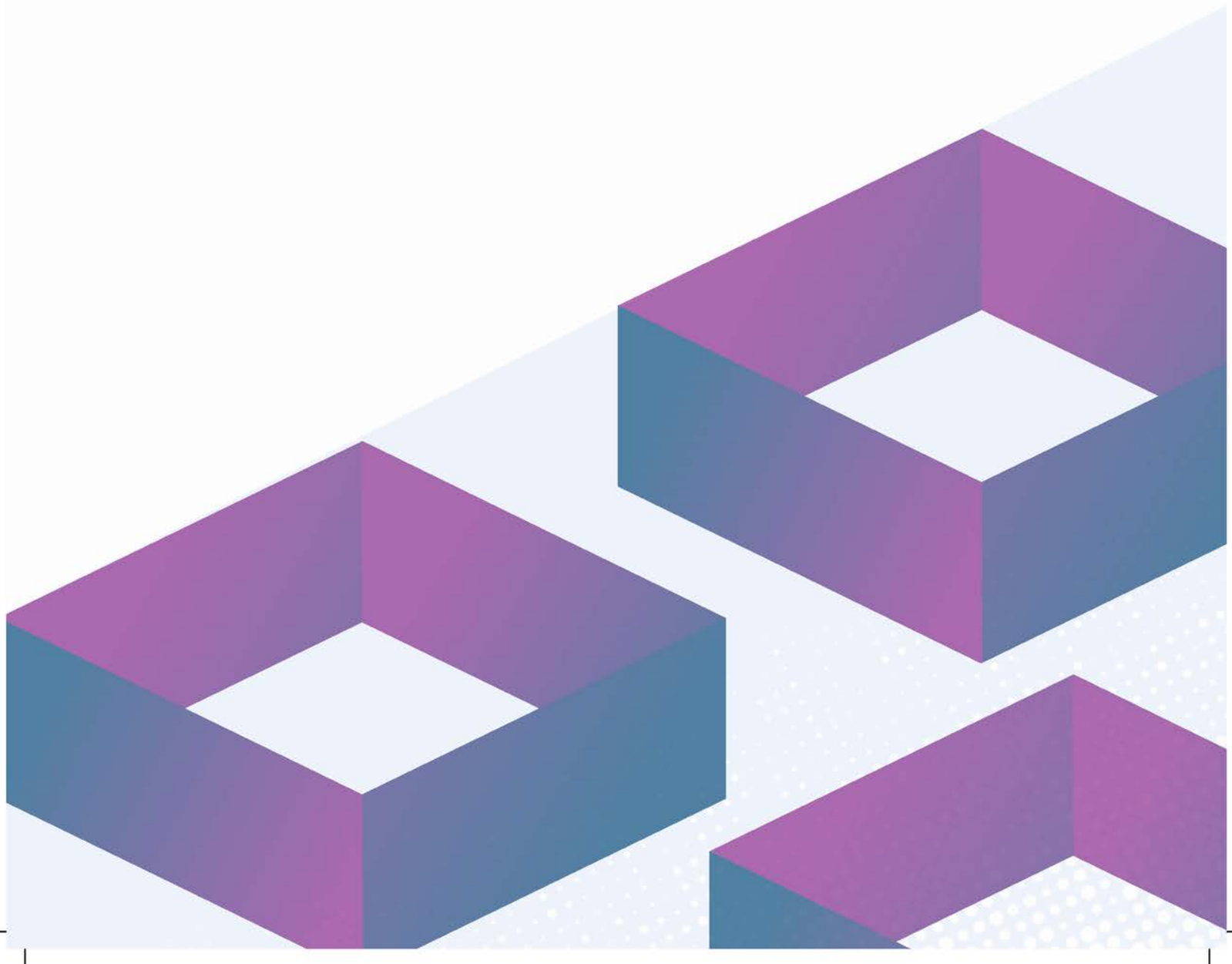
Dr. Vishwanath Karad
MIT WORLD PEACE UNIVERSITY | PUNE
TECHNOLOGY, RESEARCH, SOCIAL INNOVATION & PARTNERSHIPS

DARE TO OVERCOME 3.0

Curriculum on Human Rights and Business Skills developed by MIT WORLD PEACE UNIVERSITY - School of Education, India



This manual was created under the supervision of Asst. Prof. Rahul Landge, Dr. Shalini Tonpe and Asst. Prof. Priya Kale based on the Universal Declaration of Human Rights (UDHR) and adapted to the Indian social and cultural context. The lessons aim to teach students about their rights as well as their duties in exercising those rights. The lesson components are divided into 6 parts to simplify the teaching process.

- Stage– 1 □ Welcome (Warm-up Song)
- Stage—2 □ Review (Reviving previous knowledge)
- Stage – 3 □ Introduction (Human Right article – Indian Constitution)
- Stage– 4 □ Development (Story, activity)
- Stage– 5 □ Conclusion (Questions and summary)
- Stage – 6 □ Challenge (Put the article to work)

The following Lessons on Human Rights and Business skills were conducted by the student teachers of MIT WPU School of Education-

Human Rights	Names of Teacher
Right to Equality	Prajwal and Mohammad
Equal and Inalienable Human Rights	Sifi and Amit
Freedom from Discrimination	Mrunal and Sinto
Freedom from Bullying	Mohammad, Sifi and Mrunal
Right to Marriage and a Family	Yogesh
Right to Religion	Amit, Prajwal and Sinto
Freedom of Expression	Amit and Sifi
Right to Legal Recognition	Sonal, Suprava, Amit, Prajwal and Sifi
Protection from Child Labor	Sonal and Suprava
Right to Education	Sonal and Suprava

GLOBAL INITIATIVE ON PEACE AND HARMONY

"The curriculum on International Human Rights and Business Skills" in context to the Indian Education System"

This student-centric curriculum is the product of meticulous academic planning and the collaborative efforts taken by the School of Education, MIT-WPU India. Further, the curriculum was designed for the secondary school students with the aim of helping them to gain an awareness about human rights and inculcate the values that are required to become responsible global citizens.

This instructional design based on the principles of UDHR; Universality, Inalienability, Interdependence and Indivisibility works towards nurturing the students to become fair and respectful individuals who would uphold the dignity of every other individual, be tolerant of the differences in terms of gender, religion, caste, culture as well as the social and economic backgrounds and together mould a peaceful world. Further, the articles of the Indian Constitution are also integrated which protects the rights of the native citizens.

Each of the ten lessons in the ‘Colega: The Teaching Manual for Human Rights’ caters to a particular human right with the corresponding business skills. The Ten Human Rights and the corresponding Business skills are as follows

Lesson	Human Rights	Business Skills
Lesson 1: Born Free	Right to Equality	Networking, Teamwork, Problem Solving
Lesson 2: I Have Rights	Equal and Inalienable Human Rights	Collaboration, Curiosity, Communication.
Lesson 3: Is This Discrimination?	Freedom from Discrimination	Teamwork & Problem solving
Lesson 4: No Bullying Allowed	Freedom from Bullying	Conflict Resolution and problem solving.
Lesson 5: Family, a Beautiful Thing	Right to Marriage and a Family	Verbal Communication, Teamwork
Lesson 6; I Can Choose	Freedom of Religion	Curiosity & Conflicts Resolution
Lesson 7: Words Make a Difference	Freedom of Expression	Verbal Communication,Analysis
Lesson 8: My Right to Be Me	Right to Legal Recognition	Networking, Active Listening
Lesson 9: Child Labor Is Just Not Fair	Protection from Child Labor	Analysis and Resilience
Lesson 10: I Get to Go to School!	Right to Education	Resilience and Active Listening

Each of the above lessons were structured around six stages namely:

Welcome warm-up song:	Review : Challenge from previous lesson	Introduction:Human rights article
Development: Story,activities,questions discussions	Conclusion:Questions and Summary	Challenge: Put the article to work.

STAGE 1: WELCOME SONG

The class starts with a welcome song setting an engaging and positive atmosphere for the students to participate actively in the learning process. It sets a cheerful tone for the rest of the class and captures the objective of the class in a winsome manner. This stage also gives the students an idea of the right going to be taught in the class.

STAGE 2: REVIEW

The students are presented with challenges from the previous lessons to recall what they had learnt . And for this purpose they are given activities in the form of worksheets, question answer sessions or group activities. This stage is important considering the fact that it helps the teachers understand from what context the students need to be taught after assessing their prior knowledge about the right .

STAGE 3: INTRODUCTION

This stage directly contributes towards providing the students an awareness of the different rights that are inherent to all human beings without any bias and the articles in the Indian constitution that protect these rights. Thus the introduction stage contains the core of the curriculum.

STAGE 4: DEVELOPMENT

This stage is characterized by the development of stories which caters to each of the rights mentioned in the curriculum. After introducing the human rights to the students its important that they connect emotionally with the experiences of the individuals who have faced either injustice or fulfillment of the rights.

STAGE 5: CONCLUSION

This stage is characterized by the summarization of the content taught in class about human rights . The students are provided with worksheets or some activities that assess the students overall understanding of a particular human right.

STAGE 6:CHALLENGE

Being the last stage as it is, the students are required to put into application what they have learnt. They engage with thought provoking questions and tasks that require proper reasoning thereby consolidating the knowledge they have gained.

For the conduction of the above lessons on human rights , new songs were composed along with the development of the stories by the school of education. Also, innovative pedagogies were included for the transaction of the curriculum such as cooperative and collaborative learning, gamification elements , AI components and activity based approaches for the effective implementation of the lessons.

BUSINESS SKILLS

The world is growing at a rapid pace and development is at its peak. In this context it is very important that students become competent enough and be equipped with the necessary knowledge, skills and values that can aid them in becoming good and responsible citizens of a nation. Further ,by incorporating business skills into the curriculum, educators can empower students with the tools they need to thrive in their future careers and personal lives. Business skills are essential life skills that can benefit individuals in all aspects of their lives. The business skills included in the curriculum are as follows:

1)Active Listening:

Active Listening is a business skill or a life skill which requires the individuals to fully engage in the listening process . It requires an entire focus of the listeners on the verbal as well as the non-verbal language of the speakers. Students should perceive and practice this life skill as it would help them become more empathetic towards situations by understanding the perspectives of different individuals , improve their communication skills , learn to collaborate with each other and help them in their future endeavours.

2)Collaboration:

Collaboration is an essential business skill that involves people working together to achieve a particular goal.If students are familiarized with the concept of collaboration they would eventually learn mutual respect , open communication , acceptance and joint problem-solving.

3)Networking:

Networking as a business skill can be metaphorized to an ecosystem as diversity and interdependence is the core of networking.It involves an exchange of information and acceptance of support from individuals.Thus it is expected that

the students learn the skill of networking to build and maintain relationships with individuals for mutual benefits, gain insights from the life experiences and perspectives of other individuals.In a continuously evolving world, the students should stay informed about the latest trends and information which is possible through networking

4)Conflict Resolution:

Conflict Resolution is a significant business skill that involves a proper understanding of the issue after which it is addressed and resolved in a peaceful manner. It should be understood that all people are unique , with different perspectives and opinions and thus a difference in opinions can sometimes lead to conflicts among individuals. Thus students shall be familiarized with the skill of conflict resolution so that they learn to appreciate diversity , be more tolerant and embrace mutual respect.

5)Teamwork:

Teamwork is basically an act where individuals work together to achieve a common goal. When students exercise teamwork it's not only limited to group projects or activities in the classrooms instead this business skill prepares them for real - life situations where listening to others , respecting others opinions and working together towards solving a problem becomes vital. This business skill would help them in their education , in their family life as well as in their professional life.

6)Curiosity:

Curiosity is a business skill that serves as a powerful source behind every innovation, progress and problem solving. Curiosity is a necessary life skill for the students to become more adaptive in different situations , find novel opportunities and tackle problems using creative thinking.

7)Verbal Communication

This business skill involves the exchange of ideas , expression of thoughts and basic interaction using the means of spoken language . It is how leaders are born, friendships are built, and ideas come to life. Even the brightest ideas are considered when it is voiced . Hence students must learn this life skill to lead themselves and the world to the highest form of development. Along with progress, controlled communication can also pave way for peace.

8)Problem Solving

It involves the identification and addressing of issues with the intention of finding the best possible solutions for each of them. Its necessary that this skill is incorporated into the curriculum considering the fact that although at the initial stages it might come in the smaller picture of academic challenges , time management issues or peer conflicts that students face, in the long run they would learn to handle real life problems meticulously.

9)Analysis

In general analysi**s** is the process of examining something in detail to understand its structure, components, and underlying patterns . Through analysis , students get equipped with three important skills namely informed decision making, problem solving and critical thinking skills aiding them in navigating the complexities of the modern world.

10)Resilience

Practising the business skill of resiliency would be the most important skill that children need to learn during their student life. Student life is a web of academic challenges , societal and familial pressures as well as expectations . In the midst of all this it's the ability to bounce back from difficult situations that keeps the individuals going .

Lesson 1: Constitutional Design- Right to Equality



Right to Equality

All humans are born free and equal in rights and dignity. This foundational principle enshrined in the UDHR forms the basis of all human rights. In the Indian Constitution, the right to Equality serves as a fundamental right. What follows in the chapter directly caters to the Right to equality with an aim to impart the knowledge that every individual is entitled to equality without discrimination of any form. Article 1 of the Universal Declaration of Human Rights



Learning Outcomes

To make them aware of their Right to equality.

- To identify and analyse challenges and the barriers of their rights.
- To explore the provisions provided by the Indian Constitution and UDHR in ensuring equal rights for its citizens.

(Article 14, Article 15, Article 16, Article 17, Article 18,).

Stage 1 - Warm up song (5 Minutes)

शिक्षा का हक़

शिक्षा सबका हक़ है प्यारा,

फिर क्यों अमीरों का ही सहारा?

गरीब का बच्चा मेहनत करता,

हर कठिनाई से वो लड़ता।

अमीरों को नहीं जरूरत उसकी,

बस यूं ही चलता खेल उनका।

पर ज्ञान का हक़ है समान,

सब तक पहुँचे, यही अरमान।

सरकार कहती आओ बच्चों हम खाना देंगे

कुछ नहीं तो थोड़ा ज्ञान देंगे

गरीब बच्चा जाए स्कूल,

खा पीके पेट करे फूल,

रेगुलर स्कूल न जा पाने के कारण पढ़ाई जाए भूल।

किंतु ज्ञान का हक है समान

सब तक पहुंचे, यही अरमान

- ***Mohammed Kaif***

English Translation-

Right to Education

Education is everyone's right,

Not just for those with riches and might.

The poor child strives, works day and night,

Battling struggles with all his might.

The rich don't care, they turn away,

For them, it's just another play.

But knowledge should be equal and wide,

Reach every heart, with truth as guide.

The government says, “Come, dear child,

We'll give you meals to make you smile.

If not too much, at least you’ll gain

A bit of learning for your brain.”

The poor child eats, his belly fed,

But studies fade from heart and head.

Yet knowledge must reach, not just remain—

For all to learn, is our true aim.

- ***Mohammed Kaif***

The teacher provides a short hint to the students about the right to equality which leads to curiosity among students.

Stage 2 – Review (10 Minutes)

Activity 1:

Teacher begins the class with a revival of the previous chapter ,“What is Democracy? Why Democracy?” Teacher would then conduct an activity, based on which the teacher asks a few questions.

For this activity , the teacher divides the class into two groups and the child who raises their hands first would be allowed to answer the question followed by a positive reinforcement from the teacher.

Q1.What does the first Right of UDHR say about EQUALITY?

Q2. What do you mean by the term democracy? Explain this with appropriate examples.

Q3. How does the democratic government work towards providing equal rights to its citizens?

Q4. Give an example from daily life where the right to equality is upheld.

The following questions were asked to the students to set the background for the Human Right called Right to Equality. We learned that democracy is a form of government in which rulers are elected by the

people and for the people.

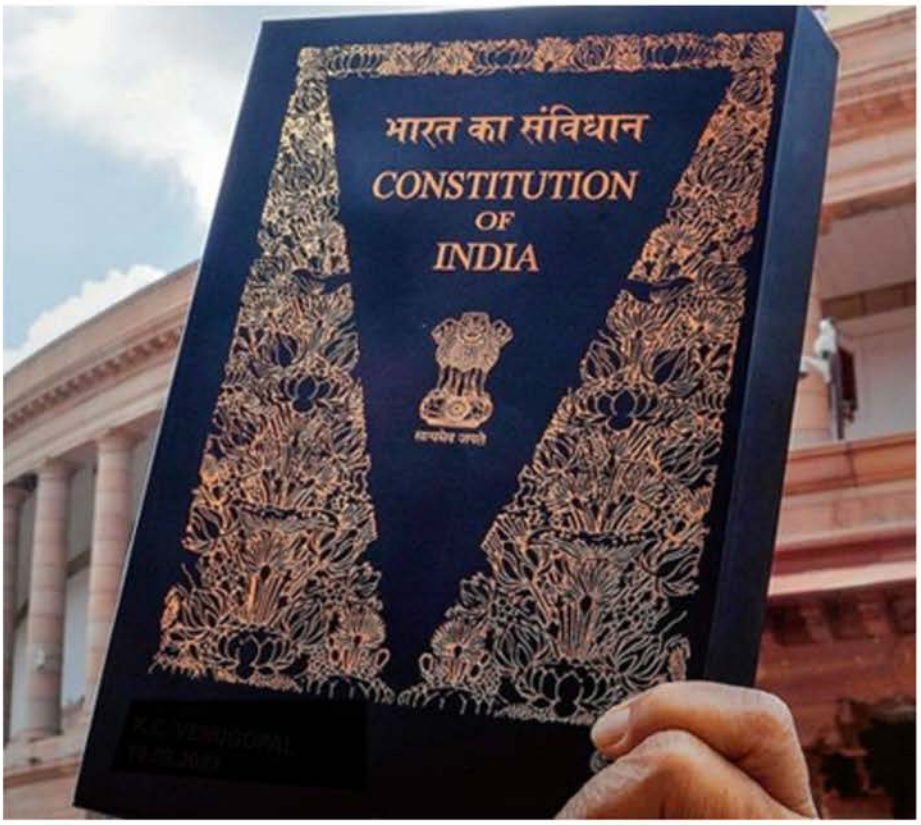
Stage 3 - Introduction (25 Minutes)

Teacher asks the students to read the articles and provisions provided by the Right to Equality

To explain these rights, the teacher uses references from cricket and football to highlight the value of fairness and equality, such as the introduction of VAR (Video Assistant Referee) in football. The teacher connects these rights to the school admission policy, making students aware of government policies and their benefits. For example, the Right to Education Act of 2009 provides free education for children aged 6 to 14 and mandates private schools to reserve 25% of their seats for students from economically weaker backgrounds. The mid-day meal scheme, initiated in 1995, is another important policy.

In India, the right to equality is enshrined in the Constitution:

- Article 14: Equality before the law
- Article 15: Prohibition of discrimination
- Article 16: Equality of opportunity in public employment
- Article 17: Abolition of untouchability
- Article 18: Abolition of titles, which prohibits the state from conferring any titles except for military and academic distinctions



The Indian Constitution adopted in 1950, it guides how India is governed as a democratic republic.

Activity 2:

Based on the previous topic a worksheet was handed to the students –

Q1. What is democracy?
Q2. Origin of the term Democracy?
Q3. Why is democracy essential?
Q4. What are the four pillars of democracy?
Q5. What are the differences between a democratic state and an autocratic state?
Q6. Tick the country as Democratic, Autocratic or Not Sure

Country	Democratic	Autocratic	Not Sure
India			
China			
USA			
Bangladesh			
South Korea			
Russia			
Myanmar			
Singapore			
Finland			
Bhutan			

Activity 3:

Poster Making

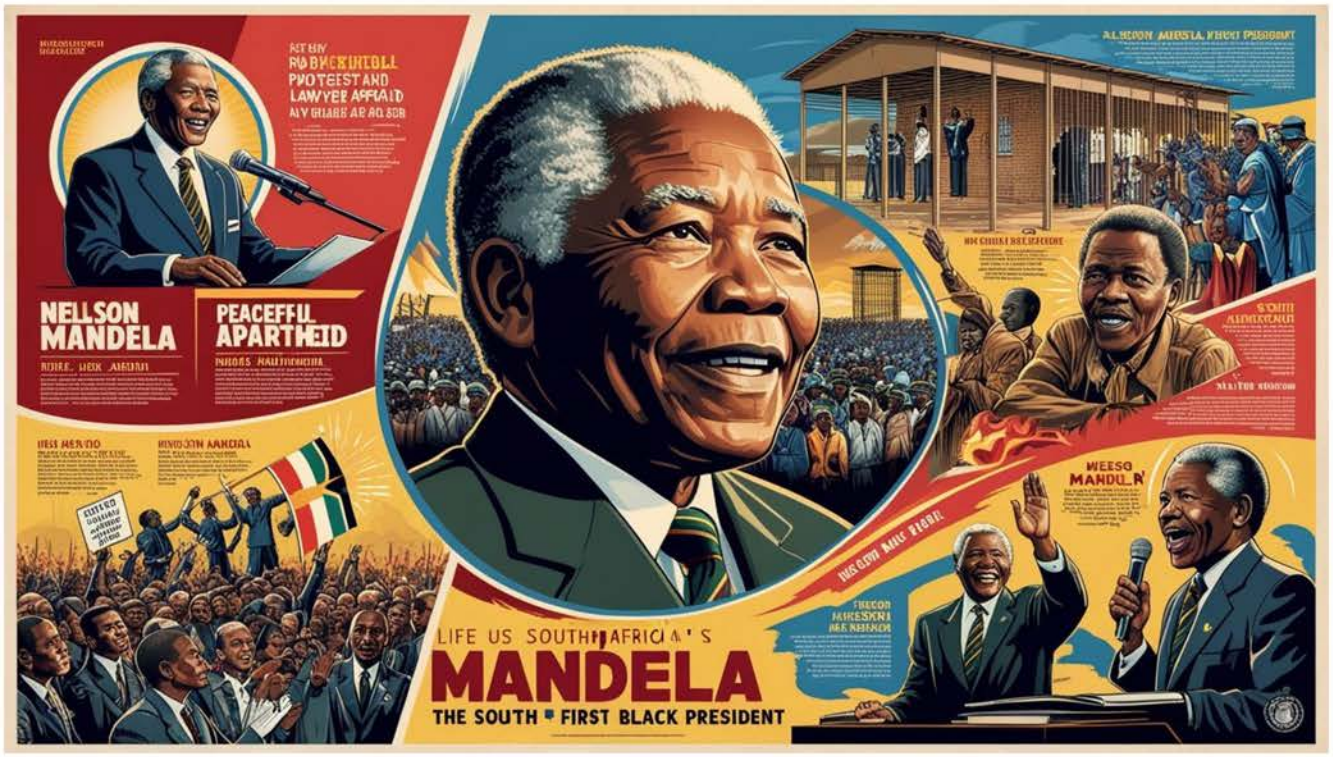
- To illustrate these principles, the teacher conducts an activity by dividing students into groups.
- The theme of right to equality was given to the students based on which each group was instructed to make posters. They were allowed to use the only provided stationary followed by group presentations.
- While all the groups are given ample resources to complete their posters one group is exempted from being provided with them . *The students were also allowed to borrow resources from other groups as and when needed.
- Finally the best presentation was rewarded.



Stage 4 – Development Stage (5 Minutes)

Dreams

Long ago, in the country of South Africa, people lived under a cruel system called apartheid. Under apartheid, people with white skin had all the power and rights, while people with dark skin were treated unfairly. They could not go to the same schools, hospitals, buses, or even sit on the same benches as white people.



Nelson Mandela was a leader who fought against apartheid in South Africa. He became the country's first Black president and a global symbol of peace and justice

But one man stood up and said, "This is wrong. All people are equal, no matter what their skin color is".

His name was Nelson Mandela.

Mandela was a young lawyer who dreamed of a country where everyone was treated equally. He gave speeches, led peaceful protests, and tried to bring people together. But the government didn't want change. They arrested him and put him in prison for 27 years—longer than some people live their whole childhood!

Even from his prison cell, Mandela never gave up hope. He believed that one day, black and white people would live as equals in the same land. People across

the world supported his dream. Finally, after many years, the unfair laws were ended, and Mandela was freed.

Not only was he released, but he became the first black President of South Africa. He forgave those who had hurt him and said,

“No one is born hating another person. People must learn to love, for love comes more naturally to the human heart.”



Stage 6 – Challenges

The teacher would instruct students to conduct interviews with people from the neighborhood society about the inequalities they have faced and the reasons, after which they shall draft a report.

OR

The teacher would tell the students (dividing students into groups concerning each continent) to read and find newspaper articles or clippings from the last month regarding inequalities.

Appendix – Business Skill- Networking, Teamwork, Problem Solving

- **Stage 2**

Activity 1

In this activity , the students are given a worksheet to work on with a total of 5 descriptive questions and the 6th question being a match-making question designed to revive their previous knowledge.

When students try to solve the worksheet , it aligns with the basic skill of problem solving as they are required to critically think about the questions given to them and reflect on the idea of a democratic , autocratic and countries driven by dictatorship after which the students would get a better understanding of the status of the rights in their native countries.

- **Stage 3**

Activity 2

In the stated activity , the students were asked to make posters where a single group out of all the groups would face an unequal treatment by being exempted from using some resources needed to complete their posters.

Here we see that the students who face unequal treatment are given a chance to borrow the required material from other groups , wherein they have to collaborate with them and interact with the motive of achieving their goals . Hence the students learn the skill of networking from this activity.

Also, since the students work together in groups with each member contributing towards completing the poster , the business skill of teamwork perfectly aligns with the activity.

- **Stage 6 Challenges**

The teacher would instruct students to conduct interviews with people from the neighborhood society about the inequalities they have faced and the reasons. They have to write a report on it.

Through this activity of conducting an interview , the students shall cultivate the skill of active listening.

Lesson 2: Gender, Religion and Caste-Equal and Inalienable Rights



Equal and Inalienable Rights

Equal and Inalienable Rights are the fundamental human rights that belong to every person by birth — they cannot be taken away, denied, or transferred. These rights ensure that all individuals are treated with dignity, enjoy freedom, and are protected equally under the law, regardless of caste, gender, religion, or background.



Learning Outcomes

1. To make the students understand about Human Right - equal and inalienable rights
2. To help the students recognize and understand the challenges and obstacles involved in implementing human rights.
3. To exercise the rights in accordance with the articles provided by UDHR, on equal and inalienable rights.
4. To make them aware of the opportunities provided by the Indian Constitution Article 14, Article 19, Article 23, Article 24, Article – 25, and Article 29.

Stage 1 - Warm up song (5 Minutes)

EQUALITY, FREEDOM AND DIGNITY

'It's ours' says the elites, 'It's ours' says the powerful, but can we all shout equality?

‘It’s ours’ roars the nobles, ‘It’s ours’ roars the abled, but can we all shout equality?

Draw the cross they say, call out ‘om’ they say, but let’s learn what is to be secular.

Shout out this, they say, shout out that, they say, but to express ourselves freely is what we need.

Hurry up, do work, they say! Marry soon, and cook good food!

Thus, they bind us with their fallacy.

You’re slow so don’t go to school, you’re ugly so go to work!

But, can’t they live a life of freedom?

Surely, I sensed the day, when the world shouts out the same!

That equality, freedom, and dignity is what we need!

- ***Sifi Mary Siju***

Stage 2: Review (10 Minutes)

Activity 1:



The teacher conducts a mind mapping activity by writing the central idea, "Social Diversity," on the board. Students can then contribute by answering the following questions:

Discussion:

1. What do you understand by the term ‘social diversity’?
2. Can you recall an instance where you encountered such diversity in your society?
3. What are some examples of social diversity you observe in India?
4. Are there any laws in the Indian Constitution that protect this diversity?

The discussion leads to the understanding of the need of human rights acting as a source of protection for the human rights. Along with helping the students appreciate the value of inclusion and respect for diverse social groups.

Stage 3: Introduction (25 Minutes)

Introducing Equal and Inalienable Rights

Activity 2:



Provide the students with flashcards and ask them to write about one thing (an object or an abstract concept) that they would not appreciate being taken away from them, and explain why. After they write down their responses, invite a few students to share their answers with the class.

After the activity, the teacher explain that just like in real life, we have certain things that are important to us and we wouldn't like them tampered with, we also have something called human rights that can never be taken

from us. These rights help us live with dignity and freedom, regardless of our background. These fundamental human rights are called 'Equal and Inalienable Human Rights.'

In India, there are six fundamental rights under this category, each protected by specific articles in the Constitution:

- Right to Equality (Article 14)
- Right to Freedom (Articles 19-22)
- Right against Exploitation (Articles 23 and 24)
- Right to Freedom of Religion (Articles 25-28)
- Cultural and Educational Rights (Articles 29 and 30)
- Right to Constitutional Remedies (Article 32)

Activity 3:



The Student Manifesto

Step 1 : Context Setting (3 min)

The teacher sets the context of this particular human right-

Every person in the world has got rights just because they are human. This is why we say the human rights are universal . These rights are equal and cannot be taken away. We shall now understand this concept through a group activity:

Step 2 : Group Formation (2 min)



1)Divide the class into groups of 4–5 children.

2)Give each group a worksheet with:

a)Group Name:

b)Prioritized rights(From the Table of Rights given below):

c)Reason behind the selection of particular rights:

d)Examples (Instances where the rights were respected or denied):

e)Create a slogan:

TABLE OF RIGHTS

1)Right to Equality

2)Right to Education

3)Right to Freedom from Bullying(Right to Life, Liberty and Security)

4)Right to Freedom of Religion

5)Right to Freedom from Discrimination

6)Right to Protection from Child Labour(Right to Work and Fair Pay)

7)Right to Legal Recognition

8)Right to freedom of Expression

9)Equal and Inalienable Rights

Step 3 : Presentation (15min)

Each group shall come forward and share their chosen rights, reasons, examples, and slogan with the class

Stage 4: Development Stage (5 Minutes)

"The Ink of Equality: Dr. B. R. Ambedkar's Fight for Rights"

In a small army town called Mhow, a child named Bhim was born in 1891. Bhim was bright, curious, and full of questions. But the world around him had rules that tried to stop him from learning. Because he belonged to a Dalit community, he was told he could not sit inside the classroom, touch the water pot, or even read the same books as others.

Still, Bhim wanted to learn. He would sit outside the school on a gunny sack and listen carefully. His hunger for education was stronger than the discrimination he faced. With courage and hard work, he studied in India and went on to study in America and England, becoming one of the most educated Indians of his time.



Dr. B. R. Ambedkar was the chief architect of the Indian Constitution. He fought against social discrimination and worked for equality, justice, and the rights of Dalits.

But Bhim knew that his success was not enough—many children like him were still being denied educational rights and their right to be treated with dignity. So he began to fight—not with weapons, but with books, speeches, and powerful ideas. He believed that every person, no matter what caste or background, had equal and inalienable rights—including the right to learn, the right to speak their language, and the right to express their culture without fear or shame.

He argued that true freedom meant the right to education, the right to preserve one's culture, and the right to be treated equally under the law. As the chief architect of the Indian Constitution, he made sure these rights were protected for every citizen.



Thanks to Dr. Ambedkar, today every child in India has the right to go to school, to read and write in their mother tongue, and to proudly practice their culture. His life reminds us that knowledge is power, and justice is possible when we believe in equality for all.

Stage 5: Conclusion (10 Minutes)

The teacher summarizes human rights and the related articles, then asks questions.

1.As a student, how can you help promote cultural and educational rights in your classroom context?
2.As a student, how can you help promote cultural and educational rights in your classroom context?
3.Do you think that, aside from the six fundamental rights under the category of equal and inalienable rights, we should have more rights? Yes/No. (If yes, mention what rights should be included and why/why not?)
4. Which of the following is an example of an equal and inalienable right? a) The right to vote b) The right to life c) The right to drive a car d) The right to a specific job

Stage 6: Challenges

Students are to study the history of their native nation to find out what human rights were violated and how they were violated. The student shall then write a report of these incidents according to their understanding.

APPENDIX BUSINESS SKILLS – Collaboration, Curiosity, Communication, Analysis

- **Stage 3 Introduction**

Activity 1

Provide the students with flashcards and ask them to write about one thing (an object or an abstract concept) that they would not appreciate being taken away from them, and explain why. After they write down their responses, invite a few students to share their answers with the class.

The first activity of mind mapping requires the students collaborate and discuss among themselves on the topic of social diversity eventually allowing them to share their ideas with each other and accept different viewpoints.

Activity 3

The students work in groups to decide which of their rights are most important according to them from a given table of rights. All while giving the reason behind selecting those particular rights and examples.

The activity is structured in such a way that students are required to share their ideas and suggestions in order to come to a conclusion on which rights to prioritize. , the examples of situations where the right was respected or denied and the creation of slogans which is also a result of the mutual cooperation among the students .This in turn promotes active listening, respect for differing opinions, and joint decision-making—all being vital collaborative skills.

- **Stage 6 Challenges**

Students are to study the history of their native nation to find out what human rights were violated and how they were violated. The student shall then write a report of these incidents according to their understanding.

Through a detailed analysis of the history of their respective nations , students will be able to understand the significance of human rights , the causes of violation of human rights and come up with some solutions on what can be done to ensure the protection of these rights.

Lesson 3: Democratic Rights- Freedom from Discrimination



Freedom from Discrimination

Every individual is born with unique traits , grows up with different perspectives and are endowed with different qualities. All the human rights stated in the UDHR is available to all the individuals regardless of their faiths , religion , caste , gender , socio-economical background.

Article 2 of the Universal Declaration of Human Rights.

Learning Outcomes

1.To Understand the Human Right called **Right to Freedom from Discrimination**



2. To Identify **Challenges and Barriers** that hinder the full realization of this right.

3. To delve into **Constitutional Provisions** that goes with freedom from discrimination. e.g., Articles 14, 15, 16, and 17.

Stage 1 - Warm-up song (5 Minutes)

हक का हक है

हक का हक है, फर्क नहीं है,

हक का हक है, फर्क नहीं है,

अगर रंग, धर्म, या जाति है।

मिलके चलें हम, बराबरी से,

बाँटले खुशिया आपस मे हम

सबको समानता का हक है,

जैसे सभी को जीने का हक है।

जैसे रंगों में भिन्नता है,

वैसे सभी का अपना रंग है

- ***Yogesh Sapre***

English Translation: Right to have rights, life without right,

"RIGHTS FOR RIGHTS"

A right is a right -- no less, no more,

No matter the colour, the caste, or the lore.

No wall of faith, no shade of skin,

Can judge the soul that dwells within.

Let's walk together, side by side,

With equal steps and arms open wide.

Let's share the joy, the love, the light,

And make this world a little more right.

Equality is every heart's due,

Just like life is for me and you.

As colours differ, bright and strong,

So does each soul—yet all belong.

- ***Yogesh Sapre***

The teacher provides a short gist to the students about the right to equality, which leads to curiosity among students.

Stage 2 - Review (10 Minutes)

Activity 1:

Does it matter?

Activate prior knowledge of students about rights and the Indian Constitution. Two volunteers would be invited to conduct the activity to be conducted. One of them would be blindfolded with a scarf or a handkerchief. The teacher would ask the other person to guide him/her by holding their hand to a chair set up inside the classroom in a corner. The teacher asks them to return to where the teacher was standing and ask certain questions to the blind folded person:



(a) Did it matter to you that the friend who helped you is fair/dark or Hindu/Muslim or tall/short?

(b) What are the factors that are finally affected?

Discussion Questions:

1. Can anyone tell me what "equality" means?
2. What is the Constitution? Why the Constitution?
3. What rights are mentioned in the Indian Constitution that protect our freedoms?
4. How can laws and government protect rights?

Stage 3 - Introduction

Activity 2:

We are the Best

This activity requires four volunteers. They are instructed to stand in different corners of the classroom. A square is drawn on the floor in the centre, and they are told that within 10 counts, they must all move quickly to stand inside the square. To ensure they fit, both their feet must be inside the square and hold each other tightly to make room for everyone. Once the 10-second countdown is over, they are asked to return to their seats.



The students were asked questions like:

1. What do you mean by working together for a common goal?

2. Do you understand the loss of discriminating against anyone?
3. What challenges have you come across?
4. Do you prefer discussing diverse ideologies among your family and friends?
5. Are you able to discuss among your peers, family, and community about minimizing discrimination?
6. Are you aware of Article 2 of UDHR – "**FREEDOM FROM DISCRIMINATION** You have all the human rights in the Universal Declaration without distinction of any kind, no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality."

The outcome of this activity reflects on equal opportunities for everyone regardless of their gender, caste, religion, region, language, etc.

Stage 4 - Development Stage (5 Minutes)

Kuttan – A Journey for Transformation

There was a boy named Kuttan, born in Kerala. He was a bright student, but too poor to afford his necessities. One day, he told his friend Babu that he wanted to visit his house because Babu belonged to an elite family and had a big house. Babu agreed to invite him on Sunday, as no one else would be home. He did this because Kuttan came from a Dalit background.

When Kuttan visited, he noticed a pet house and a dog in it. In front of the dog, there was a plate containing fried chicken and fish. A few days later, some officers visited the school. They asked the students about their aspirations. Some said they wanted to be doctors, singers, dancers, or actors. When Kuttan was asked, he said he wanted to be Babu's pet dog. When asked why, he replied that at least the dog gets three meals a day. This statement shocked the school authorities and the staff. They decided to help him. His classmates gave him books, and he received mentorship and guidance. Kuttan worked hard and became the topper in his school for both the 10th and 12th grades. He

completed his undergraduate and postgraduate studies in Kerala, later studying in Delhi and eventually securing a scholarship to study in London.



When he was returning from London, the principal of the university handed him a letter and asked him to deliver it to the Prime Minister of India. Pt. Jawaharlal Nehru, the then Prime Minister, read the letter, which stated that this student had great potential to be a leader and should not have his talent wasted as a mere college professor. Kuttan became a professor for a while but eventually entered politics. He went on to become an MP and an MLA.

In 1997, history was made when Kuttan, known as **Dr. K. R. Narayanan**, became the 10th President of India and the first Dalit President in the country's history. His journey lifted the curtains for those from disadvantaged backgrounds, demonstrating that they could rise to the platform of being the First citizen of India.



Dr. K. R. Narayanan was the 10th President of India and the first Dalit to hold the office. He was known for his integrity, scholarship, and commitment to social justice.

Stage 5 - Conclusion (10 Minutes)

Activity 3:

Equality Walk

Type: Character card

"Equality Walk" helps students experience social inequality by taking on hidden roles. As different life scenarios are read aloud, students step forward or backward based on how their character would be affected. This silent movement reveals visible gaps in privilege. A short reflection follows, linking the experience to Articles 14, 15, and 17 of the Indian Constitution.

International figures

1. B. R. Ambedkar
2. Martin Luther Jr. King
3. Tim Cook
4. Mother Teresa

Situations

1. Step backward if your character faces judgment because of skin color, accent, or clothing.
2. Step forward if your character has access to clean drinking water at home.
3. Step forward if your character can afford to attend college.
4. Step forward if your character can wear clothes of their choice without judgment.
5. Step backward if your character is often stereotyped or made fun of.

Stage 6 - Challenges

The teacher would ask the students to write a diary entry of the day when this right was taught in the class, about what they understood and how it has impacted them.

- Appendix Skill – Business Skill – Teamwork & Problem solving

Stage 1- The Welcome Song

Composed for this right – "Right for Rights" – reflects on teamwork "Let's Walk together, side by side". The song composed for this particular right sheds light on the theme of unity in diversity. Just like in a team, where everyone notes matters and every voice contributes to a particular goal, this poem urges us to walk together in Harmony despite the differences.

Activity - 1 & 2 "Does it matter?" and "We are the best."

Activate prior knowledge of students about rights and the Indian Constitution. Two volunteers would be invited to conduct the activity to be conducted. One of them would be blindfolded with a scarf or a handkerchief. The teacher would ask the other person to guide him/her by holding their hand to a chair set up inside the classroom in a corner. The teacher asks them to return to where the teacher was standing and ask certain questions to the blind folded person:

(a) Did it matter to you that the friend who helped you is fair/dark or Hindu/Muslim or tall/short?

(b) What are the factors that are finally affected?

Discussion Questions:

1. Can anyone tell me what "equality" means?
2. What is the Constitution? Why the Constitution?
3. What rights are mentioned in the Indian Constitution that protect our freedoms?
4. How can laws and government protect rights?

Activity 2:

This activity requires four volunteers. They are instructed to stand in different corners of the classroom. A square is drawn on the floor in the centre, and they are told that within 10 counts, they must all move quickly to stand inside the square. To ensure they fit, both their feet must be inside the square and hold each other tightly to make room for everyone. Once the 10-second countdown is over, they are asked to return to their seats.
The students were asked questions like:

1. What do you mean by working together for a common goal?
2. Do you understand the loss of discriminating against anyone?
3. What challenges have you come across?
4. Do you prefer discussing diverse ideologies among your family and friends?
5. Are you able to discuss among your peers, family, and community about minimizing discrimination?
6. Are you aware of Article 2 of UDHR – “FREEDOM FROM DISCRIMINATION You have all the human rights in the Universal Declaration without distinction of any kind, no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth or nationality.”

The outcome of this activity reflects on equal opportunities for everyone regardless of their gender, caste, religion, region, language, etc.

TEAMWORK The teacher had conducted this activity, which highlights the importance of cooperation, mutual trust, and clear communication. While the blindfolded peer learns to rely on their partner, highlighting interdependence, the guiding student must collaborate and act responsibly. When people from different walks come on a common platform, they pave out way for their posterity to maintain harmony and Human Rights acts as a platform.

PROBLEM – SOLVING Students need to think meticulously, adapt to the situation carefully, and make smart choices while moving blindfolded. This shows how problems can be solved better when people support each other and work together with care and understanding despite differences. The lack of knowledge about the law represents the blindfolded, while the awareness about the laws that protect these rights would help them in solving the problem of discrimination.

Activity 3: "Equality Walk"

"Equality Walk" helps students experience social inequality by taking on hidden roles. As different life scenarios are read aloud, students step forward or backward based on how their character would be affected. This silent movement reveals visible gaps in privilege. A short reflection follows, linking the experience to Articles 14, 15, and 17 of the Indian Constitution.

The activity builds empathy, awareness, and understanding of discrimination and the need for constitutional safeguards.

Lesson 4: Understanding Secularism-Freedom From Bullying



Freedom from Bullying

Every child has the right to live, learn, and grow in a safe, inclusive environment, free from bullying. The UDHR affirms protection from degrading treatment and ensures the right to life and security. Articles 14, 15, and 21 of the Indian Constitution also guarantee this right. This chapter highlights how bullying—physical or mental—can deeply impact individuals.

Article 3 and Article 5 of the Universal Declaration of Human Rights.



Learning Outcomes

- To make students aware of their Human Rights and particularly about Freedom from Bullying, how to stand against bullying.
- To make students understand challenges and barriers and things which come across creating a safe atmosphere for everyone.
- And to make them aware of policies introduced by the Government of India, UGC to curb the menace of bullying. (Article 14,15 and 21), (NEP Policy).

Stage 1 - Warm- up Song (5 minutes)

मासूम

मत छेड़ो मुझे मेरा क्या है कसूर।

तुमसा ही हूँ मैं अलग नहीं ।

तुमसा ही हूँ मैं गलत नही हूँ

मत छेड़ो मुझे मैं हूँ मासूम ।

मत छेड़ो मुझे मेरा क्या है कसूर।

तंग करके तुम्हे क्या मजा आता है।

ये मजा मुझे क्यों नहीं भाता है।

तंग करना एक अपराध कहलाता है।

जो करे वो सजा पाता है।

- ***Mohammed Kaif***

English Translation: -

The Broken Voice

Don't tease me, I'm just a child,

So gentle, so meek, so mild.

What wrong have I done to you?

I'm just like you, honest and true.

I'm not different, I'm not to blame,

Hurting me brings you what gain?

This fun of yours, I cannot fathom,

Why bring such pain and mockery?

To trouble someone is a crime,

And punishment comes in time.

So, leave me to be, allowing peace to begin,

For teasing others is no win.

Mohammed Kaif

Stage 2- Review (10 Minutes)

Activity 1:



The revival of previous knowledge on human rights, right to equality, was done by the teacher by discussing a case study of Nepal.

Activity 2:

Different situations depicting various forms of bullying were used to assess the students while taking students' opinions into consideration.

The students are shown pictures of different forms of bullying such as verbal bullying , physical bullying , cyber bullying , disability bullying .

They are then asked to guess the forms of bullying.

At the end of the activity , the students were asked to identify which form of bullying is mostly seen in schools verbal/physical?

And we also learned about our Fundamental Rights which are- Right to Equality, Right to Freedom, right against Exploitation, Right to Freedom of Religion,

Cultural and Educational Rights, Right to constitutional Remedies. We came across one word and that is ‘SECULARISM’ which also means ‘UNITY IN DIVERSITY’. India is a very diverse country and to develop it we all need to work together by forgetting all the differences only then we can become ‘VISHWAGURU.’

Instances where bullying and violation of people’s rights took place in the chapter -

Ex 1- Nepal was in the state of monarchy from 1990 to 2002 and people struggled these 12 years for democracy later at that time Birendra Bir Bikram Shah Dev was their ruler until in 2002 Gyanendra Bir Bikram Shah Dev became his successor, Gyanendra cited the Maoist uprising in the countryside as his reason, began taking over different aspects of the government with army’s assistance. Then their people started raising their voice against atrocities of their government and everyone wanted change, they all came together and made a new constitution and major changes along with it. Here, we see the violation of the right to freedom of speech and expression.

From this example we learned about the following rights from UDHR (Universal Declaration of human rights)



- ARTICLE 1 and 2: Equality and Freedom from Discrimination
- ARTICLE 9: Freedom from arbitrary arrest
- ARTICLE 21: Right to participate in government
- ARTICLE 25: Right to an adequate standard of living

We also connected these to the corresponding articles in Indian constitution:

- ARTICLE 14 and 15: Right to Equality and Freedom from discrimination.
- ARTICLE 22: Protection against arbitrary arrest and detention.
- ARTICLE 19: Freedom of Speech and Expression.
- ARTICLE 43: Right to and adequate standard of living.

Stage 3- Introduction (25 Minutes)

To understand these concepts, following 2 activities were conducted in the classroom.

Activity 3:



Ten students, five from the boys' side and five from the girls' side, are called forward to make two different groups. Each group is asked to make a circle. The groups are then given a random object to pass among their group members along with good compliments to whomever they pass the object to in the group. If a member is not able to give a good compliment or gives a negative compliment, he/she will be eliminated from the group. The activity goes on for two rounds and ends when a group finishes both the rounds first. At the end of the game, students are told that the objective of the activity, especially verbal bullying, can lead to ignorance from others, as it can hurt them mentally, whereas avoiding it will lead to acceptance and respect from others. The

activity focuses on making the students understand verbal bullying as it's the most common form of bullying seen in schools.

Teacher's explanation on different forms of bullying and preventing measures.

Activity 4:

Design and Defend: Your Vision of a Safe School

Task 1: Division

The class is divided into 5 groups and each group is given a sheet of drawing paper.

Task 2: Design

Each group has to then do a brainstorming session after which they can either draw or write on their idea of a safe and inclusive school on the material given to them.

Task 3: Hunt

After designing their safe schools , one student from each group shall try to take away the works done by the other groups repeatedly through different means without causing any fights. (This act gives the idea of a disrespect of boundaries and personal space)

Task 4: Defend

As the students tries to take away the works of each group , Each group shall try to protect their works through means such as these: Tries to cover up the works using their hands , hide it in some notebook , keep it in their desk(Note: Every students has to think of different means to protect their work).After that the teachers shall give them a tag with articles and nep policy mentioned on it which they would attach to their works.

Task 5 : Relate

The students understand that each and everyone has got the individual perspective of a safe and inclusive environment and just like the students used different means to protect them the government has given the NEP Policy as well as various articles in the constitution to protect themselves and their ideas of safety and inclusivity.

Further an explanation of, in what context the UDHR was formed and in which year? What does it means? Which of the rights in it protect us from bullying are explained.

The UN was founded in 1945 right after WWII when the world was in chaos, its purpose was to create peace and harmony and promote cooperation, trust among countries. And there are more than 190 countries that are part of this organization. The UDHR is a document adopted by the United Nations General Assembly on 10th December 1948.The Constitution of India is the supreme law of India. It was adopted on 26th November 1949 and came into effect on 26th January 1950.

Policies of CBSE on bullying.

CBSE Anti-Bullying Guidelines (2015): Schools must form anti-bullying committees, raise awareness, and implement grievance redressal systems

- NEP

More focus on safe and inclusivity:



NEP 2020 emphasizes that schools must be safe spaces for all students. It calls for creating environments where students feel secure, valued, and free from discrimination or harassment.

Psychological well-being: NEP highlights the importance of mental health and emotional well-being of students.

It suggests schools have counsellors and wellness programs to address emotional challenges that include bullying. Bullying often causes stress, anxiety, and emotional trauma, which can be addressed through counselling. Focus on life skills and values NEP promotes the teaching of values, such as empathy, respect, and kindness, as part of the curriculum. Why this matters: Educating students about empathy and respect reduces bullying behaviours and promotes understanding among peers.

IT Act, 2000: Cyberbullying is punishable under provisions related to online harassment and abuse.

POCSO Act

POCSO Act, 2012: Bullying with sexual harassment or abuse of minors is punishable under this law.

In Indian constitution the articles which relate with bullying are:



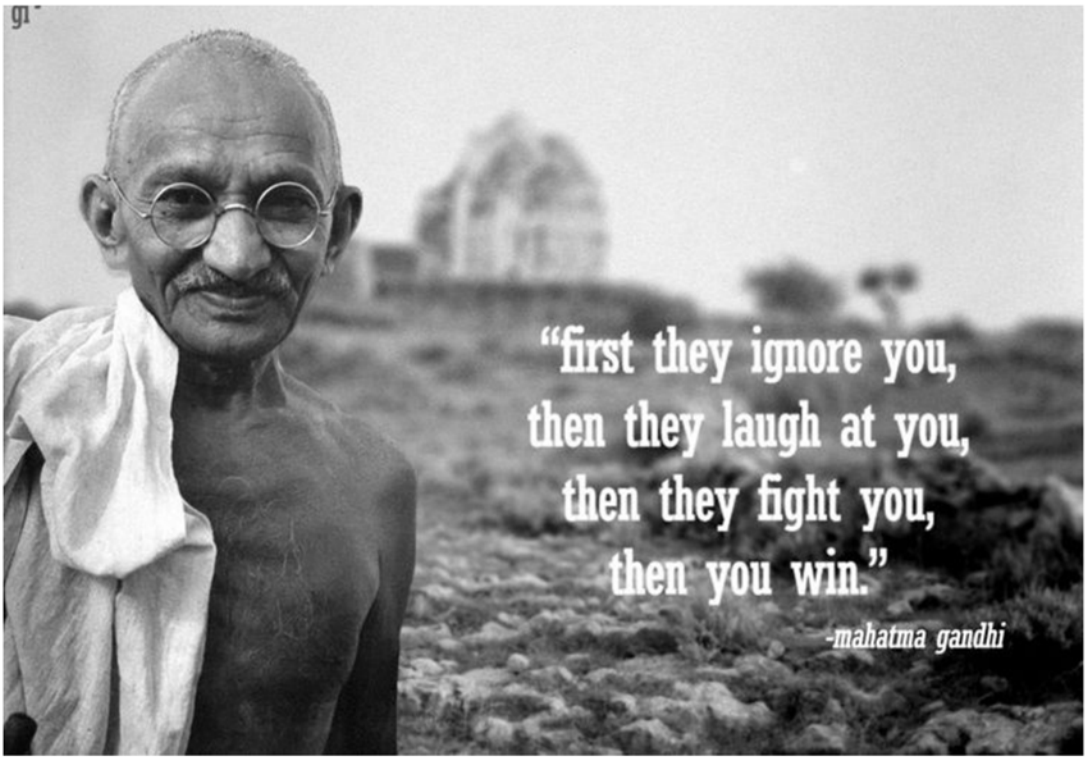
- Article 14: Right to Equality
- Article 15: Prohibition of discrimination.
- Article 21: Right to Life and Personal Liberty

Stage 4- Development (Story-telling) (5 Minutes)

Mahatma Gandhi and the Strength to Stand Alone

As a young man, Mohandas Karamchand Gandhi traveled to England to study law. Being far from home, in a new culture, he often felt lonely and different.

Gandhi wore simple clothes, followed a vegetarian diet, and practiced his values sincerely. His quiet nature and strong moral beliefs made him stand out among his peers.



Mahatma Gandhi was a leader of India's freedom movement who followed the path of non-violence and truth. He inspired millions with his fight for justice and independence.

At school, some classmates began to mock him. They laughed at his Indian attire, teased him for not eating meat, and questioned his silence and discipline. One student even tried to convince him that vegetarianism was foolish and outdated. Gandhi felt deeply hurt but refused to give in to peer pressure. He remained respectful and calm, choosing not to respond with anger or insults.

Instead, Gandhi visited the local library and read books about vegetarianism, religion, and moral living. He used knowledge and truth as his tools. Over time, his classmates began to see his quiet strength. Some grew curious about his choices, and a few even started respecting his dedication.

This experience of being bullied shaped Gandhi's character. It taught him the power of self-control, the importance of staying true to one's values, and the strength of nonviolence. He realized that one doesn't need to fight back with anger — sometimes, the strongest response is quiet dignity.

Later in life, Gandhi would use these same principles to lead India's freedom struggle, inspiring millions through truth and nonviolence.

Stage 5– Conclusion (10 Minutes)

Teacher concludes the class by summarizing entire content which was discussed during the class for the lesson on right freedom from bullying, for the chapter Understand Secularism for class 8th grade. Based on that few questions were asked to the students such as:

Q1) What did you understand about the term 'bullying'?

Q2) What were the different forms of bullying?

Q3) What would you do if you saw a classmate of yours being bullied?

Q4) Which form of bullying is mostly seen in schools?

Q5) What is the NEP Policy?

An activity conducted by Dr. Brian Grim



"Do to others like you want others to do to you". (Golden Rule)
-Dr. Brian Grim

Stage 6- Challenges

Activity 5: You happen to witness a bullying incident in your neighbourhood, write a letter to higher authority including a brief explanation of the bullying incident, why is it wrong, what rights were violated and the call for action.

APPENDIX: Business Skill - Conflict Resolution and problem solving.

- **Stage 2: Review**

Activity - 1

The revival of previous knowledge on human rights, right to equality, was done by the teacher by discussing a case study of Nepal.

Ex 1- Nepal was in the state of monarchy from 1990 to 2002 and people struggled these 12 years for democracy later at that time Birendra Bir Bikram Shah Dev was their ruler until in 2002 Gyanendra Bir Bikram Shah Dev became his successor, Gyanendra cited the Maoist uprising in the countryside as his reason, began taking over different aspects of the government with army's assistance. Then from their people started raising their voice against atrocities of their government and everyone wanted change, they all came together and made a new constitution and major changes along with it. Here, we see the violation of the right to freedom of speech and expression.
Through this case study we observe when people come together and raise their voice against injustice and violation of their human rights. Conflicts can be resolved when individuals come together and get to know about their rights, they will unite and fight to overcome the existing problem. Hence, leading to the resolution of the problem.

Activity – 2 Different situations depicting various forms of bullying were used to assess the students while taking students' opinions into consideration.

In this activity, different forms of bullying (Verbal, non-verbal, Cyber, Physical, Gender) through placards were shown to the students. This activity trains the students to identify bullying and its forms. This teaches the students to identify the problem in a situation. And students were asked to suggest the remedies to overcome the issues of bullying.

Challenges

Activity 5- You happen to witness a bullying incident in your neighbourhood, write a letter to higher authority including the brief explanation of the bullying incident, why is it wrong, what rights were violated and the call for action.

Students are supposed to write a letter in this activity to higher authorities using provisions given by law to put forth their concerns related to the issue of bullying that they come across their day to day life. When writing a letter to the higher authority, the issue of bullying is addressed in the respectful and pleasing manner. This activity will lead to Conflict Resolution which focuses on solving problems.

Lesson 5 - Indian Constitution-Right to Marriage and Family



Right to Marriage and Family

The Right to Marriage and Family in the UDHR affirms human dignity, equality, and freedom, granting every individual regardless of race, nationality, or faith has the right to choose a life partner and form a family based on consent and respect. Article 21 of the Indian Constitution upholds the right to life. This chapter teaches that everyone has the right to build a happy family.
Article 16 of the Universal Declaration of Human Rights



Learning Outcomes

1)To help the students in understanding article 5 of the UDHR for the human right , Right to Marriage and Family.

2)To help students recognize that parents and families have a role in supporting and guiding their children to make wise decisions as they grow from adolescence to adulthood

Stage 1: Warm- up Song (5 Minutes)

हक की जुबान, प्यार की पहचान

हक की जुबान, प्यार की पहचान,

धर्म-जाति से परे हो हर एक इन्सान।

सपनों में रंग हो, परिवार ये बन हो,

सबका हक है ये, हर दिल में सजे।

साथ में चलें हम, जहां कोई न थके,

प्यार से परिवार बने , हर दिल में बसे।

सपने हमें, मिलकर देखेंगे,

हमारा हक है, यही हम कहेंगे।

जगह-जगह से, एक आवाज़ उठे,

हम सभी का हक है, प्यार में बंधे।

हमारा हक, हमारा प्यार,

हर दिल में बसे, हमारा प्यार।

- ***Yogesh Sapre***

English Translation:

The Voice of Rights, the Identity of Love

The voice of rights, the identity of love,
Every person is beyond threats and oppression.
There is color in dreams, families are built,
This is everyone's right, adorned in every heart.

Let us walk together, tireless on the journey,
Let love form the family, and dwell in every heart.
Let’s dream together — it is our right, and we will say so.
From every place, a voice arises,
It is the right of us all, bound in love.

Our right, our love,
May our love dwell in every heart.

- ***Yogesh Sapre***

Stage 2: Review (10 Minutes)

Activity 1:

Teacher conducts an activity where he/she hold two bowls with one bowl carrying the names of the students in the class and the other bowl carrying the questions to which the students are supposed to answer to . The teacher shall then pick the names and the questions simultaneously and ask the chosen students to speak on the topic they got. This activity shall be continued for five consecutive rounds.

Discussion Questions:

Q1)If you are facing hurdles in your life , For example: Making a life changing decision , how does your family help you in making that decision?

Q2)What are some factors that contribute to the concept of a 'happy family'?

Q3)What do you understand by the term "marriage" in society?

Q4) What rights are mentioned in the Indian Constitution that protect our freedom to marry?

Q5)In a family where each member has different roles and responsibilities , how can each one of them work as a team and contribute towards helping a member achieve their goals?

What Does the Right to Marriage and Family Include?
• UDHR (Article 16):

- States that men and women of full age, without any limitation due to race, nationality, or religion, have the right to marry and to found a family.

- Article 16 (1): "Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family."
- Article 16 (2): "Marriage shall be entered into only with the free and full consent of the intending spouses."

• Indian Constitution (Articles 21 and 15):

- The right to marry and form a family is protected under the broader principles of personal liberty and equality.

- Article 21: "Protection of life and personal liberty" includes the right to choose one's spouse and marry without interference.
- Article 15: Prohibits discrimination on the grounds of religion, race, caste, sex, or place of birth, ensuring that the right to marry and form a family is not denied on these grounds.

Stage 3: Introduction (25 Minutes)

Activity Name: "Choices in Love: The Right to Choose"

In this engaging activity, students will be divided into groups. Each group will be tasked with a writing assignment on the theme 'Choices in love: The right to choose'. After the groups are formed, they will be presented with high-quality writing materials such as pens, pencils, and paper. For example, if there are five groups, two of them will be invited to select from these excellent materials according to their preferences.

In contrast, the remaining groups will be given poor-quality materials, such as dried-up pens, broken pencils, and crumpled paper, and will be pressured to complete their writing assignments using these subpar items.

Once the writing tasks are completed, a discussion will follow where students will share their experiences. They will be encouraged to reflect on how the

quality of materials affected their writing process and overall experience.

The facilitator will then draw parallels between this activity and the concept of marriage, explaining that just as the quality of materials can impact the outcome of their work, external pressures in choosing a partner can significantly affect their lives. The discussion will emphasize that choosing a partner based on personal preference rather than societal or familial pressure can lead to a more fulfilling and successful relationship.

This activity not only fosters creativity and teamwork but also instills a critical understanding of the importance of personal choice in relationships, encouraging students to prioritize their own desires and values when it comes to love and marriage.



Stage 4: Developmental Stage (5 Minutes)

The Story of Jyotiba Phule: Champion of Equal Marriage and Dignity

Jyotiba Phule was born in 1827 in Maharashtra, into a family of the Mali caste, which was considered socially "lower" in the traditional Hindu hierarchy. From a young age, Jyotiba questioned the unfair rules of society that gave privilege to some and denied basic rights to others. He believed every human being—no matter their caste, gender, or religion—deserved respect, education, and the freedom to live with dignity. A defining moment in his life came during his wedding. When Jyotiba married Savitribai, he invited friends from all castes,

including Dalits and Muslims. The upper-caste guests were offended and walked out in protest. But Jyotiba stood firm. He believed marriage was a sacred bond based on love and equality, not caste. This act of courage was one of the earliest examples in modern India of resisting caste-based exclusion in family life. Later, Jyotiba and Savitribai became pioneers in educating girls and those from marginalized communities. They faced social boycott and threats, but they never gave up. Their marriage was not just a personal relationship—it became a partnership in social change. They proved that marriage can be a foundation for fighting injustice together.



Jyotiba Phule was a social reformer who worked for the rights of women and lower castes in India. He fought against caste discrimination and promoted education for all.

Jyotiba Phule also criticized child marriage and the mistreatment of widows. He started a home for widows and supported their remarriage—ideas that were radical in his time. He dreamed of a society where every person had the right to choose their partner, to have a family without fear or shame, and to live with equality and self-respect.

Jyotiba Phule's life reflects the essence of the right to marriage and family: He stood for the freedom to marry across caste lines. He defended the right of widows to remarry and live with dignity. He showed that family should be a place of equality and support



Stage 5: Conclusion (10 Minutes)

Teacher concludes the class by summarizing entire content which was discussed during the class for the lesson on the right to marriage and family, Based on that few questions were asked to the students such as:

Q&A:

Q1. What is the Right to Marriage and Family?

Q2. Which articles of the Indian Constitution protect this right?

Q3. Why is it important for individuals to have the freedom to marry?

Q4.What is the legal age for marriage in your native country ? Is it necessary to keep a legal age for marriage and why?



Stage 6: Challenges

Activity 3:

Students shall interview their parents to understand what challenges they had to face when they had to choose a life partner during their times and what changes have happened in this context until now. After interviewing , they shall make a table of differences based on their understanding.

Appendix skill - Business skill - Verbal Communication, Teamwork

- **Stage 2 Review**

Activity 1

In this activity , the students are supposed to speak on the question they randomly pick

This activity in turn helps the students learn how to articulate their thoughts with clarity and apply it in real life contexts hence nurturing their verbal communication skill.

- **Stage 3:**

Activity 2

For this activity , the students have to work in teams on a writing assignment . Some groups were given poor quality stationeries whereas other groups were given quality stationary materials .

The students here are trying to complete their tasks in unequal conditions and therefore they have to depend on their team members by relying on their strengths , accepting different viewpoints and further collaboration in order to complete the task with perfection amidst limitations.

Challenges

Students shall interview their parents to understand what challenges they had to face when they had to choose a life partner during their times and what changes have happened in this context until now. After interviewing , they shall make a table of differences based on their understanding.

In this challenge, the students have to do a careful analysis and find out how times have changed and laws were framed to ensure marital justice.

Lesson – 6: Secularism-Right to Freedom from Religion

Freedom from Religion



This Right is the cornerstone of personal dignity ,pluralism and a secular nation . It ensures individuals can freely profess, practice and propagate any religion of their choice. The content that follows in the lesson teaches the students to respect the beliefs of each and every individual.

Article 18 of the Universal Declaration of Human Rights

Learning Outcomes

•To make students aware of human rights, particularly the Right called Right to Freedom of Religion

•To make students understand the challenges and the barriers to rights.



•To make them aware of the opportunities provided by the UDHR - Article 18

•To make them aware of the provisions given by the Indian Constitution in practicing this right to freedom of religion.

(Article 25, Article 26, Article 28), (UDHR- Article 18)

Stage 1: Warm up Song(5 Minutes)

Shanti ka Shlok

Prem karna sab dharam sikhaye,
Nafrat hum fir kaise kare,
Haath badaye hum saath nibhane,
Aisa Ghar hi Bharat bane

Saanj savera sooraj khile,
Saath samndr naam dikhe,
Shaan se kehne paye hum ki,
Shanti ka shlok Bharat rahe.

Shaan se kehne paye hum ki,
Shanti ka Shlok Bharat Rahe.

- ***Yogesh Sapre***

English translation:

A Hymn of Harmony

Love teaches all, in every way,

So why let hate come into play?

Let's join our hands, together stay,

And build a Bharat bright as day.

From dawn to dusk, let sunbeams glide,

With oceans calling far and wide.

With pride we say, in every breath,

Bharat shall be the peace we bless.

With pride we say, in every breath,

Bharat shall be the peace we bless

- ***Yogesh Sapre***

Stage 2: Review (10 minutes)

Activity 1:

The class begins with the question to all the students, “Which is the best religion of all time?”, 30 seconds will be given to the students to think. After the time is completed, the teacher asks a couple of students for their opinions. Then the teacher would ask, is there anyone who wrote that the question itself is invalid/wrong question? Then the teacher would explain that this is the core motive of the right to freedom of religion. You see religion through the lens of rationality. This enables you to clear out all the wrong interpretations of any religion and appreciate any good teaching of any religion.





Discussion Questions:

1. What comes to your mind when I say GOD?
2. What is religion? Who created religion? Why do we need religion?

3.. Which article of the Indian Constitution allows you to practice any religion of your choice?

4. How can exploring the concept of 'the best religion' lead to a deeper understanding of religious diversity, encourage logical reasoning, and promote conflict resolution through mutual respect among the children?
The outcome of the activity shows that no religion is superior or inferior; rather, all the religious fundamental principles and core ethical values teach us to live in peace and harmony.

Stage 3: Introduction (25 Minutes)

Activity 2: Match-making game

(from Understanding Secularism, 8th Std – Civics book, CBSE)

The teacher will randomly select two students and make them play the Matching-Memory game on the tab. The images would be about the religious festivals and their religion, which they have to match. As this activity was conducted using the gamification method, students became aware of different religious practices, festivals, and religious figures, which ultimately resulted in arousing curiosity among students.

Activity 3:

The teacher presented a situation: surrounded by friends of diverse religions but feeling secluded. How would they feel about being separated based on their religions? The teacher drew the students' attention to a particular topic called Secularism and asked them, what is secularism?
The teacher provided examples to connect the discussion to previous knowledge. Swami Vivekananda's pursuit of the ultimate reality and truth was highlighted.
This activity helped the learners to understand various articles of Indian Constitution such as 25-28, and UDHR Article 18.





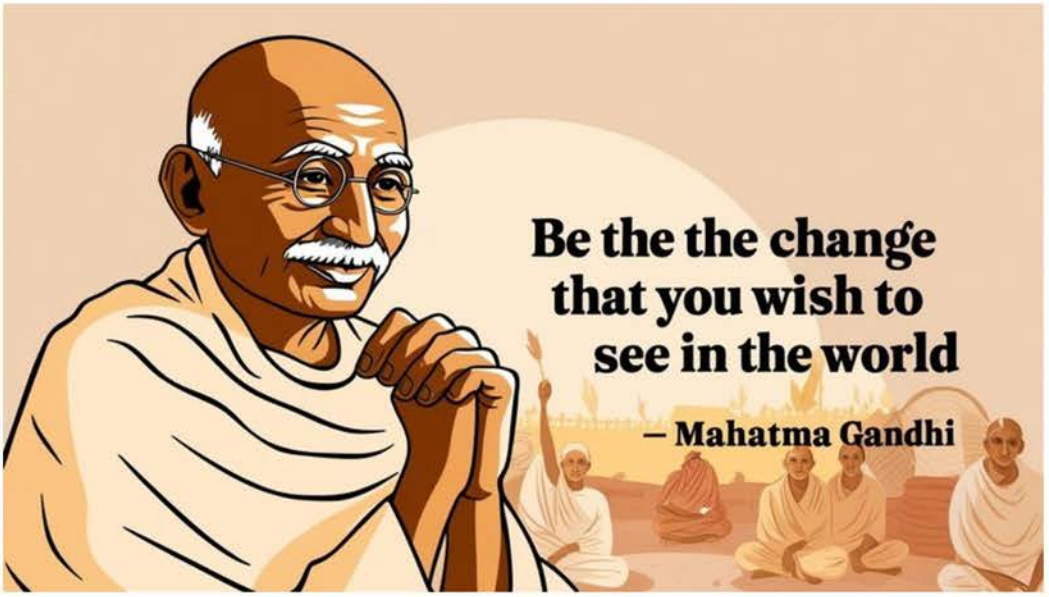
Stage 4: Developmental Stage (5 Minutes)

Gandhi and the Respect for All Religions

Once, during Mahatma Gandhi's visit to a school in Gujarat, a young boy asked him, *"Bapu, why do you read from the Gita, the Quran, and the Bible? Aren't you a Hindu?"* Gandhiji smiled and gently replied, *"Yes, I am a Hindu. But that does not mean I should close my eyes to the wisdom in other religions."*

He explained that as a child, he grew up in a household where people from different faiths visited. His mother respected all religions and taught him to do the same. Gandhiji said, *"Truth is my religion. God has many names, and all religions are different paths leading to the same light."*

Later, when communal violence broke out during the partition of India, Gandhi stayed in a Muslim home in Delhi and went on a hunger strike. He said he would not eat until Hindus and Muslims stopped killing each other. When both communities agreed to make peace, he broke his fast with food given by a Muslim and blessed by a Hindu.



Mahatma Gandhi was a leader of India's freedom movement who followed the path of non-violence and truth. He inspired millions with his fight for justice and independence.

The Teacher asks questions to the students:

1. What was the reason for the boys' curiosity on seeing Gandhi read the texts from Bible, Quran and Gita?
2. Why do you think Gandhiji's mother taught him to respect all religions?
3. How did Gandhi's actions serve as a response to communal conflict between Hindus and Muslims?

Stage 5: Conclusion (10 minutes)

Activity 4: The Wheel of Peace



A game was conducted, which is called ‘The Wheel of Peace’. Five representatives of each group are called out. There will be a Wheel having different religious symbols. In the first round, each representative would have to speak about the religion (like the festivals, the specific items they were as religious symbols, the culture) they would be assigned by the wheel of peace. The preparation time would be 45 seconds and 1:30 minutes to speak. The second round would be about comparing two religions and talking about the similarities of both religions. Now, the preparation time would be 30 seconds and 1 minute to speak. The eminent guests would judge and announce the results.

The outcome of this game helped in knowing the true meaning of “**Vasudhaiva Kutumbakam**” *(the entire world is one family),* regardless of the religion they follow, promoting tolerance, empathy, and peaceful co-existence, ultimately aiding in conflict resolution. This activity resulted in gaining an insight into Article 18 of the UDHR.

Stage 6: Challenges (5 minutes)

Activity 5: Mind Map

Students shall read the following articles from the Indian Constitution – Article 25-28 and Article 18 of UDHR, and after which they are required to make digital posters or a mind map with an example showing how these will help with resolving the conflicts that disturb the religious harmony at present.

Appendix – Business skills Curiosity & Conflicts Resolution

Activity 1:

The class begins with the question to all the students, “Which is the best religion of all time?”, 30 seconds will be given to the students to think. After the time is completed, the teacher asks a couple of students for their opinions. Then the teacher would ask, is there anyone who wrote that the question itself is invalid/wrong? Then the teacher would explain that this is the core motive of the right to freedom of religion. You see religion through the lens of rationality. This enables you to clear out all the wrong interpretations of any religion and appreciate any good teaching of any religion.

Discussion Questions:

1. What comes to your mind when I say GOD?
2. What is religion? Who created religion? Why do we need religion?

3.. Which article of the Indian Constitution allows you to practice any religion of your choice?

4. How can exploring the concept of 'the best religion' lead to a deeper understanding of religious diversity, encourage logical reasoning, and promote conflict resolution through mutual respect among the children?

The following questions helped in arousing curiosity among the students on religion, its origin, and its need. Also, it helps students develop a rational mind and pragmatic approach, which results in conflict resolution.

Activity 2: - Match-making game (from Understanding Secularism, 8th Std – Civics book, CBSE)

The teacher will randomly select two students and make them play the Matching-Memory game on the tab. The images would be about the religious festivals and their religion, which they have to match. As this activity was

conducted using the gamification method, students became aware of different religious practices, festivals, and religious figures, which ultimately resulted in arousing curiosity among students.

The gamification method was used to conduct this activity, making students curious about the different religious practices, festivals, and religious figures, fostering respect and appreciation for religious diversity.

- **Stage 4: Developmental**

Gandhi and the Respect for All Religions

Once, during Mahatma Gandhi's visit to a school in Gujarat, a young boy asked him, *"Bapu, why do you read from the Gita, the Quran, and the Bible? Aren't you a Hindu?"* Gandhiji smiled and gently replied, *"Yes, I am a Hindu. But that does not mean I should close my eyes to the wisdom in other religions."*

He explained that as a child, he grew up in a household where people from different faiths visited. His mother respected all religions and taught him to do the same. Gandhiji said, *"Truth is my religion. God has many names, and all religions are different paths leading to the same light."*

Later, when communal violence broke out during the partition of India, Gandhi stayed in a Muslim home in Delhi and went on a hunger strike. He said he would not eat until Hindus and Muslims stopped killing each other. When both communities agreed to make peace, he broke his fast with food given by a Muslim and blessed by a Hindu.

The Teacher asks questions to the students:

1. What was the reason for the boys' curiosity on seeing Gandhi read the texts from Bible, Quran and Gita?
2. Why do you think Gandhiji's mother taught him to respect all religions?
3. How did Gandhi's actions serve as a response to communal conflict between Hindus and Muslims?

After reading the story and the moral, the following questions at the end of the story developed a curiosity-driven inquiry among students, which opens the door to learning, understanding, and empathy in accepting the existing diverse faiths.

Activity 4: The Wheel of Peace

A game was conducted, which is called 'The Wheel of Peace'. Five representatives of each group are called out. There will be a Wheel having different religious symbols. In the first round, each representative would have to speak about the religion (like the festivals, the specific items they were as religious symbols, and the culture) they would be assigned by the wheel of peace. The preparation time would be 45 seconds and 1:30 minutes to speak. The second round would be about comparing two religions and talking about the similarities of both religions. Now, the preparation time would be 30 seconds and 1 minute to speak. The eminent guests would judge and announce the results.

The outcome of this game helped in knowing the true meaning of "**Vasudhaiva Kutumbakam**" *(the entire world is one family),* regardless of the religion they follow, promoting tolerance, empathy and peaceful co-existence ultimately aiding in conflict resolution. This activity resulted in gaining an insight into Article 18 of the UDHR.

Activity 5: Mind Map

Students shall read the following articles from the Indian Constitution – Article 25-28 and Article 18 of UDHR, and after reading this, they are supposed to make digital posters or a mind map with an example showing how these will help with resolving the conflicts that disturb the religious harmony at present.

This activity encourages the students to participate in resolving the conflicts, identifying the provisions given by the Indian Constitution Articless 25-28, and UDHR Article 18.

Lesson 7: Democratic Rights- Freedom of Expression

Freedom of Expression

Every voice deserves to be heard regardless of the background he or she is from. Each and every idea deserves respect and acceptance from every other individual. The Right to Freedom of Expression captures this essence. The chapter discusses that this particular right allows the students to voice their opinions, share their thoughts and engage in open discussions.

Article 19 of the Universal Declaration of Human Rights

Learning Outcomes

1.To help the students understand the right to freedom of speech and expression.

2.To inform the students about the challenges and barriers involved while implementing this right.

3.To educate students on the opportunities provided by the Indian constitution i.e., Article 19(1)(a) and Article 19(2) in ensuring the right to freedom of expression for all

Stage 1: Warm Up song (5Minutes)

Lets Break the Silence

To express is to free what's caged inside,

Deep inside that soul of yours.

Though it might thunder out aching the society

Give it wings; lest it dies down in that soul of yours.

To express is to breathe life to your thoughts,

Hidden Deep inside that forge of yours

Though thy heart may quiver, dreading rejection

Let it bloom into life , lest it bid thee farewell.

To express is to let those emotions bare

Hidden deep in that quad chamber of yours

Though the world sneers at you , calling you fragile

Unleash those floodgates , lest you become a living corpse.

And now to those hearts who have welcomed my voice

Without one word of defiance,

Again i proclaim to you that the time has come forth

To Free it , breathe it and to lay it bare

Lest it becomes too late

- ***Sifi Mary Siju***

Stage 2: Review (10 Minutes)

Activity 1:



Students are given a scenario to act upon and revive their knowledge of the right to freedom of expression.

Incident

A disturbing incident happened in the neighbourhood , a man supposedly belonging to a low socio-economic background was not allowed to get into an elite restaurant and was arrested and detained when he tried to speak up for himself . People who happened to witness this incident expressed their viewpoints to a news reporter on enquiry.



The student shall now take up the role of the witness and express their viewpoints on the incidents .

The teacher shall take up the role of the news reporter who would then end the reporting by stating that the government has come up with these articles(Articles 19(1)a and Article 19(2) to protect the right to freedom of expression of the citizens and state the articles in the class.

Q1) From this activity, what understanding did you get on the Right to Freedom of Expression?

Q2) What is the importance of verbal communication in expressing your views?

Q3) What do you understand about the term 'article'?

Stage 3: Introduction of human rights.(25 Minutes)

Activity 2: Where your Ideas bloom to life.





In this activity, students will be given chart paper to unleash their creativity. The teacher will encourage students to draw, write, or express themselves in any way they choose.

Students will be divided into groups of four and provided with materials such as chart paper, colors, and pencils to bring their ideas to life.

The only restriction is that the teacher will ask students to divide their chart paper into four parts by drawing lines.

Further explanation of the right is provided by mentioning the articles that protect these rights in the Indian Constitution. These include Article

19(1)(a), which grants the right to freedom of speech and expression, and Article 19(2), which states that the government can impose reasonable restrictions on this right.

Stage 4: Story development (5 Minutes)

Freedom Beyond Walls- A Voice Unchained

Once upon a time in the country of Myanmar, there lived a brave woman named Aung San Suu Kyi. She was not just any woman—she was the daughter of a national hero, and she had studied in faraway countries like India and England. But one day, when her country was in trouble, she decided to come back home.

Myanmar was ruled by the military. People were afraid to speak freely, newspapers were not allowed to write the truth, and anyone who criticized the government could be put in jail. But Aung San Suu Kyi believed that every person has the right to speak, to write, and to think freely.

She began giving speeches, peacefully asking for democracy and freedom of expression. Thousands of people listened to her voice—it gave them hope. But the military didn't like that. They arrested her and kept her in **house arrest for nearly 15 years. She wasn't allowed to meet people, use the phone, or even go outside freely.



Aung San Suu Kyi a Burmese politician and Nobel Peace Prize laureate known for her non-violent struggle for democracy. She became the country's de facto leader, advocating for human rights and political freedom. By Htoo Tay Zar - Own work, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=19252538

Did that stop her? No.

She became a symbol of peaceful protest. Her quiet courage inspired the world. Even while locked away, her words were powerful. She once said,

“Freedom of speech is the basis of a democratic society. Without it, truth cannot be heard.”

Years later, people around the world awarded her the Nobel Peace Prize, and finally, after many struggles, she was released. Her story taught everyone an important lesson:

You may silence a person’s body, but you cannot silence the truth.

Stage 5: Conclusion (10 Minutes)

Teacher summarise the right by providing worksheet to the students to check their understanding

Q1) What does the right to expression mean?

a) To say whatever you want, whenever you want.

b) To express your thoughts and ideas freely, while respecting others.

c) To follow rules and not share your opinions.

Q2) Which of these is NOT a way of expressing yourself?

1. Writing a story or poem.
2. Drawing or painting.
3. Staying silent when you want to say something.

Q3)Why is the right to expression important?

1. It helps people share ideas and opinions.
2. It makes everyone think the same way.

c)It prevents people from talking too much.

Q4)When can freedom of expression be limited?

1. When it causes harm to others
2. When it is shared respectfully
3. When it is about personal ideas

Q5)Which of these is an example of using your right to expression?

1. Writing a letter to the school about improving facilities
2. Ignoring someone who has a different opinion
3. Speaking loudly to win an argument.

Q6)Which article states that there can be limitations to the freedom of expression?

1. Article 18
2. Article(19)(a)
3. Article(19)2

Q7)Which of these are the challenges to implementing the right to freedom of speech and expression

1. Gender inequality
2. Lack of knowledge
3. All of the above

Q8)The right to freedom of expression is available to?

1. Every human being without any discrimination
2. All the rich people
3. All who are in poverty

Q9)Which article states the right to freedom of expression?

1. Article 16
2. Article19(1)(a)
3. Article 25

Q10)If the right to freedom of expression is violated who will you approach?

1. School principal
2. Gram panchayat
3. Supreme court

Stage 6: Challenges

The teacher gives an assignment in class titled **“Free Expression Timeline (Past–Present–Future)”** to help students understand how the right to freedom of expression has evolved over time. Students will research significant events such as press freedom struggles, censorship incidents, whistleblowing cases, online expression issues, and the ban of books. The students are then required to arrange these events chronologically on a shared timeline that highlights all the key developments from the past to the present.. The timeline can be presented either as a chart, a poster, or digital slide, accompanied by a short written reflection on it.

Appendix skills - Business Skills(Verbal communication , Analysis)

- **Stage 2 Review**

Activity 1:

In this activity the students are asked to act as witnesses to an incident of violation of human rights and express their viewpoints on the same.

By encouraging them to use appropriate spoken language, tone, and body language to convey the gravity of the situation, the students would have an enhanced ability to communicate effectively in real-life scenarios where they feel their rights are being violated or in any other similar context.

- **Stage 3 Introduction**

Activity 2:

This activity opens up a creative platform for the students to express themselves through different forms according to their preference . However certain limitations are placed on it , ie a single chart paper would be divided into four parts for the students to work on.

Through the conduction of this activity , the students would be encouraged to think critically and check for the similarities and differences in their ideas on the same topic.They question their team members to understand the reason of their creations and come to conclusions through such a detailed analysis of their group works.

- **Stage 6 Challenge**

The teacher gives the students an assignment of preparing a timeline on events related to expression in the chronological order to understand how the freedom to express has evolved over time.

In this timeline activity, students along with collecting facts about freedom of expression are also analyzing by arranging the events in order, finding patterns, and thinking about how freedom of speech has evolved over time. They compare the past with the present and ask questions like why certain events were important, and analyse how emerging technologies like AI or social media would hinder or allow expression.

Lesson – 8 The Judiciary-Right to Legal Recognition



Right to Legal Recognition

The right to legal recognition refers to the acknowledgement of an individual's existence under the law, ensuring that they are treated as a person with rights and protections. The chapter goes on to educate the students about the articles stated in the UDHR and the Indian constitution eventually helping them to recognize the importance of legal recognition in accessing rights like education , healthcare and voting.

Article 6 and Article 15 of the Universal Declaration of Human Rights



Learning Outcomes

1.To help the students gain an understanding of the right to legal recognition

2.To help the students recognize the importance of legal recognition in accessing rights like education , healthcare and voting.

3.To educate students on the opportunities provided by the Indian constitution i.e., Article 14 , Article 15 and Article 21 to guarantee that everyone is legally recognized as a person before law.

Stage 1:Warm-Up Song (5 Minutes)

Recognised by Law

I have a name, I have a right

To be recognized by all, To be accepted by all

But if at all i am denied my name

And my identity is beyond hard to claim

I do have papers that show me the way

I deserve to be seen, deserve to be heard

With a right to books and bites to share

But if at all i am denied my dream

By those claiming that I don’t have a name

These doors shall I knock to gain my name

The court , the boards and other legal aids

No power can silence who we truly are

With laws as lanterns, we walk ahead

But if at all we are denied our right

We shall call it out in the halls of justice;

Our right to be recognized, never bound by shame

● ***Sifi Mary Siju***

Stage 2: Review (10 Minutes)

Activity 1:



Teacher asks the students to read the articles:

1. Article 6. Everyone has the right to recognition everywhere as a person before the law
2. Article 15 of the Universal Declaration of Human Rights (UDHR) guarantees the right to nationality and prohibits arbitrary deprivation of nationality or denial of the right to change nationality

Teacher asks few questions based these articles

Q1. How does an individual receive legal recognition?

Q2. What are the benefits one gets with legal recognition?

Q3. How can legal recognition impact an individual's ability to “connect” with opportunities and resources, similar to how networking opens doors to different opportunities

Activity 2:

"The Invisible Citizen"

In this activity, students will experience the importance of legal recognition by imagining life without it. The class will be divided into two groups: “Recognized citizens” and “Invisible citizens”. The “recognized” group will have access to all services, while the “invisible” group won’t be able to complete simple tasks like applying to college, voting, visiting a hospital, or traveling, getting enrolled in schools. Each student will receive a scenario card with a common task and will learn that only recognized citizens can carry out their tasks.

Afterward, the class will discuss how it feels to be “invisible” and the challenges that come with not being legally recognized. Finally, students will write a short monologue or diary entry from the perspective of someone without legal identity, sharing their struggles and feelings.



Stage 3: Introduction (25 Minutes)

Activity 3:

The Identity Web – Networking Game



The teacher conducts an activity in the class, a web of connections forms, illustrating how social and legal networks help build relationships and recognition. Afterward, a discussion follows, asking students what happens when someone has no identity or network. This highlights the importance of both legal recognition and social networking in gaining access, support, and inclusion in society

1. Form a circle. Each student holds a string.

2. Students introduce themselves with a name and one thing they are proud of.

3. Pass the string to someone they are connected with (e.g., lives nearby, same hobby).

4. Once a student shares, they hold onto the end of the yarn and pass the ball of yarn to another student with whom they share a connection—this could be someone who:

Lives in the same area

Enjoys the same sport or hobby

Speaks the same language

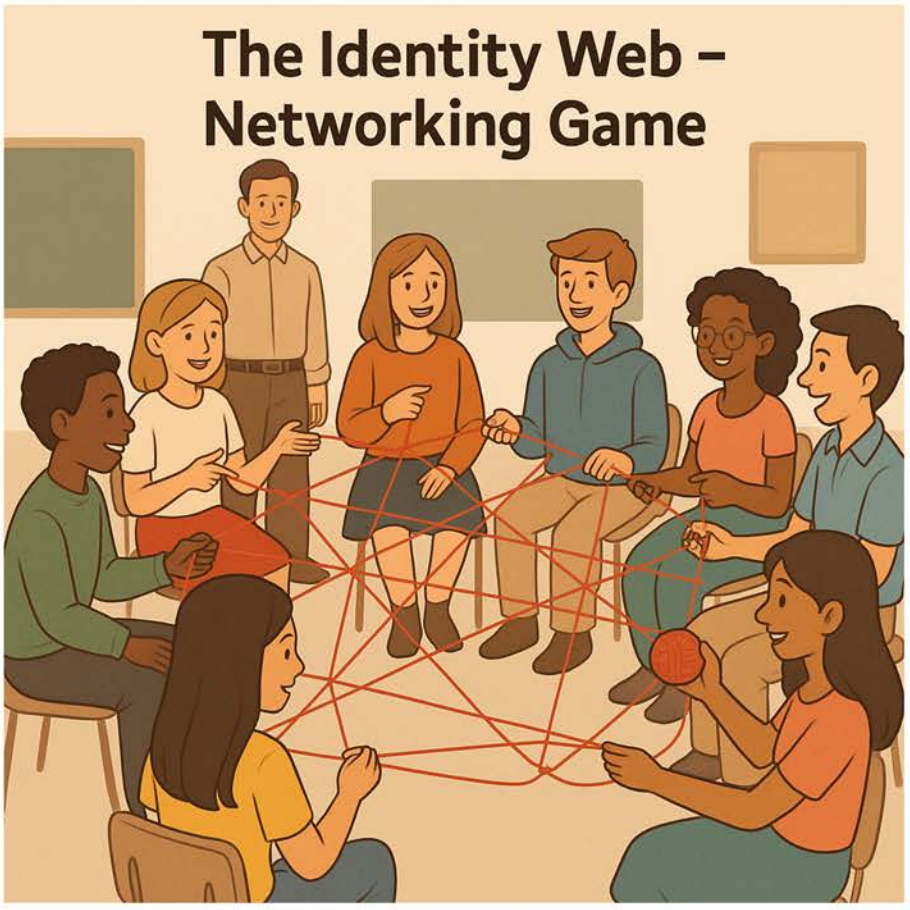
Belongs to a similar cultural group

Shares a similar dream or goal

Discussion:

What happens when someone has no identity or network?

Emphasize the role of legal recognition and social networking in gaining access and inclusion.



Stage 4: Developmental (5 Minutes)

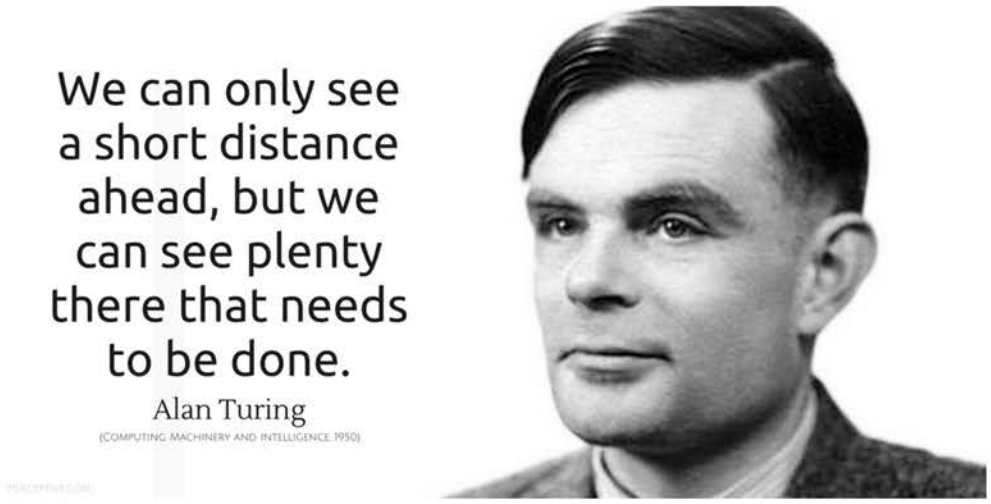
Alan Turing – A Genius Denied His Rights

Alan Turing was a brilliant British mathematician, scientist, and codebreaker. During World War II, he worked at a secret center where he helped break the German Enigma code. This code was used by the Nazis to send secret messages. Turing's work helped the Allies win the war sooner and saved millions of lives. Many people today call him the "father of modern computing" because his ideas led to the creation of computers.

But despite all he had done for his country and the world, Alan Turing was not treated with honor or respect. Turing was gay, and in 1952, being gay was illegal in the United Kingdom. He was arrested simply for being himself.

Instead of being celebrated as a hero, he was forced to take harmful medicines as a punishment. These drugs damaged his body and mind. Two years later, in 1954, Turing died by suicide at the age of 41.

Years later, people began to understand how unfairly he had been treated. In 2009, the UK government apologized. In 2013, Turing was given a royal pardon. In 2017, the "Alan Turing Law" was passed to pardon thousands of others who were punished for being gay.



Alan Turing was a mathematician and computer scientist who helped break the Enigma code during World War II, laying the foundation for modern computing.

Stage 5: Conclusion (10 Minutes)

Legal Identity Tree

Tree Elements:

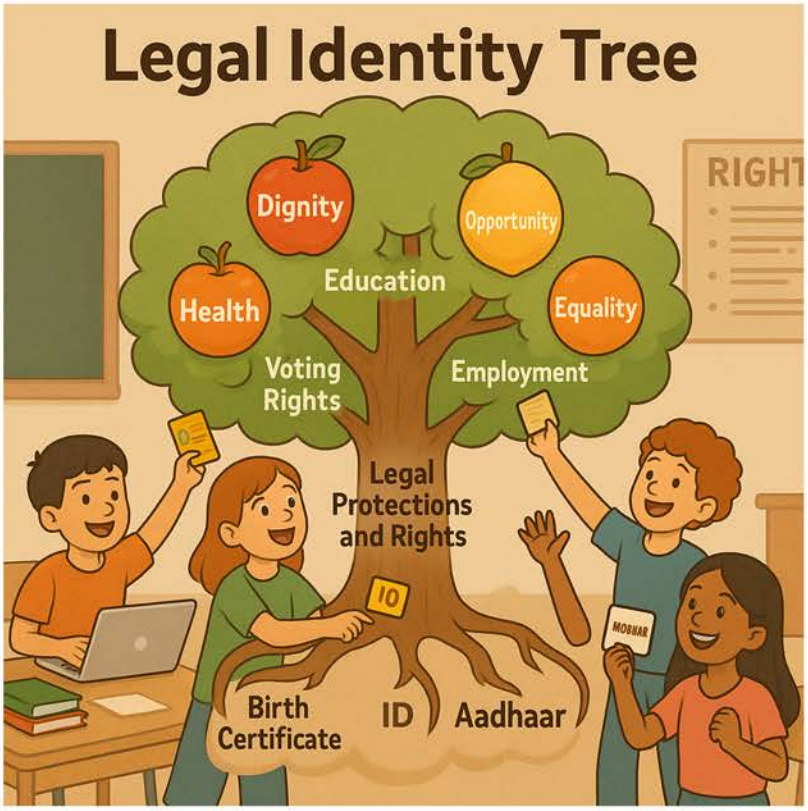
Roots: Documents and registration (birth certificate, ID, Aadhaar)

Trunk: Legal protections and rights

Branches: Education, health, voting rights, employment

Fruits: Dignity, opportunity, justice, equality

Students label their tree based on what rights and benefits flow from legal recognition.



Stage 6: Challenges

Teacher distributes a worksheet to the students that is based on the human rights and legal provisions they have learnt throughout the lesson.

Situation	Legal Document Needed
Applying for a job	Identity proof (Aadhaar card, PAN card)
Opening of bank account	Marriage certificate
Getting admitted to school	Ration card, Aadhaar card
Travelling to another country	Health card, Aadhaar card
Voting in an election	Legal heir certificate, Death certificate
Getting married legally	Aadhaar card, PAN card, Address proof
Buying or renting a house	FIR (First Information Report), ID proof
Getting a driver's license	Property papers, Rent agreement, ID proof
Accessing government welfare schemes	Birth certificate, Aadhaar card
Reporting lost or stolen item to police	Passport
Claiming Inheritance	Age proof (Birth certificate), Aadhaar
Getting medical treatment in a hospital	Voter ID card

Write a report of 250 words justifying your answers for the above matches.

Appendix - Business skills -Networking, Active Listening

- **Stage 2 Review**

Activity 1

Teacher asks the students to read the articles

1. Article 6. Everyone has the right to recognition everywhere as a person before the law
2. Article 15 of the Universal Declaration of Human Rights (UDHR) guarantees the right to nationality and prohibits arbitrary deprivation of nationality or denial of the right to change nationality

Teacher asks few questions based these articles

Q1. How does an individual receive legal recognition?

Q2. What are the benefits one gets with legal recognition?

Q3. How can legal recognition impact an individual's ability to “connect” with opportunities and resources, similar to how networking opens doors to different opportunities

The activity of reading articles and answering questions encourages active listening skills by requiring students to analyze the information, identify key issues, and apply their understanding to answer the questions effectively.

Activity 2

"The Invisible Citizen"

In this activity, students will experience the importance of legal recognition by imagining life without it. The class will be divided into two groups: “Recognized citizens” and “Invisible citizens”. The “recognized” group will have access to all services, while the “invisible” group won’t be able to complete simple tasks like

applying to college, voting, visiting a hospital, or traveling, getting enrolled in schools. Each student will receive a scenario card with a common task and will learn that only recognized citizens can carry out their tasks.

Afterward, the class will discuss how it feels to be “invisible” and the challenges that come with not being legally recognized. Finally, students will write a short monologue or diary entry from the perspective of someone without legal identity, sharing their struggles and feelings.

This activity connects to networking skills by demonstrating how being excluded or “invisible” can impact one's ability to connect, collaborate, and access different opportunities. Just like the “invisible citizens” in the activity who are unable to engage in basic tasks in networking, without being recognized or acknowledged, individuals may struggle to build relationships or access valuable opportunities. The exercise teaches students that effective networking requires visibility, trust, and recognition, encouraging them to understand the importance of making others feel seen and included in both social and professional environments.

- **Stage 3 Introduction**

Activity 3

The Identity Web – Networking Game

The teacher conducts an activity in the class, a web of connections forms, illustrating how social and legal networks help build relationships and recognition. Afterward, a discussion follows, asking students what happens when someone has no identity or network. This highlights the importance of both legal recognition and social networking in gaining access, support, and inclusion in society

The Identity Web – Networking Game highlights how building connections is key to success. By sharing details and passing the string, students practice

networking skills, like finding common ground and building relationships. Just as social and legal networks provide recognition and opportunities, effective networking helps access resources and grow in both personal and professional life

Lesson – 9 Law and Social Justice – Protection from Child Labor



Protection from Child Labor

Childhood is a period to dream , explore and get educated . The International Convention on the Rights of the child clearly prohibits the exploitation of children in any manner.The Indian constitution too provides provisions for the protection of children from any form of labour.This chapter reminds the children that they are entitled to the happiness , innocence and opportunities that childhood offers them.

Article 32 of the International Convention on the Rights of the Child.

Learning Outcomes

1. To create awareness among students about fundamental human rights of Protection from Child Labour

2. To develop understanding and the importance of Protection from Child Labour.



3. To make them aware about the opportunities provided by the Indian Constitution.

4. To make them aware about UDHR Article 32, which talks about Freedom from Child Labour.

(Article 21A, Article 24, Article 39(e), Child Labour (Protection and Regulation) Act, 1986)

Stage 1-Warm up song. (5 Minutes)

Childhood Dreams

Under the sun's stern, flaming gaze, where time is burning and shadows grow longer,
A small hand, a tired sigh,
Under a sky of darkened hues and murmured fears, a soul intertwined
A life filled with labour and tears.
For pennies earned, a small amount, a future lost, a broken drum, of bright laughter and childhood dreams, replaced by burdens, day and night.
Beneath the darkness was the roar of the factory, a steady hum, a silent scream.
Oh, the world awakens to quiet voices,
To spirits crushed and souls enslaved,
Let justice come to the land with a righteous hand to break the chains.
a better, pain-free future where everyone can prosper.

- ***Suprava Mukhia***

Stage 2-Review (10 Minutes)

Teacher conducts an activity where students are asked to write down one item/activity that defines their childhood. This is then added to the jar that represents a child's life. These chits are then transferred to another jar labelled child labour. This leaves the former jar empty, depicting how when a child is forced into labour they miss out on their childhood.

Activity 1 :



To make students realize what child laborers miss out on.

1. Label the Jars:

- One jar is labeled "A Child's Life" (for a student's normal life).

- The other jar is labeled "A Child Labourers' Life" (for a working child).

2. Distribute Paper Slips:

- Give each student a slip and ask them to write something they love about childhood (e.g., playing with friends, school, cartoons, family time).

- Collect these slips in the first jar.

3. Move Slips to the Second Jar: Each slip moved represents something that child laborers lose due to work (e.g., no school, no play, no fun).

Teacher asks the follow up question-

- How does the second jar look? (It will have fewer slips, representing a lost childhood.)

On suggestion to the parliament the right to education as a fundamental right was passed via an amendment in the existing Article 21 of the Constitution.

The 86th amendment to India's constitution was passed in 2002 and established the right to education as a basic right.

The same amendment included Article 21A, which established the right to education as a basic right for children aged 6 to 14

Article 24 Prohibition of employment of children in factories, etc. No child below the age of 14 years shall be employed in work in any factory or mine or engaged in any other hazardous employment.

Article 39(e)the health and strength of workers irrespective of whether men, women or children shall not be abused or manipulated.

Stage 3 - Introduction (10 Minutes)

Activity 2:



The teacher conducts an activity which involves creating student groups of 3-5 and putting them on a mystery box. The groups analyze the contents of the box touch, with the teacher encouraging group discussions. The discussion phase involves each group discussing their hypothesis related to child labor, and the teacher then reveals the mystery box item to the class. This interactive learning experience aims to help students understand and address child labor issues.



1. Group Formation

- Make student groups of 3-5
- Each group gets on mystery box

2. Exploration Phase

- The groups **analyze** the mystery box contents with the help of touch
- The teacher encourages the students to analyze their observations in their groups.

3. Discussion Phase

- Each group will discuss and write down their hypothesis related to child labour. (How that item in the mystery box is related to the victim of child labour)

4. Reveal and Discussion

- Each group will then present their hypothesis and present it to the class
- After the presentation the teacher reveals the item of the mystery box.

Stage 4-Developmental Stage (5 Minutes)

The Tale of Charlie Chaplin



Charlie Chaplin was a legendary actor and filmmaker known for his silent film comedy and the iconic character "The Tramp." He brought laughter to millions around the world.

A little boy named Charlie Chaplin lived in London long ago, when the streets were lit by gas lamps and the primary entertainment venues were music halls. At five years old, he was inquisitive, timid, and brimming with wonder. Hannah Chaplin, his mother, was a stage performer. In front of sizable audiences who came to the music hall in search of a good laugh or a happy melody, she performed songs and performed in skits.

The crowd was crowded and aflutter with anticipation one evening. Little Charlie watched Hannah walk out onto the stage with wide eyes from the wings as she was supposed to perform. However, there was a problem. Normally sweet and strong, Hannah's voice cracked. She attempted to sing, but she was too ill to continue. The audience started complaining, and some even jeered.

The manager was in a panic backstage. The show couldn't simply end! It's difficult to say for sure, but someone had an idea at that point, or perhaps Charlie offered. However, the subsequent events became part of history. Small Five-year-old Charlie took the stage in front of the boisterous audience. To

everyone's surprise, they all enjoyed the popular song he sang. He even made some of the people in the crowd laugh by imitating their speech patterns. The applause increased in volume. The jeering ceased. Charlie's debut performance was a huge success! Everything changed that night. It marked the start of a lengthy journey that would eventually make him one of the world's most well-known silent film stars.

However, things weren't always simple. Hannah, Charlie's mother, was a good-hearted and gifted woman who battled mental health issues. Later, doctors determined that it was connected to a disease she had earlier in life. Charlie and his brother ended up in workhouses, which are places where impoverished children were sent to live and work, because she was occasionally unable to care for them due to her illness.

Charlie brought his mother to live with him in California after he achieved success in America. There, near her son, who had once performed for her on stage and never turned back, she spent her last years.



Activity 3:

Drawing the Resilience Tree



Each student draws a large **tree** with:

Roots (the support system): e.g., family, teachers, friends, books, beliefs.

Trunk (the challenge): e.g., fear of exams, illness, moving schools, learning difficulty.

Branches (how they overcame it): e.g., practice, asking for help, staying calm, trying again.

Leaves/fruit (what they learned or gained): e.g., confidence, courage, skill, empathy.

Stage 5-Conclusion (10 Minutes)

The teacher has 2 students read the provisions related to Child Labour from the Indian Constituion.

This is followed by the detailed explanation of the Act and Government Schemes.

The Child Labour (Protection and Regulation) Act, 1986 was implemented on 23 December 1986 by the Parliament of India and Ministry of Labour and Employment. It states that any child below the age of 14 is considered a child and is prohibited to work under any conditions. Any employer not abiding by the laws is seen as a heinous crime.

Child Labour (Prohibition and Regulation) Act, 1986

It came into effect on 23rd December, 1986.
If focuses on the provisions to protect children from child labour. It describes a child as a person below the age of 14. It prevents a child from being employed to work in factories, mines etc. or under any hazardous condition.
It also regulates the conditions under which an adolescent between the ages of 14-18 can be employed. Working in non hazardous occupations, with proper rest, good and safe working conditions and making sure their educational needs are met is considered legal.

However in 2016, the parliament passed the bill stating that a child under 14 years of age is prohibited from being employed, even as a domestic help.

The teacher then distributes worksheet to the students which have questions related to the Child Labour Provisions discussed in the class

Q1. **What does the Right to Protection from Child Labour ensure?**

□ A) That children earn money for their family

□ B) That children under 14 are protected from harmful work and can get an education

□ C) That children should help with house chores

□ D) That children can work part-time jobs

2. Which soft skill helps people bounce back from difficulties?

□ A) Anger

□ B) Confidence

□ C) Resilience

□ D) Intelligence

5. Which of these is an example of child labour?

A) A child helping parents at home after school

B) A child working long hours in a factory and not attending school

C) A child acting in a school play

D) A child attending a weekend art class

4. List any two examples of child labour:

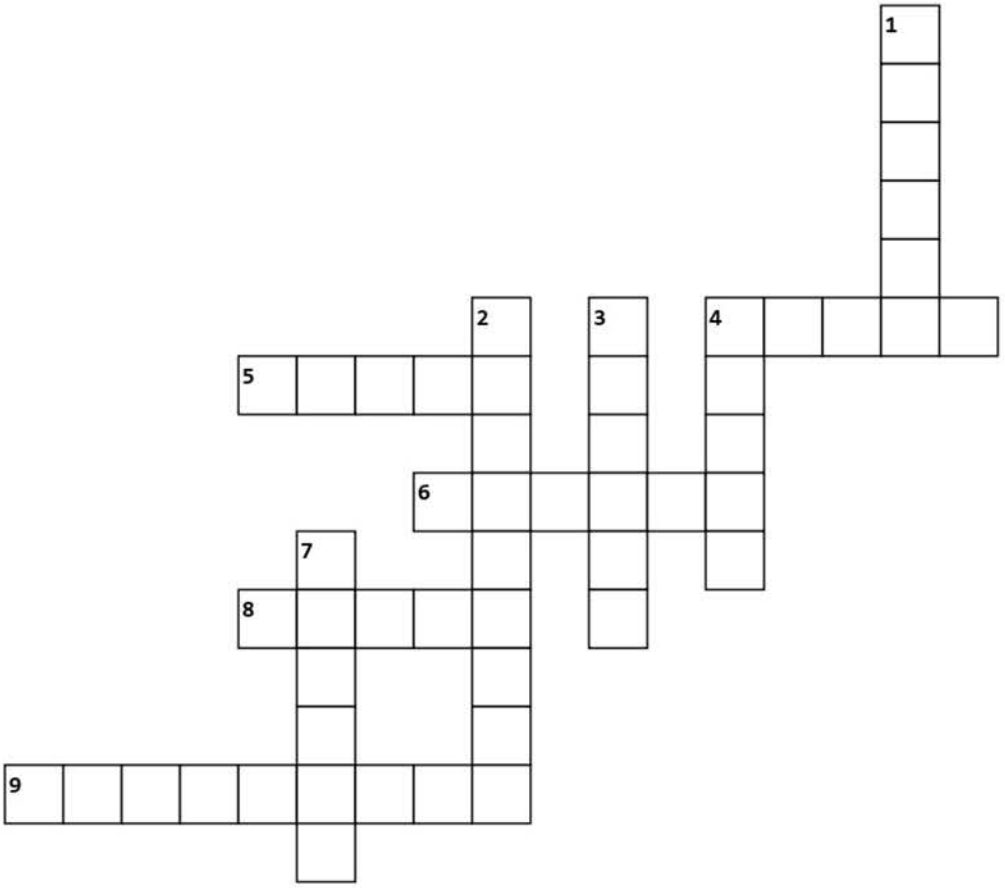
5. Write one way children can show resilience in their life:

6. What can you do to support the rights of children who are victims of child labour?

Stage 6-Challenges

The teacher distributes worksheet of a crossword puzzle related to the topics of Protection from Child Labour. They need to solve the crossword puzzle at home.

Protection from Child Labour



Across

4. A person under the age of 18

5. Denying this right to children forces them into hardship

6. You must not take this away from any child

8. A moral and legal entitlement (Every child has a ____ to education)

9. The Constitution gives this to children between ages 6 and 14

Down

1. The place where children go to study

2. What every child deserves to receive to learn and grow

3. Work that is harmful and takes away a child's childhood

4. ____labour is banned in India

7. UNICEF works to protect the ____ of the child

Appendix: Soft Skill- Analysis and Resilience

Activity 1 :

Teacher conducts an activity where students are asked to write down one item/activity that defines their childhood. This is then added to the jar that represents a child's life. These chits are then transferred to another jar labelled child labour. This leaves the former jar empty, depicting how when a child is forced into labour they miss out on their childhood.

This activity is a powerful way to analyze how child labour takes away a child's happiness, dreams, and growth. Through analysis of the jars, we uncover a deeper meaning: child labour doesn't just affect a child's work life, it takes away their entire childhood. The empty childhood jar represents everything that is lost—including play, learning, and freedom. This analysis helps students understand the emotional and social impact of child labour, not just the physical burden involved in it.

Stage 3 - Introduction

Activity 2

The teacher conducts an activity which involves creating student groups of 3-5 and putting them on a mystery box. The groups analyse the contents of the box touch, with the teacher encouraging group discussions. The discussion phase involves each group discussing their hypothesis related to child labor, and the teacher then reveals the mystery box item to the class. This interactive learning experience aims to help students understand and address child labor issues.

Students practice the skill of **analysis,** which is a way of investigating things. The activity helps in improving the soft skills of the students. They **analyze** individually and come together to a conclusion.

- **Stage 4 Developmental (Story Telling)**

Charlie Chaplin faced numerous hardships in his early life, including his mother's illness, poverty, and working conditions in a workhouse. At age five, he took the stage to help during a crisis. Despite facing fear and uncertainty, Chaplin remained **resilient** and transformed his pain into performance, becoming one of history's most successful artists.

Activity 3:

Drawing the Resilience Tree

Each student draws a large **tree** with:

Roots (the support system): e.g., family, teachers, friends, books, beliefs. **Trunk** (the challenge): e.g., fear of exams, illness, moving schools, learning difficulty. **Branches** (how they overcame it): e.g., practice, asking for help, staying calm, trying again. **Leaves/fruit** (what they learned or gained): e.g., confidence, courage, skill, empathy.

The activity aims to teach students about personal resilience, the significance of support systems, the negative impact of child labor, and the empowerment to advocate for children's rights in their communities.

- **Stage 5**

The teacher then distributes worksheet to the students which have questions related to the Child Labour Provisions discussed in the class

2. Which soft skill helps people bounce back from difficulties?

□ A) Anger
□ B) Confidence
□ C) Resilience
□ D) Intelligence

5. Write one way children can show resilience in their life:

- Stage 6 Challenges

The teacher distributes worksheet of a crossword puzzle related to the topics of Protection from Child Labor. They need to solve the crossword puzzle at home.

his worksheet doesn't just assess understanding — it develops the soft skill of **analysis** by:

- Asking students to interpret experiences
- Explore social issues deeply
- Draw thoughtful conclusions from a symbolic classroom activity

It turns a hands-on experience into a **critical thinking opportunity**, helping students grow emotionally and intellectually.

Lesson : 10 Democratic Rights - Right to Education



Right to Education

"Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available, and higher education shall be equally accessible to all on the basis of merit." The chapter helps the students understand how education can benefit them on both personal level as well as a tool for social change
Article 26 of the Universal Declaration of Human Rights.

Learning Outcomes

1. To create awareness among students about fundamental human rights, with a focus on the Right to Education

2. To develop understanding and importance of equal access to education



3. To help students analyze real-life situations where educational rights are denied, and discuss possible solutions.

4. To understand the challenges and barriers of Right to Education Act 2009

5. To make them aware about the opportunities provided by the Indian Constitution.

(Article 21A, Article 45, 86th Amendment of Indian constitution ,Right To Education Act 2009)

Stage 1: Warm up song (5 Minutes)

Change the change

The world is not filled with candy colours.

Everything is just black and white

The world smokes cigarettes of greed,

While justice lies in the ashtray.

We all weave a web of lies, and take it be a hammock.

Sit back in it not knowing that the ties are weak

No right or wrong, follow the rules like a sheep in a flock.

It's time for the youth to raise their voices,

Be the change we dream of our future and present to be,

Paint the world with vibrant hues and right choices

Change the flow of the river of change

Together we'll lead it to the sea

Where our thoughts can be rearranged

Paint every street, house, or anything you muse

Break the chains and spill the hues

They should be allowed to flow and fuse.

- ***Suprava Mukhia***

Stage 2- Review (10 Minutes)

The teacher starts the topic of right to education with an activity.

Activity 1:



The teacher distributes the class into two groups randomly. A scenario is created where one group of students are asked to stop coming to school. The teacher asks how those students can be given justice.

Q1. What right is being denied in this situation?

Q2. If someone is denied education, how does it affect their future?

Q3. Can denying education to one group affect the whole society? How?

After completion of activity 1 teacher talks about the role of UNESCO and SDG 4 which is about Quality Education. The teacher also elaborates on Article 26 given by UDHR that talks about the Right to Education.

Stage 3-Introduction (25 Minutes)

Activity 2:



Teacher conducts an activity where students are divided into a few groups of 5 students. Each group was assigned a task and at the end of each task group presentations were taken by the teacher.

The theme for group presentation was "The Road to Education: A Real-World Resilience Challenge"

Group Discussion

- Make student groups of 5 students
- They will represent a station each (Financial Hardship, Long Distance to school, Discrimination, Conflict, Child Labour)

Task

- Each student group receive a task as per their station
- Build the tallest tower using only 5 random materials, Walk a set distance balancing books on the head while facing hurdles, Solve a puzzle blindfolded while others can see, Perform a group task while random "freezes" simulate danger zones, Solve academic problems while holding a heavy backpack.

Discussion Stage

- The groups work together to finish their tasks

Presentations

- The groups present their ideas in the class
- The class gathers for a guided reflection discussion.

Activity 3:



Teacher shows the Magic File (Teaching Aid) and asks 2 students to read the provisions related to Right to Education from the Indian Constitution.



The **RTE Act, 2009** came into effect on 1 April, 2010. It focuses on 'Free and Compulsory Education'. The Act declares education as a fundamental right for all children between the ages of 6 and 14 and establishes minimum standards in primary schools. However this "NO Detention Policy" was repealed under the 2019 Act.

Key components of the Right to Education include:

1. Accessibility
2. Free and obligatory elementary Education
3. Equal Opportunity (Admission)
4. Quality Education
5. Lifelong Learning
6. Special Training for Dropouts
7. Reservations
8. No Capitation Fees

Features and Provisions of RTE 2009

- The RTE Act intends to provide primary education to all children aged six to fourteen.
- It establishes education as a fundamental right (Article 21).
- The act requires a 25% reservation for the disadvantaged parts of society, which include: SCs & STs Socially backward and differently abled.
- It also allows non-accepted children to be admitted to an age-appropriate class.
- It also mentions the division of financial and other obligations between the central and state governments.
- It establishes the norms and criteria relating to: Pupil-to-teacher ratios (PTRs), building and infrastructure, and school days are all important considerations. Teacher working hours.
- The "No Detention Policy" clause was repealed under the Right of Children to Free and Compulsory Education (Amendment) Act, 2019.

- It also prohibits the deployment of teachers for non-educational purposes other than the decennial census, local elections, state legislatures, and parliament, and disaster assistance.
- It allows for the appointment of teachers with the necessary entry and academic credentials.
- It bans both physical punishment and mental harassment, screening methods for entrance of youngsters, Capitation fees, Private tutoring by teachers, Running schools without recognition.

After reading the teacher asks a few questions related to the provisions.

Q1. Why did RTE come into existence?

Q2. What are the key components of RTE?





Stage 4- Developmental Stage (5 Minutes)

The teacher narrates a story with intonation and tone to put across the emotions of the same. The story is related to human rights that was discussed in the class.

Ambedkar's Fight to Education Right



Dr. B. R. Ambedkar was the chief architect of the Indian Constitution. He fought against social discrimination and worked for equality, justice, and the rights of Dalits.

There was a big boy by means of the call of Bhim who sat on his own outside his class in a small Indian village.

He came from an "untouchable" network at that point. Bhim loved studying, however he couldn't touch the same water containers or sit down at the same seat as other kids. There were instances while his classmates kept away from him and his teachers left him. Bhim by no means gave up wish, however. He listened attentively, made notes on scraps of paper, and was hoping for the day when all children might sit in college with satisfaction.

With time, Bhim became certainly one of India's maximum scholarly minds, Dr. Bhimrao Ramji Ambedkar. He acquired degrees from global-renowned universities which include the London School of Economics and Columbia University in America. However, he in no way forgot the suffering of no longer receiving an equal schooling.

Dr. Ambedkar turned into the prime architect of the Indian Constitution after independence in India.

One of his strongest convictions was that most effective through schooling can equality be completed.

He proclaimed: "I measure the progress of a community by the degree of progress which women have achieved and the access they have to education."

The basis for India's Right to Education became laid because of visionary leaders like Ambedkar. He opined that children of all backgrounds, regardless of caste, religion, gender, or heritage, should have a right to an education in place of it being reserved as a privilege for the elites or individuals of positive castes.

As an end result of his tireless efforts, Article 21A of the Indian Constitution now ensures the proper to schooling, presenting loose and obligatory education to every baby between the a long time of 6 and 14.

The lifestyles of Dr. Ambedkar illustrate that schooling isn't always about memorizing records but exercising one's freedom, rights, and dignity.

Based on the story the teacher asks the following questions to the student.

1. How did Ambedkar show **resilience** in gaining his right to education?
2. Do you think there is proper awareness of rights in today's day and age?

Stage 5- Conclusion (10 Minutes)

Activity 4:

The teacher asks the 2 students to read the timeline of how the Right to Education came into existence.

The Right to Education is a fundamental right that ensures every child has the opportunity to receive a high-quality elementary education. Originally, **Articles 45** of the DPSP (Directive Principles of State Policy), provided for state-funded, equitable, and accessible education. This article was only a guideline that would instruct the government to make new provisions keeping the policies given in DPSPs. It gave birth to the amendment in 2002.

In 1993, the Supreme Court's historic decision in Unnikrishnan JP versus State of Andhra Pradesh concluded that education is a fundamental right. On

suggestion to the parliament the right to education as a fundamental right was passed via an amendment in the existing Article 21 of the Constitution.

The 86th amendment to India's constitution was passed in 2002 and established the right to education as a basic right.

The same amendment included **Article 21A**, which established the right to education as a basic right for children aged 6 to 14.

Teacher does the summarisation of the act and asks questions related to it.

Q1. How do you think this Act is impacting the marginalised communities?

Q2. Why is education important to you personally? How might your life be different without it?

Stage 6- Challenges

Activity 5: "Barrier Wall – Break It Down!"

This activity involves creating a brick wall labeled "Barriers to Education" in their notebooks. They then write ways to break down each barrier using resilient actions and rights-based solutions

Wrap-Up Question:

“How can personal resilience and government support work together to protect a child’s right to education?”

APPENDIX: Business Skill- Resilience and Active Listening

- **Stage 2- Review (10 minutes)**

Activity 1-

The teacher distributes the class into two groups randomly. A scenario is created where one group of students are asked to stop coming to school. The teacher asks how those students can be given justice.

Q1. What right is being denied in this situation?

Q2. If someone is denied education, how does it affect their future?

Q3. Can denying education to one group affect the whole society? How?

At the end of Activity 1, students come up with the solutions which reinforces that no matter how many hurdles come in an individual's path to education we as a responsible member of the society must remain resilient amidst growing challenges.

- **Stage 3-Introduction**

Activity 2- The Road to Education: A Real-World Resilience Challenge

1. Group Discussion

- Make student groups of 5 students
- They will represent a station each (Financial Hardship, Long Distance to school, Discrimination, Conflict, Child Labour)

2. Task

- Each student group receive a task as per their station
- Build the tallest tower using only 5 random materials, Walk a set distance balancing books on the head while facing hurdles, Solve a puzzle blindfolded

while others can see, Perform a group task while random "freezes" simulate danger zones, Solve academic problems while holding a heavy backpack.

3. Discussion Stage

- The groups work together to finish their tasks

4. Presentations

- The groups present their ideas in the class
- The class gathers for a guided reflection discussion.

This group discussion activity teaches students resilience through simulation-based learning. Students face challenges symbolizing real-world barriers to education, such as poverty, distance, discrimination, conflict, or child labour. Through teamwork, creative problem-solving, and emotional regulation, they practice resilience.

- Stage 3, 5- Active Listening

Activity 3-

Reading by the students of provision of RTE

The class practices active listening, a crucial communication and comprehension skill, when one student reads aloud the characteristics and provisions of the RTE Act, 2009. By focusing on what is being read the students will be able to interpret the meaning of the text through a thorough listening and act thoughtfully in situations where they find the rights are violated.

Activity 4-

The teacher asks the 2 students to read the timeline of how the Right to Education came into existence.

- Follow the **timeline of events** (from DPSPs to Article 21A)
- Understand **who made the decision** (e.g., Supreme Court, Parliament)

- Comprehend **legal and educational vocabulary**

Students will practice active listening—not just hearing words, but meaningfully interacting with them—by giving their listening a clear goal and incorporating reflection exercises.

By assigning a clear purpose to their listening and including reflection activities, students will practice active listening—not just hearing words, but engaging with them meaningfully.

- **Stage 4- Developmental Stage**

Dr. Ambedkar's life shows that resilience is not just surviving hardships, but rising above them — and then using that strength to make change for others.

Stage 6- Challenges

Activity 5: "Barrier Wall – Break It Down!"

This activity involves creating a brick wall labeled "Barriers to Education" their notebooks. They then write ways to break down each barrier using resilient actions and rights-based solutions

Evaluation Questionnaire on Human Rights and Business Skill

Right to Equality

1. Which Article of the Universal Declaration of Human Rights (UDHR) states that all people are equal before the law?

a) Article 1

b) Article 7

c) Article 15

d) Article 3

2. What does the Right to Equality mean?

a) Everyone must look the same

b) Everyone must earn the same income

c) Everyone should be treated equally before the law without discrimination

d) Everyone must follow the same religion

3. Which Article of the Indian Constitution guarantees the Right to Equality?

a) Article 15

b) Article 14

c) Article 19

d) Article 21

4. According to the Indian Constitution, people cannot be discriminated against on the basis of:

a) Caste

b) Religion

c) Gender

d) All of the above

5. Can government jobs and public places be denied to someone because of their caste or religion?

a) Yes

b) No

6. Which of the following is an example of equality in action?

a) Only boys are allowed to participate in science exhibitions

b) Everyone in a school is allowed to use the library

c) A job ad says “only upper castes may apply”

d) Girls are not allowed to ride bicycles

7. What does Article 15 of the Indian Constitution prohibit?

a) Freedom of speech

b) Discrimination by the State

c) Right to vote

d) Owning private property

8. What is affirmative action (reservation) meant to do in India?

a) Divide people into groups

b) Provide extra marks in exams

c) Create inequality

d) Promote social equality by supporting disadvantaged groups

9. Which global goal (SDG) promotes equality and reduced discrimination?

a) SDG 1 – No Poverty

b) SDG 4 – Quality Education

c) SDG 5 – Gender Equality

d) SDG 10 – Reduced Inequalities

10. Should students speak up if they witness discrimination at school?

a) Yes

b) No

Equal and Inalienable Rights

1. What is meant by human rights?
a) Rights that apply to a particular country
b) Right of the rich people
c) Rights inherent to all from whichever background, caste, religion or gender you are from

2) What is the freedom that allows you to practice any religion or belief called?
a) Freedom of beliefs
b) Right to beliefs
c)Freedom of religion

3) Riya, a 12 year old girl is allowed to go to school but after she turns is 15 years old, she was not allowed to go to school but her brother could go to school. which right is violated here?
a) Right to work
b) Right to equality
c) Rights of gender.

4) Which right in the Indian constitution protects the children from child labour?
a) Right against exploiitation
b) Right to Labour
c) Freedom to work.

5) Which article of the Indian constitution states the Right to Equality?
a) Article 15
b) Article 14
c) Article 21

6) What are Equal and Inalienable Rights?
a) Rights that every person should have and cannot be taken away
b) Rights that are for the male members of the society.
c) Rights that cause taken away from you

7) According to the right to constitutional remedies, who cam we approach if or right is violated?
a) Grampanchayat
b) Human Rights Commission
c) Supreme court

8) Which articles of the Indian constitution talks about the Freedom of Expression?
a) Article 30
b) Article 21
c) Article 19

9) Which Right allows for the protection and preservation of your culture.
a) Religious Rights
b) Cultural Rights
c) Right to Preservation

10) Which of the following are the challenges to Eduational Rights?
a) Poverty
b) Gender Inequality
c) All of the above.

Freedom from Discrimination

1.Which Article of the Universal Declaration of Human Rights (UDHR) says that everyone is entitled to all rights without discrimination?

a) Article 1

b) Article 2

c) Article 7

d) Article 17

2.What is discrimination?

a) Treating everyone equally

b) Helping someone in need

c) Treating someone unfairly because of their identity (e.g., gender, caste, religion)

d) Giving awards to top-performing students

3.Which Article of the Indian Constitution prohibits discrimination by the State?

a) Article 14

b) Article 15

c) Article 19

d) Article 21

4.According to Article 15, on which grounds is discrimination prohibited in India?

a) Language and hairstyle

b) Caste, religion, race, sex, and place of birth

c) Income and appearance

d) Profession and family size

5.Is it legal in India for a school to deny admission to a student because of their religion?

a) Yes

b) No

6.Which of the following situations shows discrimination?

a) Everyone is served lunch together in the school canteen

b) A student is not allowed to participate because of their caste

c) A teacher helps all students equally

d) A school celebrates all festivals equally

7.Why is it important to fight against discrimination?

a) To make people unhappy

b) To protect only one group of people

c) To build a fair and equal society for all

d) To allow favoritism

8.Which SDG (Sustainable Development Goal) encourages reducing discrimination and inequalities?

a) SDG 3 – Good Health

b) SDG 10 – Reduced Inequalities

c) SDG 13 – Climate Action

d) SDG 6 – Clean Water and Sanitation

9.Can discrimination affect someone's mental and emotional well-being?

a) Yes

b) No

10.Should students take a stand or report if they see someone being treated unfairly due to their caste, religion, or gender?

a) Yes

b) No

Freedom from Bullying

1) Which Fundamental Right was violated in the case of Nepal's struggle for democracy?

a) Right to Equality (Article 14)
b) Right to Constitutional Remedies (Article 32)
c) Freedom of Speech and Expression (Article 19(1)(a))
d) Right to Education (Article 21A)

2) What does the word 'SECULARISM' mean in the context of the Indian Constitution?

a) Only one religion should be followed in the country
b) People should forget their cultural heritage
c) Unity in Diversity and equal treatment of all religions
d) The government should promote one religion over others

3) What does UDHR stand for?

a) Universal Declaration of Human Rights
b) United Democratic Human Regulations
c) Universal Development for Human Resources
d) Union of Democratic and Human Rights

4) When was the Universal Declaration of Human Rights (UDHR) adopted?

a) 1945 b) 1947 c) 1948 d) 1950

5) Which law in India addresses cyberbullying and online harassment?

a) IT Act, 2000.
c) Motor Vehicles Act, 1988.
b) Right to Education Act, 2009
d) Consumer Protection Act, 2019

6) According to you, which of the following is bullying?

1) The teacher scolding the students for not completing their assignments on time.
2) Parents disciplining their child who fought in class.
3)A boy from low economic background is made fun of and physically harmed by his mates.
4)Mother advising a small child who was playing with sharp objects.

7) According to CBSE's Anti-Bullying Guidelines (2015), what must schools implement to address bullying?

a) Only punish students who bully others
b) Form anti-bullying committees and implement grievance redressal systems
c) Ignore minor bullying incidents
d) Let students resolve bullying issues on their own

8) How does the National Education Policy (NEP) 2020 aim to reduce bullying in schools?

a) By banning students from reporting bullying incidents
b) By creating safe and inclusive school environments
c) By allowing teachers to punish students harshly
d) By ignoring bullying as a minor issue

9) What did you learn from this session? Write in your own words

10)Which form of bullying is most commonly seen in a school setting?

1) Physical bullying
3) Electronic bullying
2) Religious bullying
4) Disability bullying

11) If you see your fellow mates being bullied, how will you react to it?

1) Join in the bullying along with other bullies
2) Act as if nothing has happened.
3) Inform your teachers about it to get a reward from them.
4) Inform your teachers and parents with the intention of preventing bullying and stopping it.

12) Do you like our Session? (fill up the star)

Right to Marriage and Family

1. What does Article 16 of the Universal Declaration of Human Rights (UDHR) state?

A) Everyone has the right to education.

B) Men and women of full age have the right to marry and found a family.

C) Everyone has the right to work.

D) Everyone has the right to freedom of speech.

2. Which article of the Indian Constitution guarantees the right to life and personal liberty, including the right to choose one's spouse?

A) Article 15 B) Article 16

C) Article 21 D) Article 14

3. What does Article 15 of the Indian Constitution prohibit?

A) Freedom of speech

B) Discrimination on the grounds of religion, race, caste, sex, or place of birth

C) Right to education

D) Right to assemble

4**. What is the significance of the Supreme Court's decision to decriminalize Section 377 of the Indian Penal Code in 2018?**

A) It legalized child marriage.

B) It allowed same-sex couples to marry legally.

C) It decriminalized consensual same-sex relations.

D) It abolished all marriage laws.

5. Which of the following is a legal term related to marriage and family?

A) Coercion B) Freedom

C) Discrimination D) All of the above

6. What does the term "forced marriage" refer to?

A) A marriage based on mutual consent

B) A marriage where one or both parties do not give their free and full consent

C) A marriage that is legally recognized

D) A marriage that is celebrated in a religious ceremony

7. Which of the following statements is true regarding the right to marry?

A) It is only applicable to heterosexual couples.

B) It is a fundamental human right protected by international law.

C) It is not recognized in the Indian Constitution.

D) It can be denied based on caste and religion.

8. What does the term "personal liberty" in Article 21 of the Indian Constitution imply?

A) The right to travel freely

B) The right to choose one’s spouse and marry without interference

C) The right to own property

D) The right to vote

9. Which of the following activities can help raise awareness about the right to marry freely?

A) Organizing a "Freedom to Choose Day"

B) Promoting child marriage

C) Ignoring discrimination in marriage

D) Enforcing caste-based marriage restrictions

10. What did you enjoy most about today's lesson on the right to marriage and family, and what could we do differently next time?

Freedom form Religion

1. What are the rights in the Indian Constitution to protect religious rights?

a. 25
b. 26
c. 27
d. All of the above

2. What is secularism?

a. Practicing your religion
b. Hurting other religion's followers
c. Being an Atheist
d. Separation of Religion from the state

3. What does Article 18 of UDHR say?

a. Right to Freedom of religion
b. Right to Vote
c. Right to Express
d. None of the above

4. Which Guru founded Sikhism?

a) Guru Nanak
b) Guru Gobind Singh
c) Guru Angad
d) Guru Tegh Bahadur

5. Religion is all about ___ and ___?

a. Peace, Harmony
b. Violence, Hatred

6. Which is the most practiced religion in India
a. Hinduism
b. Islam
c. Sikhism
d. None of the above

7. What was the actual name of Swami Vivekananda? a. Krishna
b. Vivek
c. Narendranath
d. None of the above

8. Which of the Following are NOT the great emperors in India?

a. Akbar
b. Ashoka

c. Nobody
d. None of the above

9. According to you who is Good Samaritan?

a. Who is very rich
b. Who is very Generous & Helpful
c. Who is traveling
d. None of the above

10. Tell one instant where Govt had interfered in religion

Freedom of Expression

1.Which Article of the Universal Declaration of Human Rights (UDHR) protects the Right to Freedom of Expression?

a) Article 19

b) Article 14

c) Article 21

d) Article 1

2.What does “freedom of expression” mean?

a) Freedom to do anything you want

b) Freedom to express opinions and ideas without fear

c) Freedom to break the law

d) Freedom to force others to agree with you

3.Which Article of the Indian Constitution guarantees freedom of speech and expression?

a) Article 14

b) Article 15

c) Article 19(1)(a)

d) Article 21

4.Can the right to freedom of expression be limited by law in certain cases?

a) No, never

b) Yes, in cases of hate speech, violence, or national security

c) Yes, if the government doesn’t like the opinion

d) No, unless the person is a child

5.Which of the following is a responsible way to use freedom of expression?

a) Spreading fake news

b) Posting hate comments online

c) Peacefully sharing your opinion on an issue

d) Bullying someone for their beliefs

6.Is criticizing the government in a respectful way allowed in a democracy?

a) Yes

b) No

7.What is the main purpose of the Right to Freedom of Expression in a democracy?

a) To create conflict

b) To spread gossip

c) To allow people to participate in public debate and decision-making

d) To insult leaders

8.Which of the following actions shows responsible use of freedom of expression?

a) Writing a peaceful blog on environmental issues

b) Shouting slogans to disturb a class

c) Threatening others who disagree

d) Using social media to spread rumors

9.Which SDG (Sustainable Development Goal) supports access to information and freedom of expression?

a) SDG 16 – Peace, Justice and Strong Institutions

b) SDG 4 – Quality Education

c) SDG 13 – Climate Action

d) SDG 8 – Decent Work and Economic Growth

10.Should students be encouraged to express their views respectfully in school debates and discussions?

a) Yes

b) No

Right to Legal Recognition

1. Right to Legal Recognition – Student Questionnaire

Have you heard of the term “Right to Legal Recognition”?

a) Yes

b) No

2. What does the Right to Legal Recognition mean?

a) The right to have a job

b) The right to be treated as a person before the law

c) The right to go to school

d) The right to vote

3. Which document guarantees legal recognition to every person?

a) Universal Declaration of Human Rights

b) Indian Penal Code

c) Indian Citizenship Act

d) SDG Report

4.Which Article of the Universal Declaration of Human Rights ensures legal recognition?

a) Article 1

b) Article 3

c) Article 6

d) Article 21

5.Who is entitled to legal recognition under international law?

a) Only citizens

b) Only adults

c) Everyone, regardless of nationality or age

d) Only those with government jobs

6.Can denying someone a birth certificate affect their legal recognition?

a) Yes

b) No

7.Is having an Aadhaar card in India related to legal identity?

a) Yes

b) No

8.Which of the following is an example of being legally recognized?

a) Getting likes on social media

b) Being registered in school with your name and birthdate

c) Being famous

d) Owning a mobile phone

9.Why is legal recognition important for children?

a) It helps them get better clothes

b) It allows access to education, protection, and services

c) It lets them drive early

d) It’s not important at all

10.Should every person, regardless of caste, religion, or gender, be legally recognized by the state?

a) Yes

b) No

Freedom from Child Labour

1.Have you heard about SDG?

a)Yes

b)No

2. Do you know what human rights are?

a)Yes

b)No

3. When was the child labour act passed?

a) 1986

b)2016

c)1990

d)2012

4. Who passed the child labour act?

a) Government of India

b) Indian constitution

c)Parliament of India and Ministry of Labour and Employment

d)No idea

5. Which article prohibits children in factories, mines and hazardous places?

a) Article 21

b) Article 24

c) Article 39

d) Article 24A

6. Can adolescents (14-18 years) work in hazardous occupations under the Child Labour Act?

a)Yes

b)No

7. Does the National Child Labour Project (NCLP) provide vocational training to rescued child labourers?

a)Yes

b)No

8. If a child helps in household chores, is it considered child labour?

a)Yes

b)No

9. Should students actively report child labour cases if they witness them?

a)Yes

b)No

10. Can child labour lead to long-term physical and mental harm?

a)Yes

b)No

Right to Education

1. What does Article 21A of the Indian Constitution ensure?
A. Right to vote
B. Right to speech
C. Right to Education for children aged 6 to 14
D. Right to Religion

2. When was the RTE Act implemented?
A. 2001
B. 2005
C. 2010
D. 2009

3. Which amendment made education a fundamental right in India?
A. 74th Amendment
B. 86th Amendment
C. 42nd Amendment
D. 99th Amendment

4. Who is considered the architect of the Indian Constitution?
A. Mahatma Gandhi
B. Jawaharlal Nehru
C. Dr. B.R. Ambedkar
D. Sardar Vallabhbhai Patel

5. According to the RTE Act, what percentage of seats must private schools reserve for disadvantaged groups?
A. 10%
B. 15%
C. 25%
D. 30%

6. Which of the following is NOT prohibited under the RTE Act?
A. Capitation fees
B. Private tuition by teachers
C. Screening tests for admission
D. Conducting cultural events

7. What does the "No Detention Policy" mean?
A. Students must be detained every year
B. Students can be expelled anytime
C. No student can be held back or failed till elementary education is complete
D. Students can skip exams

8. What was the key learning from Ambedkar's story in the lesson?

A. Focus on economics
B. Importance of social status

C. Resilience and the power of education for equality
D. Need for memorization

9. Which article originally mentioned state-funded education before it became a fundamental right?
A. Article 19
B. Article 32
C. Article 45
D. Article 14

10. What is one of the major challenges in implementing the RTE Act?
A. Too many private schools
B. Lack of sports activities
C. Shortage of trained teachers and lack of awareness
D. Overuse of digital tools

A Heartfelt Thank You to Our Dedicated Student Teachers

As we conclude this inspiring eight-month journey together, I would like to extend my deepest gratitude to each and every one of you for your incredible dedication and hard work throughout this project. Your unwavering commitment and passion for education have truly made a significant difference in the lives of many young students, and your efforts deserve to be celebrated.

Over the past eight months, your role has been nothing short of vital. You have been an integral part of three pilot studies, each one a testament to your perseverance, enthusiasm, and love for teaching. Not only have you conducted classes across various schools, but you have also painstakingly developed comprehensive lesson plans. These plans have enriched the learning experiences of countless students, providing them with the tools they need to succeed academically and personally.

Your innovative approaches and adaptability in the classroom have exemplified the qualities of exceptional educators. By tailoring your teaching methods to meet the diverse needs of your students, you have ensured that every child has the opportunity to learn and grow.

Your efforts in teaching about human rights have been particularly commendable and truly inspiring. By bringing this vital subject into classrooms, you have empowered young minds with knowledge and understanding that extend far beyond the pages of textbooks. You have fostered an environment of respect, empathy, and awareness, laying the groundwork for a more informed and compassionate generation.

Through your dedication, you have equipped students with the ability to think critically about the world around them, encouraging them to become active and engaged citizens. Your work has instilled in them the values of justice, equality,

and respect, which are essential for building a better and more equitable society.

The impact of your work over these months will resonate for years to come. The lessons you have imparted and the values you have instilled will continue to influence students long after they've left your classroom. Your dedication to their growth and development is a testament to the power of education and the crucial role it plays in shaping a better future.

Thank you for your tireless efforts, your creativity in lesson planning, and your unwavering dedication to your students. You have set a remarkable example for future educators, and your contributions will not be forgotten. It has been a true honor to witness your growth and to see the positive change you have brought to the community. Your hard work and determination have not gone unnoticed, and your influence will be felt for generations.

- Asst. Prof Rahul Landge
MIT World Peace University,
School of Education.

The following student teachers participated in the DTO Pilot Study and conducted engaging lessons on Human Rights and Business Skills:



Sifi Mary Siju



Suprava Mukhia



Sonal Ambhore



Mrunal Mulay



Amit Kumar



Sinto Ebenezer



Prajwal Dahale



Mohammad Kaif Khan



Yogesh Sapre

Under the guidance of:



Dr. Shalini Tonpe



Asst. Prof Rahul Landge



Asst. Prof Priya Kale

Progress in human rights is real, but not everyone enjoys their rights to the fullest. Are you, the future youth, ready to bring that change?"

This child-centric manual is designed for secondary school students to build awareness of human rights while nurturing empathy, critical thinking, and leadership. Through a six-stage journey—beginning with a welcome song and culminating in action-oriented tasks—students revisit key rights, explore protection mechanisms, and draw inspiration from real-life changemakers.

Each lesson blends human rights education with business and life skills such as collaboration, communication, and problem-solving, preparing students for personal and professional success. By the end, learners are empowered to uphold equality, liberty, and justice, becoming responsible global citizens and ambassadors of peace.

