

Introduction

Values give a positive force to our lives. A society founded on values is progressive, defies all challenges it faces and creates a healthy, positive and prosperous environment for its people.

In today's rat race for material success, values have taken a back seat. Education plays a very important role in developing and instilling values in us. Quality education is inseparable from value-oriented education. The objective of building a holistic character through value oriented education can only be accomplished when the teachers feel the importance and understand the very essence of values from within. It is important for teachers to realize their major contribution in building a nation on a strong foundation of values.

Values can be well integrated and taught with all the subjects. Social Science is a subject that can easily integrate values within its wide scope. The nature of Social Science deals with man and his relationship with other men and with his environment. Values incorporated with Social Science will give an impetus in understanding the problems of our society, to solve those problems, improve upon them and aim towards a successful living. Value integrated approach in all subjects will develop deep understanding of human relationships, values, attitude and human culture heritage.

- This is a value based module developed for the teachers.
- An integration approach has been used to develop the module.
- Lecture and Discussion method has been used to teach.
- This module consists of 9 chapters
- The chapters are sequenced to address the most common values which include Unity, Peace, Equality, Patriotism and Freedom, integrated with topics in Social Science.
- In every chapter, one or more than one value has been identified with the sub topic/s.
- Various activities will be carried out to inculcate values in children.

Chapter 6 Post Independent India – 1

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of ‘Unity’ and ‘Patriotism’. The value of ‘Unity’ and ‘Equality’ will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value ‘Unity’ and ‘Equality’.
- Understand the importance of ‘Unity’ and ‘Equality’ in their lives and in society.
- Understand the difference between ‘Unity’ and ‘Disunity’ and ‘Equality’ and ‘inequality’.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of ‘Unity’ and ‘Equality’.
- Define ‘Unity’ and ‘Equality’.
- State the characteristics of ‘Unity’ and ‘Equality’.
- Cite various examples, narrate short stories in context to the value of ‘Unity’ and ‘Equality’.

Chapter Over View / Theme

This chapter discusses the state of affairs in India after independence. The focus of the chapter is on the union of India and how it was done. The problems and challenges the leaders faced to unite 550 independent the princely states under one Union of India and finally, how the formation and re-organisation of the states took place are discussed at length.

The sub topic

Integration of Princely States and Formation and Reorganisation of Indian States

Values Identified–Unity and ‘Equality’

After the great struggle and sacrifice for freedom from the British, India finally attained independence in 1947. But this was not the end; the real and humongous task was yet to begin, and that was to unite all the small and big kingdoms together under one roof of the Union of India. Though, the process of uniting the princely states was mostly peaceful, except with few kings and Nawabs. However the power and strength of unity prevailed. Unity tied India in the strong bond and brought us together under one union. After the union of India was formed, the states formation took place but while formation of states took place there was a sense of unease and dissatisfaction among the people, there were protests all over because they felt the states that were formed did not have equal status, especially in terms of language and culture. Therefore, people got divided in this front and demanded equality. There was a feeling of inequality, the demand for equality rose from everywhere. The government was forced to re-think and re-formation of states took place on the basis of language culture and population.



Interactive Session on 'Unity and 'Equality'

- What was that one bond that brought all the princely states together as one nation union?
- What do you understand by the word Unity?
- Can you identify disunity in this topic?
- Why do you think the people were agitated or divided on the issue of States formation?
- What do you understand by the word Equality?

Give Meaning, Definition and Characteristics of the Value 'Unity' and 'Equality'

Meaning of Unity: Unity means togetherness, united. When a group of people or people from different age, sex, creed, culture, race, religion come together for a common cause or purpose it is called unity. E.g. India though diverse in its language, culture, religion etc., got united against British for one cause and that was freedom. Unity means living together in peace and harmony taking care of everybody's interests.

Definition of Unity: The state or quality of being one; oneness or in accord; harmony, regardless of physical or psychological barriers.

Characteristics of Unity:

- Consensus towards goals.
- People are relaxed, informal and comfortable.
- Healthy discussion and participation of all
- Freedom of expression

Meaning of Equality: Equality basically means access or provision of equal opportunities, where individuals are protected from being discriminated against. Discrimination in equality can occur in race, gender, health, religion, family structure, age, politics, disability, culture, sexual orientation or in terms of beliefs.

Definition of Equality: The state of being equal, especially, in status, rights, and opportunities.

Characteristics of Equality:

- Uniform opportunities for all.
- Equal rules and laws for all
- Encouragement of fairness in all areas of life to all.
- No discrimination of any form with anybody.

The term “Equality” has a wide scope; it has to be understood in relation to certain titles such as, **Age** - People could feel uncared for or treated in a different way because of their age. It may be difficult to find job if someone is older. Young people may feel that nobody understands them and they are considered inexperienced or immature. Age discrimination can affect anyone, old or young, and can happen in many situations including service provision and employment.

Disability – Disabled people include people with learning difficulties; experiencing mental and emotional distress; long term/ limiting illness e.g. cancer or HIV/ Aids. A person may have experienced bullying, harassment or discrimination because of their disability or impairment. A person may feel ignored or treated differently because of their disability or impairment. People with disabilities are more likely to have no qualifications than people who do not have a disability, and are more likely to be out of work and claiming benefits than people without a disability. All people want to be involved fully and equally in society without suffering discrimination.

Ethnicity – Racism and racial discrimination are often used to describe discrimination on an ethnic or cultural basis, a person may have suffered bullying, harassment or discrimination due to their ethnic background or skin colour. A person may have been denied access to employment or services. Language or lifestyle may be a barrier to accessing service. The quality of life of some people in the community can be undermined if they experience discrimination. Intentional or unintentional, racial discrimination can impact on different communities in different ways.

Gender – (Women, men) People may have experienced barriers to services or employment because of their gender. A frequent misunderstanding about gender equality is that it is only about women’s rights – in fact gender equality is about equality for men and women. Gender issues are those matters directly linked to a person’s sex.

Religion/belief - All Faith Groups - including those with no faith/belief Religious discrimination is a serious problem as it contributes to social elimination / marginalisation of groups and individuals. Religious discrimination involves treating a person unfavourably at various situations like jobs, education, finding home, travelling, harassment etc. Every human being has a right to follow his own religion; no one can force anyone to follow other religion or belief. Our constitution protects this right of our citizens. Ignorance or no deliberate intention to discriminate on the basis of faith is not an excuse in preventing someone from practicing important elements of their religion.

Tell the story and try to integrate it with the sub-topic to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the characteristics of 'Unity' should be clear by the end of the story.

Unity we Stand Divided we Fall

Once, an old man was very ill and lay dying in his bed. He had four sons who were always fighting with each other. He always worried about them and wanted to teach them a lesson and asked his sons to come to him. When they came, the old man gave them a bundle of sticks and said, "Can you break these sticks?"

The first son tried to break the bundle but nothing happened. He tried very hard and finally gave up. Then it was the turn of the second son to try his luck. He thought it would be an easy task and picked up the sticks easily. He tried his best to break the sticks but nothing happened. Then, the third son tried to break the bundle of sticks, but he couldn't do anything either. Meanwhile, the youngest son jeered at his brothers and thought they were very incompetent. He thought he was very clever and took one stick at a time and easily broke all of them. The old father then smiled at his sons and said, "Children, do you understand what happened? It is always easy to break the sticks one by one. But when they are bundled together, none of you could break them. 'In the same way', you four brothers should always be together. No one will be able to hurt you then." The four brothers realised what their father was trying to teach them and forgot all their enmity and learnt that unity is strength.

From that day onwards, they never fought with each other and lived together in peace and harmony.

Discussion from the Story

- Why was it difficult to break the bundle of sticks?
- Why was it easy to break a single stick?
- Why is unity needed?
- Suggest various ways to develop the value of unity.

Story Telling on 'Equality'

Tell the story and try to integrate it with the sub-topic to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the characteristics of 'Equality' should be clear by the end of the story.

We are all Equal

One afternoon, Vikas came home from school with a puzzled look on his face. When his father asked him what was on his mind, he said "Our teacher said all of us are equal. But how can that be? We all look so different?" His father thought for a moment and then said, "I'll explain that. But first let's go to the market." There he bought green, red and yellow apples. On reaching home Vikas's father put all the apples on the table and said, "It's time to answer your question." He continued, "Vikas, people are just like apples. They come in all different colours, shapes and sizes. See, some of the apples have been bumped around and are bruised. They may even not look as delicious as others." As he was talking, Vikas was examining each apple carefully. His father then took each of the apples and peeled them. After this, he put them back. "OK Vikas, now tell me which one is the red apple, green apple and the yellow apple," Vikas said, "I cannot tell. They all look the same now." "Take a bite of each apple and see whether it helps you to figure out which one is which." Vikas took big bites and then a huge smile came across his face. "Father I understand now! People are just like apples. They look different, but once you feel them they are pretty much the same inside."

"Right, son," his father said, "Just as everyone has their own personality but are still basically the same." Vikas totally understood the meaning of equality. What a perfect food for thought!

Discussion from the Story

- What did Vikas say after tasting the apples?
- Do you treat everyone equal?
- Suggest various ways to develop the value of equality.

Quiz

Instructions - Form three teams to play a quiz, team A, B and C. Ask the question as given in the module to team A, if they answer they get a point or else the question is passed to the other team, and so on. Only one chance will be given to each team to answer the question.

Material needed – None

Time – 5 minutes

1) Unity is the state of being in

- Bliss
- Harmony
- Turmoil
- Tranquil

2) What is the major cause of disharmony?

- Diversity
- Velocity
- Intercity
- Prosperity

3) What is the main characteristic of Unity?

- Culture
- Consensus
- Religion
- Discord

4) United Nation is a symbol of

- Safety
- Durability
- Peace Equality & Unity
- Security

5) What is the antonym of Unity?

- Disunity
- Un-united
- Chaos
- Divided

Debate

Instructions - Form two groups in the class and organise a shot debate. The teacher should give 2.5 minutes to each group to make quick two to three strong points for the motion and against. The teacher then sums up the debate.

Material needed - None

Time - 5 minutes.

Topic – Can complete Equality be achieved?



Quiz



Debate

Chapter 7 Post Independent India - 2

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Equality' and 'Peace'. The value of 'Equality' and 'Peace' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value 'Equality' and 'Peace'.
- Understand the importance of 'Equality' and 'Peace' in their lives and in society.
- Understand the difference between 'Equality' and 'Inequality' and 'Peace' and 'Conflict'

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Equality' and 'Peace'.
- Define 'Equality' and 'Peace'.
- State the characteristics of 'Equality' and 'Peace'.
- Cite various examples, narrate short stories, in context to the value of 'Equality' and 'Peace'.

Chapter Over View / Theme

This chapter continues with the different kinds the challenges faced by the country after independence. As the states were being formed the vast diversity of India became one of the major challenges for the political leaders. The chapter also centers on the fast economic growth of India, especially in the field of science and technology in last 50 years.

Lesson Content Integrated with Values

The Sub-topic

Regionalism

Values Identified–Equality and Peace

When there is no equality among regions of a country in terms of per capita income, literacy rate, education facilities, health facilities, means of transport etc. it leads to dissatisfaction and conflict in those region. Inequality disturbs the harmony among the people which leads to conflicts and unrest. Hence where there is equality there is peace. The economic inequality among many states led to the demand for separate States, e.g. Telangana in Andhra Pradesh, Vidharbha and Marathwada in Maharashtra, Saurashtra in Gujarat etc.



Interactive Session

- What is regional inequality?
- How can the problem of regional inequality be solved?
- What do you understand by equality?
- Is it possible to maintain equality all the time?
- If equality prevails in a nation, what is the outcome?
- What do you understand by peace?
- Can give examples from your life or surroundings that signify where there is equality there is peace?

Give Meaning, Definition and Characteristics of the Value 'Equality' and 'Peace'

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Story Telling on Equality

Tell the story closely and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Equality' should be clear by the end of the story.

'I am Just as You'

Rakesh hoped he could make friends with the children. But the first day, during play time, Ayesha pinched him. "Get out of my way," she said.

At snack time, Rakesh looked around for a friendly face.

"Looks like you've got more than I do," said Ritesh. Ritesh forcefully snatched his lunch box and ate his lunch. Rakesh blinked back his tears, but he didn't say anything.

"He has funny hair," Rebecca whispered to Maria. Rakesh heard her, but didn't say anything. No one played with Rakesh all morning. He was lonely, but he didn't say anything.

At recess, none of the children picked Rakesh to be on their team. "Go away, Rakesh," said Jamal. "Don't you know when you're not wanted? We don't want to play with you!"

But this time, Rakesh said something. "STOP BEING MEAN TO ME," he yelled. "IT'S NOT NICE! I may be the new kid, but I'm just the same as you." And the other children felt bad about

how they had treated Rakesh, because they knew he was right. They knew they wouldn't like it if someone acted towards them the way they acted towards Rakesh.

They stopped being mean to Rakesh, and included him in their games. They got to know him, and they liked him and always wanted to play with him. That's when they understood that they were all different, but they could still be friends. And they said, "We're sorry we were mean to you, Rakesh!"

Discussion from the Story

- How did Rakesh feel when the children were mean to him?
- What is the right way to treat other people?
- If there is a new student in your class, what can you do that is nice?
- Suggest various ways to develop the value of equality.

Story Telling on Peace

Tell the story and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Peace' should be clear by the end of the story.

Two Brother Kings

Once there was a kingdom which was divided into two regions. It had two palaces one belonged to the king Bruce and the other belonged to the king Thomas. The people of these kingdoms had strained relations as well. One region of the Kingdom was ruled by Bruce and the other one by Thomas.

Bruce and Thomas were brothers. They were sons of King Brian. Since both desired to become king of the kingdom, Brian parted the kingdom into two halves and made both of them as the kings for each region. The two kings fought against each other many times to gain supremacy.

One day the two regions received information that they were going to be attacked by a powerful ruler called, Gordon. The two kingdoms had the soldier strength of 1000 each. They knew that they would be defeated if they fought independently as Gordon had an army of 5000 soldiers. Both the brothers realized the futility of fighting each other and united to fight against Gordon. Both Bruce and Thomas fought to the finish and defeated Gordon finally. Ever since, they lived together with peaceful coexistence.

Discussion from the Story

- Think of the world, nation, family and then your school without peace. Discuss.
- What was the outcome of the war against Gordan when the Bruce and Thomas united? Explain why?
- Suggest various ways to develop the value of peace.

Unit End Activity on Equality

Listicles, acts of Discrimination

Instructions - Form groups of four and ask students to list as many acts of discrimination as they can. Share this in the class and discuss.

Material needed- None

Time - 5 Minutes

Unit End Activity on Peace

Addressing bullying behaviours

Instructions

The teacher explains to students about bullying and the number of people who have acknowledged themselves as a bully, admit to being bullied, or both. There are many types of bullying, verbal or non-verbal, physical or non-physical, direct bullying like hitting, teasing, or making threats and indirect bullying, like rumours, manipulation, isolation and exclusion. The act of bullying can be done by one person or a group of people either for popularity or to look cool.

1. Ask students to take a minute to reflect on their experiences. Have they ever had someone say something to them that hurt their feelings? Has someone ever hurt them physically or tried to scare them? Have they ever hurt someone by something they said or did?
2. Teachers may share their personal example when were a victim or a witness to bullying or they hurt someone's feelings. If students feel comfortable, allow them a few moments to share their experiences aloud.
3. Give each student a light gray paper "stone." Have students write a behaviour that could hurt someone or make them feel bad such as calling someone an ethnic name, or tripping someone..
4. Have them wrinkle up the "stone" and then try to smooth it out. Explain that once someone has been hurt, it is never forgotten. You cannot remove the hurt. The wrinkles will always be there.

5. Have students sit in a circle and pile the rocks up in the middle. Ask students to think about ways to prevent these things from happening. Create a class list of ideas.
6. In turn, have each student select someone else's stone from the pile. Read your stone and imagine that this happened to yourself or a friend of yours. What could you do about it? Pair and share your ideas.
7. Together as a class they suggest something positive everyone could do about bullying to make peace with everyone.

Material needed – Medium sized square papers and pencils.

Time – 8 minutes



Listicles, Act of Discrimination



Bulling



Stop Bulling

Chapter 10 Organs of the Government

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Unity' and 'Patriotism'. The value of 'Unity' and 'Patriotism' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value 'Unity' and 'Patriotism'.
- Understand the importance of 'Unity' and 'Patriotism' in their lives and in society.
- Understand the difference between 'Unity' and 'Disunity' and 'Patriotism' and 'Treachery'.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Unity' and 'Patriotism'..
- Define 'Unity' and 'Patriotism'.
- State the characteristics of 'Unity' and 'Patriotism'.
- Cite various examples; narrate short stories, in context to the value of 'Unity' and 'Patriotism'.

Chapter over View / Theme

This chapter discusses the structure of the government. A detail study is made on the three main organs of the government, the Parliament, the Executive and the Judiciary. The power, functions, roles, and importance of the organs of government have been described at length.

The sub topic

The Legislature

Value Identified–Unity and Patriotism

The Legislature is one of the main organs of the government. It is also known as the Parliament. All the major decisions of the country are taken in the legislature. For the legislature to function smoothly, it is very important that the decorum of the house is maintained and all the members though, may differ in opinions, yet, must maintain the unity in the House. Or else, the Parliament will not function causing a great loss to nation in terms of time and money. By not allowing the Parliament to function also denotes disrespect and non-patriotism to the country and its people.



Interactive Session

- Why do you think the parliamentarians should maintain Unity in the Parliament?
- What causes disunity among the parliamentarians in the Parliament?
- What do you understand by the term Unity?
- How can the parliamentarians solve the problem of disunity among themselves?
- Does Patriotism always mean to die protecting ones country?
- What do you understand by the term Patriotism?

Give Meaning Definitions and Characteristics of the Value 'Unity' and 'Patriotism'

Meaning of Unity: Unity means togetherness, united. When a group of people or people from different age, sex, creed, culture, race, religion come together for a common cause or purpose it is called unity. E.g. India though diverse in its language, culture, religion etc., got united against British for one cause and that was freedom. Unity means living together in peace and harmony taking care of everybody's interests.

Definition of Unity: The state or quality of being one; oneness or in accord; harmony, regardless of physical or psychological barriers.

Characteristics of Unity:

- Consensus towards goals.
- People are relaxed, informal and comfortable.
- Healthy discussion and participation of all.
- Freedom of expression

Story Telling on Unity

Tell the story and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Unity' should be clear by the end of the story.

Lion and Two Bulls

Once there lived two bulls in a forest. They were very powerful. They were close friends. Where ever one of them went, the other one also followed him. A lion also lived in the forest. One day the lion thought of making them his meal. But he was afraid of them. He thought out a plan. He decided to divide the bulls against each other. One day the lion said to one of the bulls, "your friend is very selfish. He eats green grass and leaves dry grass for you". This thing created bad blood between the bulls. When the lion saw that the two bulls were not united, he pounced upon one bull and feasted on him. In this way he was able to kill the other one also.

Discussion from the Story

- How did the lion break the unity of the bulls?
- What happened when the lion saw the bulls not united?
- What should have the bulls done in such a situation?
- Suggest various ways to develop the value of unity.

Tell the story and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Patriotism' should be clear by the end of the story.

Service to the Nation

Nanaji what is patriotism?" asked Ajit. "It means going to jail like Gandhiji and Chacha Nehru or dying for your country like Bhagat Singh," explained his sister Naina. "Yes, Naina you are right. But it also means a lot more. To be a patriot one need not die or got to jail. One can show one's love for one's country in many small ways," Nanaji said. "How?" "By loving its culture and its people. Do you remember Ajit, on 26th after the Republic Day Parade a tune was being played? ""Yes, Nanaji, as soon as the tune started you stood and continued standing till the end." "Do you know what the tune was?" "I know, Nanaji?" Naina said. "It was our national anthem - 'Jana gana mana'..." "Good. But do you know why I got up and stood to attention?" "No, Nanaji. Why?" "As a mark of respect to the national anthem, and unfortunately I was the only one to do so. Your father continued to read the paper and your mother went on with her conversation on the phone. Earlier, in the cinema halls at the end of the movie the national anthem was played. But it was found that the people used to leave the hall midway, laughing, shouting and creating a racket. The Government then decided to stop the playing of the national anthem. The reason why I gave you this example is to explain to you that a person's patriotism can be reflected in simple day to day things like his respect for his language, his nation's anthem or flag and above all the love for his fellow countrymen."

"Nanaji, I still don't understand. I thought patriotism was all about dying for one's country or making a big sacrifice." "Yes, Beta you are right. It is about big things but also little ones too. And remember it is not the battlefield alone which produces patriots. In the battlefield of life too you will find many martyrs. Okay, let me tell you a story which will help you understand better." "Yahoo, Nanaji. Tell me a story about dragons and dinosaurs," shouted Ajit. "No, Ajit I'll tell you a story about real people and their real problems. But not today, this Sunday I'll take you for a picnic to a small village around 100 kilometres from here. We'll spend the day there and return by night." On Sunday Nanaji, Naina and Ajit started very early on their 'picnic'. They took the first train to the village 'Himapet'. Two and half hours later they found themselves at a tiny, dusty railway station. They got down and stepped outside.

A large well-built man wearing a white dhoti and kurta and sporting a huge turban greeted them with folded hands. He led them to a bullock cart and much to Ajit's delight lifted and placed him on the cart. The cart trundled on for almost an hour till they finally reached the village. They alighted in front of a large brick house. An elderly man and woman came out and greeting Nanaji and fussing over the kids. They spoke in a dialect which Naina and Ajit found difficult to understand. An hour later, after they had their breakfast Nanaji took them to a huge Peepal tree where there was a platform. They sat down and Nanaji started his story.

Around ten years ago there was a young man whose name was Akash. He was studying to be a Doctor. After he completed his MBBS he worked hard and won a scholarship to USA. He got his master's degree and decided to come back. Along with him ten of his friends had also gone for higher studies to America. They all stayed back but Akash returned. Akash's father was not very happy with his son's decision. He was very proud that his son had got a foreign degree. He wanted his son to make America his home, earn a lot of money and finally invite his parents and sister also to settle down in America. But Akash was adamant. "My country has spent thousands of rupees in educating me. I have to repay this debt. The only way I can do it is by serving the people here. And moreover India and its villages need good doctors far more than rich countries like America."

"Then what happened, Nanaji? Did Akash come back to India?" "Yes, child he did. In the beginning he worked in a Government Hospital in the city. A year later an epidemic broke out in the nearby villages. When Akash learnt about that he just packed his bags and left. He didn't even inform his parents. "Why?" asked Ajit. "Because they would have stopped him, silly, said Naina. In science I have studied that during epidemics, sometimes the doctors who are treating the patients also die," Naina said. "Yes, Naina is right. Anyway, a week later Akash's father got a postcard from him saying that he was busy treating the patients and that the situation was very grim. But Akash did not mention where exactly he was, fearing that his father would land up and try to drag him back. Two weeks later his father received a phone call saying that Akash had been admitted in the City hospital in a serious condition. His parents rushed to see him. He was in a very bad state. He could barely speak. "Why are you torturing yourself, as well as us, son?" His father asked him while his mother started sobbing. "I. can't help it father. I can't bear to see people suffer. "Your friends are enjoying life in America, earning pots of money and living in comfort and look at you here - fighting for your life. I can't understand what you are getting by doing all this.

If you don't care about yourself at least spare a thought for your poor mother. Just see her condition. She has gone half mad worrying about you."

"Father I don't think I'll ever be able to convince you about my actions. All I can say is that I have the satisfaction that I have been able to save so many lives. Forgive me if I have tortured you. But...but please try to understand that I could not help it. I can't watch people dying all around me and not do anything. "After battling for a month Akash died in his mother's arms. The entire village was there at his cremation and there was not even one eye which was dry. The villagers decided to pay homage to Akash. They launched a drive to collect donations for building a small hospital in the village. They approached the local MLA who agreed to organise a hefty donation thinking that the hospital would be named after him. However, the villagers were adamant. They took the money, built the hospital and called Akash's parents for the opening ceremony. Akash's father inaugurated the hospital. "Come, I want to show you something," Nanaji said and taking their hands in his he led them to a building, a few hundred metres behind the Peepal tree." They stopped in front of a blue board. "Naina please read what is written." "Akash Memorial Hospital, in memory of Dr.Akash Rai, who saved this village from death". Naina looked at her grandfather. His eyes were wet with tears. "Nanaji, Akash Rai, but your surname is also Rai.....was he your..." "Yes, my child, he was my son, your mother's elder brother". As a professor of Philosophy I always thought I knew everything about everything. But my son taught me the true essence of the term 'service' and the real meaning of the word 'patriotism'."

Discussion from the Story

- Why did Akash come back from America to India?
- Does patriotism mean, dying for the country? Why?
- What action (s) does Patriotism inspire you to take?
- Suggest various ways to develop the value of patriotism.

Unit End Activity on Unity

A Mock Parliament Session

Instructions - Divide the class into two, group, one group becomes ruling party the other becomes opposition. The house will debate the 'Reservation Bill'. During the debate, chaos, lack of discipline and division in opinions will be observed. Ask the house to stop and re-start the debate now with maturity, discipline, decorum and unity in conducting themselves.

Material needed – None

Time – 5 Minutes



Mock Parliament

Unit End Activity on Patriotism

Listicles, Acts of Patriotism

Instructions - Ask each student to express one form of action that can be counted as an act of Patriotism and share in the class.

Material Needed – None

Time - Five

Chapter 11 Judiciary of India

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Freedom'. The value of 'Freedom' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value 'Freedom'.
- Understand the importance of 'Freedom' in their lives and in the society.
- Understand the difference between 'Freedom' and 'Restriction'.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Freedom'.
- Define 'Freedom'
- State the characteristics of 'Freedom'.
- Cite various examples, narrate short stories, in context to the value of 'Freedom'.

Chapter Over View / Theme

This chapter discusses one of the most important organs of the government 'Judiciary' its duties functions and importance. India has one judicial system, the Supreme Court also known as the Apex court, is the highest in hierarchy, then comes the High Court which is at the state level, followed by the District Court and Lower Courts.

The sub topic

Independence of Judiciary

Values Identified–Freedom



In order to protect the rights of the citizen and to ensure equal justice to all the citizens, it is important that there are no external or internal influences on the judiciary. Judiciary should have freedom to discharge its duties. An independent and free judiciary will maintain justice and equality; this will keep the judiciary away from prejudices. Only then, free, fair justice will be meted out to everybody.

Interactive Session on ‘Freedom’

- What is the fundamental duty of the judiciary?
- How can freedom of judiciary be curtailed? Give example.
- What can a free and independent Judiciary do?
- What do you understand by freedom?

Give Meaning, Definitions and Characteristics of the Value 'Freedom'

Meaning of freedom: When a person is free from physical strain or any kind of confinement, he has the power to determine action without any external control, where does not have any kind of mental or spiritual fear, then he is said to be in the state of freedom or liberty.

Definition of freedom: The power or right to act, speak, or think as one wants without hindrance or restraint. Freedom is absence of subjection to foreign domination or despotic government.

Characteristics of freedom:

- Free choice for action.
- No fear of any person or object.
- No domination of anybody.
- Responsibility. Every person should be responsible for his or her action.

Story Telling on Freedom

Tell the story and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Freedom' should be clear by the end of the story.

Bird in the Golden Cage

Once there lived a beautiful princess. She was very fond of birds, every morning a little bird used to come to her palace and sing for her. The princess was very happy to see the lovely bird and listen to its music. The bird visited the palace daily and the princess waited eagerly for its visit every day. She was almost in love with the bird. She wished that the bird should keep company with her all the day. One day the princess put the bird in a golden cage and served it the best type of food. But the bird felt sad. It did not sing and eat anything. In spite of the best food the bird began to grow weak day by day. It did not sing as before. One day the princess asked the bird the reason for all this. The bird said, "I want to be set free." The kind princess set the bird free. The bird flew happily to its freedom. The next morning the bird was back again with its usual song. The story tells us that even the birds do not want to live in captivity, however well they are fed. This shows us the importance of freedom.

Discussion from the Story

- Why did the princess cage the bird?
- Give reasons for the deterioration of bird's health.
- How did the bird regain its health and happiness? Why?
- Suggest various ways to develop the value of freedom.

Unity End Activity on Freedom

Dare to say Truth

Instruction - Show the students a picture of injustice happening. Ask students to give their comments but put a condition that any bad or wrong comment will make them lose their points.

After couple of comments remove the restriction and ask them to give their true comments without any fear. No points will be lost. Discuss their experience and bring out the importance of freedom.

Material needed – a picture which is not appealing to the eyes. For example a picture of filth.

Time – 5 minutes.



Chapter 12 Indian Democracy

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Freedom'. The value of 'Freedom' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value 'Freedom'.
- Understand the importance of 'Freedom' in their lives and in society.
- Understand the difference between 'Freedom' and 'Confinement'.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Freedom'.
- Define 'Freedom'.
- State the characteristics of 'Freedom'.
- Cite various examples, narrate short stories, in to context to the value of 'Freedom'.

Chapter Over View / Theme

India has a big population hence, it has the largest number of voters in the world and therefore, India is called the largest democracy in the world. This chapter talks in detail about the main factors that have kept our democracy alive.

Lesson Content Integrated with Values

The sub topic

Agencies of Public Opinion

Values identified–Freedom



Democracy means where people have the right and the freedom to elect their own government. A democratic government gets its power to rule from its people. It is on the basis of the people's opinion that a party can win and retain power to form the government. A strong public opinion will always keep the government on its toes, it cannot afford to take people for granted and get away misruling or neglecting the country.

Public opinion is formed through the various agencies, the main agencies are, Print media and Electronic media. Free media is the sign of a true democracy.

Interactive Session

- What would happen if you were not given the right of freedom to express?
- Media should be curbed, right or wrong. Explain why?
- What does freedom mean to you? Explain

Meaning of freedom: When a person is free from physical strain or any kind of confinement, he has the power to determine action without any external control, where does not have any kind of mental or spiritual fear, then he is said to be in the state of freedom or liberty.

Definition of freedom: The power or right to act, speak, or think as one wants without hindrance or restraint. Freedom is absence of subjection to foreign domination or despotic government.

Characteristics of freedom:

- Free choice for action.
- No fear of any person or object.
- No domination of anybody.
- Responsibility. Every person should be responsible for his or her action..

Story Telling

Tell the story closely and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Freedom' should be clear by the end of the story.

King and his Autrocities

Long, long time ago in the far lands, there was a state which was renowned for its atrocities to its people. The king of the state was very cruel and had very severe laws for its subjects. He did not allow his people to do anything without his permission. All the decisions were taken by the king and the people had no say into the matters of the state. He had his spies spread all over the state to get the smallest information on what the people are talking and thinking about him. If he came to know that people are not happy and are planning to revolt, he would immediately get those people executed.

People of this state were living a restricted life, constantly under the fear of the king. They hated their king so much that they wanted to kill him. The respect that they showed to the king was fake and out of fear. Slowly, the growth of the state started declining; it started growing weaker and poorer.

The king was astonished; he thought that in spite of everything under my control, why is my kingdom not progressing. He called a meeting of his ministers and angrily asked them, what was the problem, why is my kingdom not performing well. The ministers were too scared of him so none said anything. With great difficulty one minister said sir there is a saint living in the outskirts of the kingdom and he seems to have answers to all the problems. The king ordered for the saint. The saint came to the king's palace and just said one thing, "Oh mighty king, give freedom to your people, let them express themselves, and see the magic". The king wanted to save his kingdom so he did as the saint had suggested. Within no time the prosperity and the happiness of the state were back, in fact the king realized that not only did the state prosper but the people of his kingdom were very happy with the king and the respect for the king was from the heart.

The King soon understood that restriction will kill the mind and soul of people and with it will die the creativity. He recognized the value of freedom.

Discussion from the Story

- Why did the people want to kill the king?
- Why did the king control the life of his subjects?
- What did the king learn from his mistake?
- Suggest various ways to develop the value of freedom.

Unit End Activity

Slogan Making

Instructions - Ask students to think of some catchy slogans on Freedom and make a A 4 size poster for the class. Some examples are given below.

Material needed – an A 4 size paper

Time – 5 minutes

Freedom is a chance to be better.

Freedom should come with responsibility.

Freedom should include the freedom to make mistakes.

Chapter 16 Drainage System

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Equality'. The value of 'Equality' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value of 'Equality'.
- Understand the importance of 'Equality' in their lives and in the society.
- Understand the difference between 'Equality' and 'Inequality'.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Equality'.
- Define 'Equality'.
- State the characteristics of 'Equality'.
- Cite various examples, narrate short stories, in context to the value of 'Equality'.

Over View / Theme

In this chapter, the students will be familiarised with the drainage system of India. All rivers, and the patterns formed due to their course will be studied. How the small rivers or tributaries meet the big rivers, big rivers meet the main rivers and how they in turn meet the large water mass, such as the lakes, seas or oceans.

The sub topic

Rivers: Lifelines of Human Civilization

Values identified–Equality



Water is the life source; all the ancient civilizations settled on the banks of the rivers. Rivers not only provide water but they also provide rich minerals and deposit that fertile the land. All activities like agriculture, cattle rearing, etc. are dependent on rivers. Rivers without any discrimination are available to all; rivers only flow for the benefit of mankind. When nature does not discriminate, than why humans?

Interactive Session

- What would happen, if rivers decided whom to give and whom not to give their water?
- Discuss the controversial water issues in and around your country in context with equality.

Give Meaning, Definition and Characteristics of the Value ‘Equality’

Meaning of Equality: Equality basically means access or provision of equal opportunities, where individuals are protected from being discriminated against. Discrimination in equality can occur in race, gender, health, religion, family structure, age, politics, disability, culture, sexual orientation or in terms of beliefs.

Definition of Equality: The state of being equal, especially, in status, rights, and opportunities.

Characteristics of Equality:

- Uniform opportunities for all.
- Equivalent rules and laws for all
- Encouragement of fairness in all areas of life to all.
- No discrimination of any form with anybody.

The term “Equality” has a wide scope; it has to be understood in relation to certain titles such as,

Age - People could feel uncared for or treated in a different way because of their age. It may be difficult to find job if someone is older. Young people may feel that nobody understands them and they are considered inexperienced or immature. Age discrimination can affect anyone, old or young, and can happen in many situations including service provision and employment.

Disability – Disabled people include people with learning difficulties; experiencing mental and emotional distress; long term/ limiting illness e.g. cancer or HIV/ Aids. A person may have experienced bullying, harassment or discrimination because of their disability or impairment. A person may feel ignored or treated differently because of their disability or impairment. People with disabilities are more likely to have no qualifications than people who do not have a disability, and are more likely to be out of work and claiming benefits than people without a disability. All people want to be involved fully and equally in society without suffering discrimination.

Ethnicity – Racism and racial discrimination are often used to describe discrimination on an ethnic or cultural basis, a person may have suffered bullying, harassment or discrimination due to their ethnic background or skin colour. A person may have been denied access to employment or services. Language or lifestyle may be a barrier to accessing service. The quality of life of some people in the community can be undermined if they experience discrimination. Intentional or unintentional, racial discrimination can impact on different communities in different ways.

Gender – (Women, men) People may have experienced barriers to services or employment because of their gender. A frequent misunderstanding about gender equality is that it is only about women’s rights – in fact gender equality is about equality for men and women. Gender issues are those matters directly linked to a person’s sex.

Religion/belief - All Faith Groups - including those with no faith/belief Religious discrimination is a serious problem as it contributes to social elimination / marginalisation of groups and individuals. Religious discrimination involves treating a person unfavourably at various situations like jobs, education, finding home, travelling, harassment etc. Every human being has a right to follow his own religion; no one can force anyone to follow other religion or belief. Our constitution protects this right of our citizens. Ignorance or no deliberate intention to discriminate on the basis of faith is not an excuse in preventing someone from practicing important elements of their religion.

Story Telling on Equality

Read the story closely and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of ‘Equality’ should be clear by the end of the story.

Black or White

Seema had recently completed her graduation with first class and was now looking for a job to support her family. Her parents belonged to lower class of the society; they worked very hard to educate their daughter. Seema was preparing herself for an interview which she had to appear soon. The day for the interview arrived, Seema was a bit nervous but was confident. She reached the interview venue on time and was waiting for her turn. After sometime Seema's was called in the interview room, she was asked few questions and Seema replied all the questions with confidence. Seema was eligible for this job from all the angles yet she was not selected. After some days Seema gets the news that Tanya her friend has got a job in the same firm where Seema had appeared for the interview.

Seema was happy for her friend but thought, how did Tanya get the job when she was more competent than Tanya? Soon Seema realised that Tanya scored more because of her looks. Tanya was fair and she was beautiful whereas, Seema was dark and was less appealing.

Discussion from the Story

- Seema was victim of which social evil?
- What would have you done if you were the interviewer?
- What would you advice the interviewer while taking interview of a candidate?
- Suggest various ways to develop the value of equality.

‘Did you know’ Discussion on Anti-Apartheid

Instructions - Ask the students if they know what apartheid is. If yes, then discuss the meaning. The teacher talks about the anti-apartheid and the persons who were involved in the movement. If the students do not know then the teacher discusses the movement, the personalities and highlights the key points of the movement.

Material needed – None

Time – 7 – 8 minutes



‘Did you know’ Discussion

Brief information on Anti-Apartheid

Apartheid is a policy or system of segregation or discrimination on grounds of race. The Dutch had colonised South Africa and to bring the supremacy of the whites, the native South African population were segregated and were forcefully relocated to poverty stricken areas and were stripped of their fundamental and human rights. Popo Molefe, Nelson Mandela and Steve Biko raised their voice against the policy of apartheid. The apartheid laws were repealed after years of sacrifice and struggle.

Chapter 17 Natural Vegetation

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Peace'. The value of 'Peace' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value 'Peace'.
- Understand the importance of 'Peace' in their lives and in society.
- Understand the difference between 'Peace' and 'Conflict'.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Peace'
- Define 'Peace'.
- State the characteristics of 'Peace'.
- Cite various examples, narrate short stories, in context to the value of 'Peace'.

Over View / Theme

Forests are the most important resources of any country. The more forests a country possess the more prosperous it is. Forests are not only rain attracters but they also provide us with abundance of natural products which are used as raw materials for various types of industries. This chapter deals with the vegetation of India and the many types of forests.

The sub topic

Natural Vegetation Regions

Values identified–Peace



Climate plays a very important role in creating forests, and so does forest. As climate varies according to the geographical condition so do the forests. In India forests are categorised according to its climatic conditions. Forest is a world in itself; it nurtures many species of trees, plants, flowers, insects, animals and birds. Within the law of forest there exists peace and harmony, inspite of the food chain cycle, there is no unnecessary conflict between the living beings of the forest. Forests are symbol of peace and prosperity; Lush green forests give a sense of peace and tranquillity.

Interactive Session

- What is the importance of peace in your life?
- What do you understand by peace?
- How can peace be attained?
- Can we say that today's times are more peaceful than the olden times?

Definition of Peace: A state of mutual harmony between people or groups, nations and personal relationship.

Meaning of Peace: Peace is a state of harmony characterized by the lack of violent conflict and the freedom from fear of violence. Peace is commonly understood as the absence of hostility. Peace also suggests the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all.

Characteristics of Peace

- Non-violence, i.e. free from war, conflict, turmoil or anarchy.
- Harmony, i.e. living in agreement.
- Friendship, i.e. living in closeness.

Story Telling on Peace

Read the story closely and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Peace' should be clear by the end of the story.

Crow and an Owl

Long, long ago all the birds of the jungle gathered to choose a new bird as their king. They were not happy with their king, the Garuda, who they thought always enjoyed his time in the heaven and never cared for the birds. So, they thought it was better to choose a new bird as their king. A meeting of all the birds took place and it was decided that the Owl would become their new king. The birds started preparing for the coronation of the newly elected king. Just then a crow flew in and objected to the decision. He started laughing and making fun of the owl, "What a bird you've chosen as your king. An ugly fellow, he also goes blind during the day time. Moreover, owls are birds of prey; he might kill other birds for his meals rather than save them. Didn't peacocks and swans suit as your king"? The crow's argument made the birds think over their decision and so they postponed the coronation ceremony. The owl who was waiting to be crowned as a king realized something had gone wrong so he asked his attendant the reason behind the delay. The attendant narrated the whole thing and said that the crow called the owls blind and killers. Hearing this, owl lost his temper and said to the smiling crow, "You have deprived me of the honour of becoming a king. So, from now on, we are sworn enemies of each other. Beware of us". The crow realized his folly but it was too late now.

Discussion from the Story

- How could have the crow avoided the war between the owl and crows?
- What would you do in a situation like this?
- Suggest various ways to develop the value of peace.

Unit End Activity on Peace

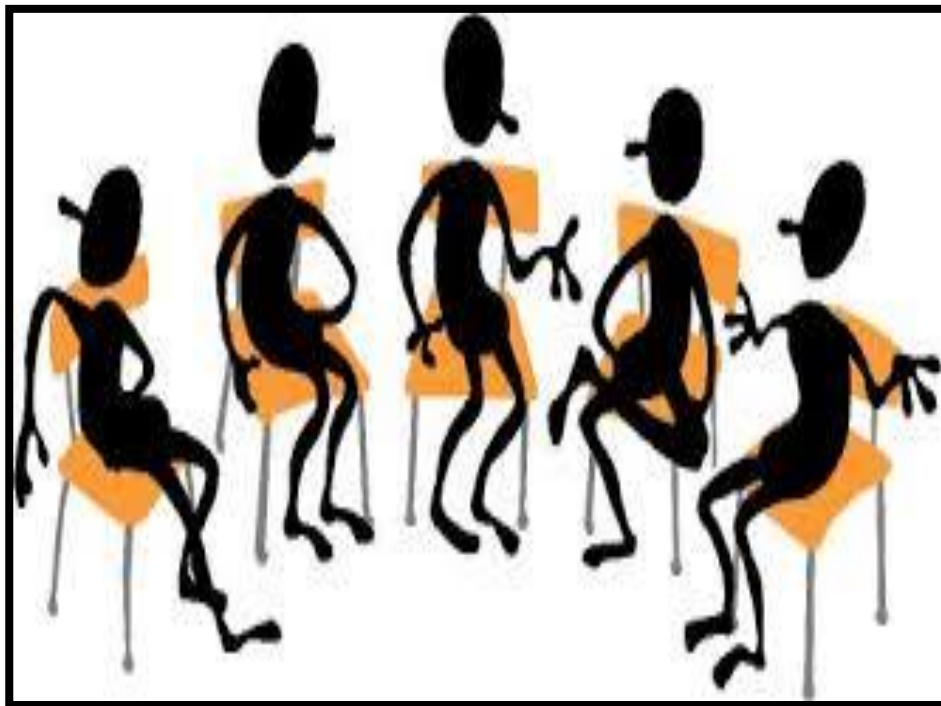
Group discussion

Instructions – Form two groups in the class and give one topic each to the groups from the topics given below. Turn by turn each member of the group will give their individual views then sum it up and give summation to the teacher. Follow the same procedure with the other group.

- 1) If you want peace, prepare for war.
- 2) Is Peace and Non-violence an out-dated concept?

Material needed – none

Time – 8 minutes



Group Discussion

Chapter 18 Wild Life

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Freedom'. The value of 'Freedom' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objectives

At the end of this chapter, the students will be able to

- Understand the value 'Freedom'.
- Understand the importance of 'Freedom' in their lives and in society.
- Understand the difference between 'Freedom' and 'Constraint'.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Freedom'.
- Define 'Freedom'.
- State the characteristics of 'Freedom'.
- Cite various examples, narrate short stories, in context to the value of 'Freedom'.

Over View / Theme

Wild life is a part of forest resource, due to the diverse geographical condition in India, the wild life of India is rich and diverse. This chapter deals with various types of species of animals, birds, fish, reptiles, mammals and amphibians. It also discusses the utility of these animals and in which part of the country they reside. The chapter also focuses on the depletion of various species of plants and animals.

The sub topic

Wild Life in Danger

Value identified–Freedom



Just as freedom is a birth right of all humans, so is freedom a birth right of all animals. Man in his greed for money, has stooped so low, that even the wild life has not been spared. Illegal poaching, deforestation, urbanisation etc. has made many animals almost extinct. Freedom is a natural right for all living beings, to infringe upon anybody's freedom is violation of the natural right. A rich, healthy wild life is always an asset to the nation.

Interactive Session

- Do you agree with the fact that animals need freedom in their habitat? Explain why?
- What do you understand by the term freedom?
- Can freedom lead to anarchy? Discuss.
- What kind of freedom do you propose?

Give Meaning, Definitions and Characteristics of the Value 'Freedom'

Meaning of freedom: When a person is free from physical strain or any kind of confinement, he has the power to determine action without any external control, where does not have any kind of mental or spiritual fear, then he is said to be in the state of freedom or liberty.

Definition of freedom: The power or right to act, speak, or think as one wants without hindrance or restraint. Freedom is absence of subjection to foreign domination or despotic government.

Characteristics of freedom:

- Free choice for action.
- No fear of any person or object.
- No domination of anybody.
- Responsible; Every person should be responsible for his or her action..

Story Telling

Tell the story closely and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of 'Freedom' should be clear by the end of the story.

Where there is Fear there is no Freedom

Neeta was a young, sweet and an obedient girl. She was a bright student in her class and was always regular in performing all her school activities. One day, in her class there was an inspection and unfortunately that day she was wearing a wrong uniform. After the inspection was over, her class teacher was very angry and very furiously scolded Neeta for not wearing the correct uniform, inspite of reminding all the children of the inspection day. Before Neeta could say anything, the teacher went on scolding her. Neeta apologised to the teacher and tried explaining the reason for not able to wear the correct uniform. But her teacher just did not allow her to speak and straight took her to the principal. The principal politely asked Neeta the reason and Neeta replied that her mother was keeping unwell so she was not able to wash and iron the uniform for which she had brought a note from her mother. After listening to Neeta the teacher was embarrassed, she realised that had she allowed Neeta to speak freely without fear, she wouldn't had to face this embarrassment in front of the principal.

Discussion from the Story

- What happened to Neeta when she was not given the freedom to express herself?
- What does freedom allow a person to do?
- Suggest various ways to develop the value of freedom.

Unit End Activity

Collage on Symbols of Freedom

Instructions – Form 4 to 5 groups of students, ask each group to think of all possible symbols of freedom, these symbols can be from anywhere. Ask them to list some objects that are used in their country as symbols of freedom. Make them write a small paragraph explaining what symbolizes freedom to them. Ask the students to illustrate their compositions and then post them together on a bulletin board with title “*What Freedom looks like*”.

Material needed – Paper and Pencil

Time – 5 minutes



Collage

Chapter 19 Population

Introduction

In this chapter different sub topics will be dealt with, bringing out the value of 'Equality'. The value of 'Equality' will be focused upon in depth. Discussions, stories, activities will be used to make the lesson interactive, meaningful and joyful.

General Objective

At the end of this chapter, the students will be able to

- Understand the value 'Equality'.
- Understand the importance of 'Equality' in their lives and in society.
- Understand the difference between 'Equality' and 'inequality'.

Instructional Objectives

At the end of this chapter, the students will be able to

- Give the meaning of 'Equality'.
- Define 'Equality'.
- State the characteristics of 'Equality'.
- Cite various examples, narrate short stories, in context to the value of 'Equality'.

Over View / Theme

India ranks first in population count. Though, the population forms an important Human Resource for the country but overpopulation can prove to be a big liability to the nation. Illiterate and unskilled population will add to the miseries of the nation. Every country has limited resources; it becomes difficult to feed overpopulation, with limited resources. This chapter focuses on the various aspects of population.

The sub topic

Sex - ratio

Value identified-Equality



In India sex-ratio has always remained a matter of concern. There is a great importance given to the male child, hence, female child birth is discouraged. India has a high rate of female infanticide. There is a serious inequality against the females in India. Our culture has always treated men and women equal in all spheres of life. Then how did inequality against women creep in our social fabric?

Interactive Session

- Why are males given a higher priority status as against females?
- If women can do men's job, can men do women's job?
- Can women and men be treated equals?

Meaning of Equality: Equality basically means access or provision of equal opportunities, where individuals are protected from being discriminated against. Discrimination in equality can occur in race, gender, health, religion, family structure, age, politics, disability, culture, sexual orientation or in terms of beliefs.

Definition of Equality: The state of being equal, especially, in status, rights, and opportunities.

Characteristics of Equality:

- Uniform opportunities for all.
- Equivalent rules and laws for all
- Encouragement of fairness in all areas of life to all.
- No discrimination of any form with anybody.

The term “Equality” has a wide scope; it has to be understood in relation to certain titles such as,

Age - People could feel uncared for or treated in a different way because of their age. It may be difficult to find job if someone is older. Young people may feel that nobody understands them and they are considered inexperienced or immature. Age discrimination can affect anyone, old or young, and can happen in many situations including service provision and employment.

Disability—Disabled people include people with learning difficulties; experiencing mental and emotional distress; long term/ limiting illness e.g. cancer or HIV/ Aids. A person may have experienced bullying, harassment or discrimination because of their disability or impairment. A person may feel ignored or treated differently because of their disability or impairment. People with disabilities are more likely to have no qualifications than people who do not have a disability, and are more likely to be out of work and claiming benefits than people without a disability. All people want to be involved fully and equally in society without suffering discrimination.

Ethnicity – Racism and racial discrimination are often used to describe discrimination on an ethnic or cultural basis, a person may have suffered bullying, harassment or discrimination due to their ethnic background or skin colour. A person may have been denied access to employment or services. Language or lifestyle may be a barrier to accessing service. The quality of life of some people in the community can be undermined if they experience discrimination. Intentional or unintentional, racial discrimination can impact on different communities in different ways.

Gender– (Women, men) People may have experienced barriers to services or employment because of their gender. A frequent misunderstanding about gender equality is that it is only about women’s rights – in fact gender equality is about equality for men and women. Gender issues are those matters directly linked to a person’s sex.

Religion/belief - All Faith Groups - including those with no faith/belief Religious discrimination is a serious problem as it contributes to social elimination / marginalisation of groups and individuals. Religious discrimination involves treating a person unfavourably at various situations like jobs, education, finding home, travelling, harassment etc. Every human being has a right to follow his own religion; no one can force anyone to follow other religion or belief. Our constitution protects this right of our citizens. Ignorance or no deliberate intention to discriminate on the basis of faith is not an excuse in preventing someone from practicing important elements of their religion.

Story Telling on Equality

Tell the story closely and try to integrate it with the sub topics to draw logical conclusion from it; cite specific examples from the current happening in our society, the text book etc. The definition, meaning and the main features of ‘Equality’ should be clear by the end of the story.

All Deserve Respect

Tara and Sara were best of friends, they always had fun together. They were the senior most students in the school and held the position of prefects. It happened so that one day, as they were walking in the corridor of the school they saw one student who was going towards his class. Tara and Sara in a rude tone said, “hey there, why are you roaming in the corridor, don’t you have a class”? The student at first a little nervous said that he was going to his class. Tara and Sara a little more rudely said,” are you sure or you are bunking”? This time the student got a bit irritated and retaliated by being equally rude and said, “Hey! Mind it, I am not bunking, I had gone to the wash room and now I am going to the class”. Tara and Sara got angry and scolded the student for not respecting the prefects and his seniors. The student argued back by saying, “if you want respect from others then you better learn how to earn it. Learn to respect your juniors also. Just because I am a junior, I have to respect all seniors, what about the seniors”? Saying so, he goes to the class. Tara and Sara were left with deep shame and realized their mistake. A small child thought them a great lesson.

They remembered their past, how bad and hurt they use to feel when their seniors were rude to them. Tara and Sara promised never to be rude with anybody. We are equal and all deserve the same respect.

Discussion from the Story

- What tone did Tara and Sara had while talking to the junior student? Do you think it was correct on their part to talk in that tone, explain?
- What lesson did Tara and Sara learn?
- As seniors in your school, how do you behave with your juniors?
- Suggest various ways to develop the value of equality.

Unit End Activity

Poem writing and reciting

Instructions - Ask the students to write this poem and recite the poem in the class.

Material needed – pen and a note book

Time- 5 minutes

Discrimination verses Equality

Discrimination is extremely nasty, and prejudice is really ghastly.

Both work together to demolish the nation and ruin all the relations.

However, equality is an incredible thing. It gives us peace, shine and bling

If we are filled with love and kindness it will destroy all the blindness.



Poem Recitation

END

Bibilography

Krishnakumar, R. (2013). Garden of life. New Delhi, Macmillan publishers India Limited

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