

# World of Work

## Teacher Handbook

### Volume V:

Justice and Constitution Cluster

Module 1: Justice and Constitution

Module 2 : Lawyering

Module 3: Public Policy



Led by



World of Work Grade 9 & 10 is a specialised subject in the School of Specialised Excellence, Delhi Board of School Education, designed by **Centre of Excellence in Teacher Education, Tata Institute of Social Sciences (TISS), Mumbai**. The course aims to introduce students to the world of work and develop skills and perspectives through enquiry, projects, and interactions with industry experts. The full set of course material includes lesson plans, teacher professional development guides, students' and teachers' handbooks, and assessments.

Schools of Specialised Excellence are choice-based schools for grades 9 to 12 that allow students to specialise in their chosen fields of study. The Government of NCT of Delhi established Specialised Excellence in 2021 in order to cater to students who have a demonstrated interest and aptitude in specific domains. Schools of Specialised Excellence are affiliated to the Delhi Board of School Education (DBSE). They are designed as per the philosophy of DBSE that centers around moving away from rote memorisation through integrating assessment into the everyday practice of teaching-learning and using assessments for learning rather than restricting them to only being assessments of learning.

The Centre of Excellence in Teacher Education (CETE: <http://bit.ly/cetewebsite>) aims to enable Right to Quality Education for all children in India by enabling teachers to respond to diverse and changing needs. Built around the central premise that professional qualified teachers can create lasting impact. The Centre focuses on empowering teachers, improving professional development standards, supporting teachers' education ecosystem and advocating to strengthen policy on teaching and teacher education.

Research at the Centre is on themes of quality in teaching, policy and scaling innovations inclusion, curriculum and pedagogy and Ed Tech. Academic teaching programmes include BEd-MEd (Integrated), MA Education, MA Education (Elementary), MA Education and Technology, doctoral research, short term programmes through blended learning and online offerings to enhance capabilities of teachers and teacher education faculty ([www.tissx.tiss.edu](http://www.tissx.tiss.edu)). Key field action projects are focused on improving inclusive teaching learning at schools and employing technology thoughtfully in professional development of teachers. The Connected Learning Initiative ([www.tiss.clix.edu](http://www.tiss.clix.edu)) was awarded the UNESCO-King Hamad Prize for the use of ICTs in Education in 2018. CETE received seed support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching. Government of India and TATA TRUSTS.

As knowledge partner of the DBSE for the Schools of Specialised Excellence, the CETE has developed the following six clusters of modules for Grade 9th and 10th specialised subject "World of Work". Each cluster comprises a skill/perspective building module and two/one career modules, detailed in a teacher handbook with an accompanying student handbook.

#### **Student and Teacher Handbooks:**

Volume I: Transmedia Storytelling Cluster: Transmedia Storytelling, Journalism, and Content Creation

Volume II: Mapping and Visual Representation Cluster: Mapping and Visual Representation, Geographic Information System (GIS) Analyst, and Urban Planning

Volume III: Working with People and Communities Cluster: Working with People and Communities, and Social Work

Volume IV: Enabling Learning Cluster: Enabling Learning, and Teaching

Volume V: Justice and Constitution Cluster: Justice and Constitution, Lawyering, and Public Policy

Volume VI: Research and Critical Thinking Cluster: Research and Critical Thinking, Academic Research, and Marketing Research

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(For the course development team of the modules, please refer to the respective handbooks)

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# Introduction

## I.I World of Work

One of the components of the vision for Schools of Specialized Excellence (SoSE) is increasing exposure of students to various careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9<sup>th</sup> and 10<sup>th</sup> grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) 'taster' modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers ('masterclasses'), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is both challenging and rewarding, offering exciting opportunities for professional growth. While teachers may not be subject matter experts, their extensive training positions them as facilitators of student learning. Embracing this role involves stretching boundaries to familiarize themselves with a diverse array of skills and careers within the course. Engaging students in group and individual projects is a key component, requiring teachers to develop new skills in project facilitation and navigate the inherent ambiguity in project evaluation. Classroom discussions, another vital aspect of the course, demand adaptability to various formats.

This journey may necessitate teachers to step out of their comfort zones, letting go of traditional teaching methods in favor of innovative approaches—a humbling yet enriching experience. This presents an opportunity for teachers to explore new content areas and methodologies that can greatly benefit both them and their students. The true rewards lie in witnessing tangible growth and development in students, particularly in areas such as confidence, presentation, and communication. Simultaneously, teachers can anticipate significant personal and professional growth, making the journey in the World of Work an exciting and fulfilling one.



Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of “Knowledge and Understanding”, “Inquiry and Exploration”, “Critical Thinking and Decision Making” and “Presentation and Communication”. Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

## I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with people and communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will run over.

S.No.	Modules	Suggested time allocation/Instructional days
<b>Grade 9</b>		
	Unit 1: Transmedia Storytelling	16 hours/12 days
	Unit 2: Journalism	16 hours/12 days
	Unit 3: Content Creation	16 hours/12 days
	Unit 4: Mapping & Visual Representation	16 hours/12 days
	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
	Unit 6: Urban Planner	16 hours/12 days
	Unit 7: Working with People & Community	12 hours/ 9 days
	Unit 8: Social Work	12 hours/9 days
<b>Grade 10</b>		
	Unit 9: Enabling Learning	12 hours/ 9 days
	Unit 10: Teaching	12 hours/ 9 days
	Unit 11: Justice and Constitution	16 hours/12 days
	Unit 12: Lawyering	16 hours/12 days
	Unit 13: Public Policy	16 hours/12 days
	Unit 14: Research and Critical Thinking	16 hours /12 days
	Unit 15: Academic Research	16 hours/12 days
	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, “Working With People and Communities” and “Enabling Learning”, there is a single career module associated with the skill module. In these two cases, the Skill module runs for 3 weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

### I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.

- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students' presentation skills in different modes and media.

## I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

**Skills:** The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

**Career Roadmap:** The career module will talk about way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

**'A Day in the Life':** The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

**Is this for me?':** The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

## **I.V About this handbook**

This Handbook is written to provide you with all information, support and guidance you need as you work through World of Work modules. It guides you through the three modules under the Justice and Constitutional Values Cluster to be delivered over a period of three months. It contains the following:

- An introduction to the cluster which explains the role of the skill in the workplace and how it connects with the career modules
- An overview of each module in the cluster
- Detailed lesson plans for all the classroom sessions including teacher handouts and other materials to be used by the teacher in the classroom
- Description of the project and how they are to be transacted in the classroom by the teacher
- Assessment Rubrics for the project
- Design of the Teacher Professional Development sessions that were conducted by the TISS team the first time the module was transacted in the classroom
- The Student Handbook is also attached for your reference. This student handbook contains the handouts and worksheets that the students will use while going through the modules.

**Cluster I : Justice and Constitutional Values**

**Module 1: Justice and Constitutional Values**

**Module 2 : Lawyering**

**Module 3: Policy Making**

## **Justice and Constitutional Values: Cluster Overview**

This module on 'Justice and Constitution' attempts to lay foundations for understanding the principles and ideas that are at the heart of our democracy which are foundational to applied fields of 'Public Policy' and 'Law'. The module aims at unravelling the rationale behind framing of our Constitution which forms the basis on which the institutional and normative structure of our State is based. Justice and citizen's rights are at the center of Indian Constitution and the different democratic institutions are meant to address these concerns by heeding to the interests of a diverse set of groups. These diversities represent both rich pluralism of culture and also inequalities of resources and opportunities. Thus, the module also brings into discussion the competing conceptions of justice and how in face of these complexities it is necessary to negotiate on behalf of the most vulnerable.

The next module that comes in this cluster deals with lawyering as a profession. The lawyering career calls for a high degree of analytical skill and critical thinking. In this module, we develop this through exercises and discussions related to legal principles and discussions of actual or fictional court cases. Week 3 is mainly dedicated to legal principles and students should get an engaging and solid grounding in the foundational principles of the legal system that they are unlikely to get anywhere else in life, except in a career in law. A highlight of the module is a 'moot court' exercise where students will research, formulate arguments and argue a case in a setting similar to an actual court. We also talk about the client management skills that practising lawyers need.

The final module in this cluster deals with the Development and Implementation of Public Policy. This module orients students to different aspects of policy development and implementation relevant to the possible careers in government, as well as citizens and consulting organisations that work with the government in different capacities to build, implement and review policy. The module introduces students to the skills and abilities necessary for these careers through hands-on activities. The module will familiarise them with eligibility criteria and the possible preparation for these careers.



## **Cluster V Module 1: Justice and Constitutional Values**

## **Credits**

### **Initial Module Conceptualization, Authoring and TPD sessions:**

Dr. Manish Jain, Associate Professor, Ambedkar University  
Ms. Simantini Dhuru, Director, Avehi-Abacus Project

### **Research and Coordination:**

Ms. Serah George, Research Assistant, CETE, TISS

Ms. Tanya Mittal, Program Manager, CETE, TISS

## 1.1 Justice and Constitutional Values: An Introduction

This module on 'Justice and Constitution' attempts to lay foundations for understanding the principles and ideas that are at the heart of our democracy which is foundational to applied fields of 'Public Policy' and 'Law'. The module aims at unravelling the rationale behind framing of our Constitution which forms the basis on which the institutional and normative structure of our State is based. Justice and citizen's rights are at the centre of the Indian Constitution and the different democratic institutions are meant to address these concerns by heeding to the interests of a diverse set of groups. These diversities represent both rich pluralism of culture and also inequalities of resources and opportunities. Thus, the module also brings into discussion the competing conceptions of justice and how in face of these complexities it is necessary to negotiate on behalf of the most vulnerable.

The idea of justice has been present from the beginning in human societies. We briefly trace the idea of justice historically, across different cultures, and geographies. We see the earliest examples of codification of justice, diverse modes of expression against injustice, the evolution of certain common, universal principles and formal instruments and mechanisms that carry universal appeal. This brief journey culminates into the 'making of Constitution of Independent India'.

We then take a look at how the structure of our democratic polity is conceived, the reasoning behind these choices, as well as the challenges to the Constitutional vision and ways of negotiating citizen's rights.

The attempt is to look at conception of the idea/s of justice and not just events and personalities. Thus, while focusing mainly on India we also take references of other places/cultures in the world. The world we live in today is formed by forces of history as it took shape in different places and in different periods and what we are today is influenced by these histories. But the interconnectedness of the world is more real, more everyday today and it is knowledge about the state of the natural environment that has. So, in order to defend people's rights in our country, we need to take into account decisions made on a global scale and we can take inspiration from the young who are the future and whose future is at stake if justice is violated.

The broader goal of the learning experience is to develop skills among students to

- a. To make students understand the centrality of the idea of justice and citizen's rights in democratic polity and the mechanisms of negotiating it.
- b. To develop abilities, skills, dispositions essential for the professions of legal practice and public policy.

Towards this goal, some focussed learning objectives have been identified.

- Understanding the idea, need and making of the Constitution of India through the prism of justice, equality, freedom, diversity and democracy.
- Recognising that constitution is about ideas and framework to govern and change our society towards an ideal
- Practicing the skills of listening, conversation, dialogue, and comparison and sharing one's ideas and experiences while being respectful of others ideas.
- Developing skills to present ideas in a coherent fashion individually and in groups.

Towards these learning objectives, the learning journey of students would involve:

### Student Learning Outcomes:

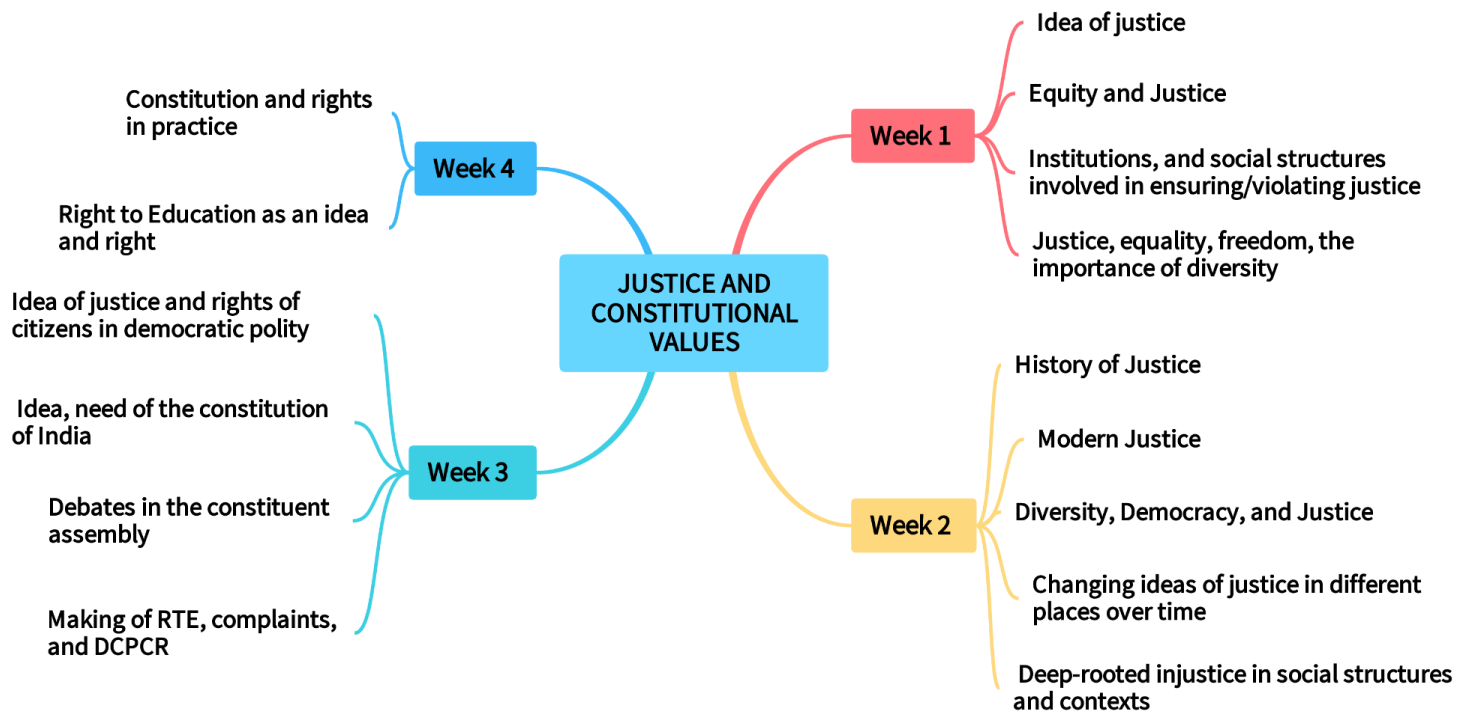
1. Students explore the idea of fairness and justice in their lives and in society.
2. Students develop an understanding that the idea of justice is influenced by changes in society over time.
3. Students identify the need of constitution and recognise that its making and interpretation involves debates about what India is and what India should be.
4. Students develop capacities and skills to take and articulate positions with use of concepts, arguments and evidence.
5. Students begin to appreciate and respect the differences of competing ideas, values and positions.
6. Students increasingly use skills of democratic dialogue and negotiation as a way to recognise, express and resolve differences and achieve consensus to deepen justice and democracy.
7. Students engage in skills of critical thinking and participation.

### Recommended Texts

1. Handouts by TISS
2. Rautray, S. (2017, October 14). Supreme Court defends author's right to free speech. *Economic Times*. URL: <https://economictimes.indiatimes.com/news/politics-and-nation/supreme-court-defends-authors-right-to-free-speech/articleshow/61074897.cms>
3. PTI. (2021, May 7). SC Says Citizens Have a Right To Know What Transpires in Court Proceedings, Rejects EC Plea. *The Wire*. URL: <https://thewire.in/law/sc-says-citizens-have-a-right-to-know-what-transpires-in-court-proceedings-rejects-ec-plea>
4. Government of India. (2013). *The National Food Security Act, 2013*. The Gazette of India. URL: [https://dfpd.gov.in/fgAvAHcAcgBpAHQAZQByAGUAYQBkAGQAYQB0AGEALwBQAG8AcgB0AGEAbAAvAE0AYQBnAGEAegBpAG4AZQAvAEQAbwBjAHUAbQBIAG4AdAAvAA==/1\\_405\\_1\\_NFSA\\_ACT.pdf](https://dfpd.gov.in/fgAvAHcAcgBpAHQAZQByAGUAYQBkAGQAYQB0AGEALwBQAG8AcgB0AGEAbAAvAE0AYQBnAGEAegBpAG4AZQAvAEQAbwBjAHUAbQBIAG4AdAAvAA==/1_405_1_NFSA_ACT.pdf)
5. Government of India. (2009). *Right to Education Act, 2009*. The Gazette of India. URL: [https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/rte.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf)
6. Pandit, A. (2020, July 30). NCPCR lists children in poor families affected by Covid-19 vulnerable to trafficking. *Times of India*. URL: <https://timesofindia.indiatimes.com/india/ncPCR-lists-children-in-poor-families-affected-by-covid-19-vulnerable-to-trafficking/articleshow/77267807.cms>
7. Chandrasekhar, C. P., & Ghosh, J. (2020, November 30). The alarming rise in education costs in New India. *The Hindu*. URL: <https://www.thehindubusinessline.com/opinion/columns/c-p-chandrasekhar/the-alarming-rise-in-education-costs-in-new-india/article33215181.ece>

## Module Overview:

Each week of the module will focus on a different theme. These themes are:



## Module Assessment:

We will be assessing students on the following:

- Inquiring and exploring different relevant documents to draw inferences, gather information from various resources, produce clear and focused points, and use the principles they have studied to provide convincing arguments
- Present and communicate ideas clearly in both individual and group settings while establishing a clear connection between their thoughts and ideas.

The formative (Unit) Assessment of the module will be through the module project, while the Summative Assessment will be through a written exam. The Assessment Objectives for Formative Assessment and Summative Assessment are:

Formative Assessment		Summative Assessment	
Assessment Objectives	Competencies	Assessment Objectives	Competencies
<b>1. Knowledge and Understanding</b>	<p>1.1. Students are able to draw references from the relevant documents.</p> <p>1.2. Students gather information from various resources and created a substantial understanding of RTE and the issue that is addressed in the question.</p> <p>1.3. Students are able to produce clear and focused points to address the issue and provide detailed, convincing arguments.</p> <p>1.4. Students are able to use different principles of Justice and constitution while they present their argument.</p>	<b>1. Knowledge and Understanding</b>	<p>1.1 Demonstrate command over specialized vocabulary(knowledge)</p> <p>1.2 Describe big themes and concepts like fairness, the idea of justice, diversity etc.(understanding)</p>
<b>4. Presentation and Communication</b>	<p>2.1. Students write the letter in proper format and the letter is properly addressed to the concerned authorities.</p> <p>2.2.Students are able to clearly write down their thoughts and ideas.</p> <p>2.3.Students are able to establish clear connection between their thoughts and ideas.</p> <p>2.4.While working in a group, the students are able to communicate their ideas and arguments clearly among the group.</p> <p>2.5.Students follow all instructions in executing the project and the work is neat and given attention to detail</p>	<b>2. Inquiry and Exploration</b>	<p>2.1 Articulate and justify inquiry questions (What to Research)</p> <p>2.2 Gather required information/data through multiple research methods (How to Research)</p> <p>2.3 Use an appropriate choice of primary and/or secondary sources to seek evidence for their inquiry (Where to Research)</p>
		<b>3. Critical thinking and Decision</b>	3.1 Identify and use perspectives in understanding



		<b>making</b>	<p>situations and issues(critical thinking)</p> <p>3.2 Use of creativity and original thinking in generating solutions with respect to justice. ( creativity)</p> <p>3.3 Interpret and comprehend self in relation to different aspects of justice, constitution and values.</p>
		<b>4. Presentation &amp; Communication</b>	<p>4.1 Clearly and persuasively articulate their thoughts and ideas in writing (Coherence)</p> <p>4.2 Create convincing artefacts (written,, data representations) (Versatility)</p>

\*SA will assess all the AOs to varying degrees

## **1.2 Lesson Plan**

## **Week 1: The Idea of Justice**

### **Objectives of the week**

#### **Important Concepts:**

- Justice is an integral part of our life, making living together possible.
- At the same time, the practice and understanding/conception of justice is unequal due to our hierarchical social systems.
- Justice needs to be seen as a universal principle but its practice in everyday life must also consider the particularities/distinctiveness of contexts.

#### **Learning Standards:**

In these sessions:


1. Students share ideas about the concept of Justice.
2. Students try to understand the complex nature of practising justice.
3. Students explore the experiences/notions of justice with examples, and instances in everyday life.

#### **Summary:**

This segment of the module will introduce students to basic concepts like fairness, and justice And also the difference between fairness and justice. This segment will also explore how justice is practised in everyday life. The concepts of equity, equality and justice are also introduced and the segment also reflects on the need for institutions as mediators, monitors or dispensers of justice or to set standards/rules/norms. This will also explore the importance of having good quality information, actual data to make and implement plans— so that the limited resources that the country has can be spent carefully by prioritising overall ‘national interests’ and specific interests of certain regions or groups that need additional support so that their situation can improve.

## Lesson Plan: Week 1 Day 1

### What is Justice and how do we understand its presence/ absence in everyday life?

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"><li>1. To help students think about the notion of Justice.</li><li>2. To help students understand that justice is not just a desirable goal but needs to be an integral part of living together.</li><li>3. To understand, debate, and explore challenges to practicing/experiencing justice in everyday life.</li><li>4. Identify instances of practices/experiences of justice or challenges to justice in their own lives (school/home/community).</li></ol> <p><b>Activity Title:</b></p> <ul style="list-style-type: none"><li>● Setting the tone/Context Setting/ Introductory Activity (10 mins)</li><li>● Discussion on activity and BB/WB work (20 mins)</li><li>● Group-Work: <b>Case Stories and presentation</b> (45 mins)</li><li>● Sum-up (5 mins)</li><li>● Distribution and instructions for take home assignment (5 mins) (individual)</li></ul> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"><li>● <b>Warm Up:</b> Begin with the introductory activity (this will be demonstrated during the workshop). – ‘Who is the Winner?’ (Wait time 1 minute, use only A, B, and C. Note for the teacher to have something written/drawn on the BB/WB so it can be wiped). Refer to the attached handout for details.</li></ul> <p style="text-align: center;"><b>Handout QR code:</b></p> <div style="text-align: center;"></div> <p><b>Discussion-points/Probe questions:</b></p> <ul style="list-style-type: none"><li>● Do you agree that ‘A’ is the winner of the game? Is it fair to call ‘A’ a winner?</li><li>● All the games have rules. What are the rules used in this game? Would you consider the rules of this game fair? Why? Why not?</li><li>● Would you like to play this game with the existing rules or would you like to change the rules? Why? Why not?</li><li>● If you were to change the rules then how will you change the rules of this game?</li><li>● Can you compare what happened in this game to situations in our life?</li><li>● What words will you use to describe what happened in the game we just played?</li></ul>	<p><b>HANDOUT LINK:</b> <a href="https://docs.google.com/document/d/19lACTdoOUSfuoJyu2wZaa03QCZDZ550T/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/19lACTdoOUSfuoJyu2wZaa03QCZDZ550T/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true</a></p>

**(Note for the Teacher:** Ask the students what they thought about the game. Is it a fair game? Teachers may develop a table of words narrated by students which convey the idea of fairness and unfairness. These may include 'equality of opportunity (in terms of time, tasks, respect/dignity, development of capabilities, participation in decision-making, use of power, norms, availability of resources). 'Unfairness' may indicate; disrespect, unequal power, lack of participation in decision-making, access to resources, inequality in terms of easy and difficult tasks, inequality in time allowed to complete the activity, etc.

- Ask the class for other words for 'Fairness'. Try to prompt students to elicit the word 'justice' but if this is taking too long you can add it to the words suggested by them. Also, encourage students to describe 'fairness' and 'Justice' in their home languages.
- Briefly introduce the 'Justice and Constitution' module. Reiterate expectations about the class, e.g., everyone talks and shares, there are no right/wrong answers, your opinion matters, avoid judging others if you disagree with them/find them thinking/behaving differently than you.

**Group-Work:** Divide the class in 3/4 groups. Assign 1 case story to each group. Tell the students that they have to place themselves in the situation described and answer the questions provided at the end of each story. (Handout for the cases provided)

**Handout QR code:**



Sum up the activity and the session by making the following points.

Justice, fairness or lack of it is not only about 'big', important issues or legal matters. Justice and fairness are part of everyday life. It is reflected or felt in our behaviour, thoughts about each other, and about other beings or seen through the consequences of our actions. Justice and fairness are part of everyday life. In fact, even if we don't consciously think about it, society can function smoothly if there is a basic, simple sense of fairness in our thoughts and actions.

In everyday life, we do not always think consciously about just/unjust and generally follow what others around us do – our family, community, friends, teachers, etc. Through the case stories, we saw how most of our actions, and thoughts have implications related to whether we/others are fair or not. In fact, it is not uncommon to see fundamentally unjust practices and thoughts (caste, gender, class, religious, language-related biases) becoming accepted norms/standards.

Sometimes we are torn between two opposing ideas of justice and making a choice is not easy. At other times, our values, ideas about fairness, and justice may be entirely different from someone else's or even from majority's opinions. Sometimes it is

**HANDOUT LINK:**

<https://docs.google.com/document/d/1RJmFtrC9Xylg2TTp9HsqpQM3PYjaBQMO/edit?usp=sharing&oid=111895261214072837614&rtpof=true&sd=true>

difficult to live up to our values of justice – for example, we may know what is right but may find it difficult to put it into action. We will see this in the next session.

**Take home assignment:**

We have discussed and tried to think about fairness, justice and how we can look at instances in our life to understand things from the point of view of fairness.

In the space given below briefly record two instances from your life – something you have experienced, observed, or heard.

- In brief, write one example of how fairness/justice is practised in everyday life (home/school/community). Explain in brief your reasons for choosing this example.
- In brief, write one example of how justice is neglected/violated in everyday life (home/school/community). Explain in brief your reasons for choosing this example. (Add 6/8 lines for writing).

**Take-home QR code:**



**Resources:**

Whiteboard/Blackboard, chalk/pen, three cards with instructions for participants (one per person), copy of 'case-story' (one per group), take-home worksheet (one per student).

**TAKE HOME ASSIGNMENT**


**LINK:**

<https://docs.google.com/document/d/1n8UuEYK6d7ymkqZUAKPUzl7eh-L-yD36/edit?usp=sharing&ouid=111895261214072837614&rtpof=true&sd=true>



## Lesson Plan: Week 1 Day 2

### Equity and justice

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"> <li>1. To understand the relationship between equity and justice.</li> <li>2. To acknowledge that there are differences and inequalities in society.</li> <li>3. To think about ways to address diversity and discrimination to ensure justice.</li> </ol> <p><b>Activity Title:</b></p> <ol style="list-style-type: none"> <li>1. Sharing home assignment by 2/3 students (10 mins)</li> <li>2. Watching and discussing animated films.</li> <li>3. Story reading (10)</li> <li>4. Open discussion: Dilemmas in the story and suggesting possible options (10 mins)</li> <li>5. Listing – Principles of Justice (20)</li> <li>6. Summing-up: (5)</li> <li>7. Handout: 1 or 2 cases of how diversity/discrimination can be addressed by employing principles of justice (5)</li> </ol> <p><i>Note to the Teacher:</i> The purpose of the session is to introduce the link between concepts of equity, equality and justice. The session presents different, competing perspectives about the notion/concept/idea of justice. Students should get a sense of various arguments in support of each perspective and examine them. They should be encouraged to notice any similarities, differences, overlapping, or opposing perspectives about justice.</p> <p><b>Activity Description:</b></p> <ol style="list-style-type: none"> <li>1. <b>Recap:</b> Encourages 2/3 of students to share their worksheets. Do not spend too much time.</li> <li>2. <b>Equity and Justice:</b> (Animation Film): Play the animation film 'Equity and Equality' by Susan Gardner'.</li> </ol> <p style="text-align: center;"><b>Video QR code:</b></p>  <p>Stop the film at counter number 1.37/3.44 when the three children are watching the game but one of them cannot. Conduct a discussion with help of the following questions, you may modify them to suit the context of your school/class.</p> <ul style="list-style-type: none"> <li>- What is to be done so that everyone can watch the game?</li> <li>- The blocks on which the children are standing are distributed equally – do you think this is fair?</li> </ul> <p>Conduct a poll by asking students to raise their hands in response to the question. ('Yes, this is fair', 'No this is unfair', 'undecided'). You may write these on the WB/BB. Continue the film till the end.</p> <p>You can conduct the poll again and see if the responses have changed.</p> <p>Without getting into the further discussion here, move to the next activity.</p>	<p><b>VIDEO LINK</b></p> <p><a href="https://www.youtube.com/watch?v=nCS7Rus4-Y&amp;list=PLpYclTPKUbtVu2WDeltf7Wz_f35lt7lh9&amp;index=8">https://www.youtube.com/watch?v=nCS7Rus4-Y&amp;list=PLpYclTPKUbtVu2WDeltf7Wz_f35lt7lh9&amp;index=8</a></p> <p><b>HANDOUT LINK:</b></p>

3. **Story Reading: 'Who Should Get the Flute?'** (Source: The Idea of Justice: Amartya Sen, Page 12.): Distribute copies of the story. Read the story aloud in the class and then ask students to read it again from the copies given to them.

Handout QR code:



<https://docs.google.com/document/d/1km2sCll1Fcywy7cYEOKs4q-fltWhGTlC/edit?usp=sharing&oid=11895261214072837614&rtpof=true&sd=true>

4. **Group-Work: 'Who Should Get the Flute?'** : Divide the class in 3 or 4 groups of equal size. Students are to discuss the story together and answer the question below the story.
- 'Who Should Get the Flute'? Why? (Explain your reasons).  
Ask the students to arrange the answers in order of their group's preference.
5. We encounter many such situations of dilemmas in our life and witness wider social situations. Our preferences are often in a contest with each other. Not only this; our choices may vary according to circumstances and contexts. This story as we know is extracted from Dr Amartya Sen's book 'The Idea of Justice. Dr Sen discusses the story to draw out some fundamental criteria or 'principles of justice; these are: **'Pleasure', 'Egalitarianism' and 'Ownership over one's labour'**

Write the following words on the WB/BB– **'Pleasure', 'Egalitarianism' 'Ownership over one's labour'**. Discuss these principles in this class, you can refer to the handout for this.

Then, ask each group to examine their 'first choice' answer. Conduct a discussion with help of the following points:

- Of these three principles which one may be applied to justify your group's choice of 'who should get the flute'?
- Is it possible to use more than one principle to justify the claim of the first person of your choice?
- What principle was used in the film shown earlier so every child could watch the game?
- Would you suggest any other principle/s, other than the ones identified by Dr. Sen to justify the claim over the flute?

Let us write some of these in simpler terms. (Write the following words on WB/BB).

- Skill and experience/Capability
- Sharing the flute. (The flute is not given to any one person but is owned by someone commonly chosen and shared by all)
- Developing Capabilities and Sharing. (The one who knows how to play the flute, teaches others and everyone shares the flute.)
- Any other...?

#### 6. **Summing-up and discussion of Take-home activity:**

##### **Take Home Activity: 'Some Unresolved Issues'**

Note: Here the teacher needs to ask these questions to the students so that they can think critically and answer.

In the film, we saw that the block at the base was taken away from the taller boy and given to the short/young one. Think;

- Would the taller boy accept this decision? Imagine; 'What may be going on in his mind?'
- In simpler terms; the taller boy had an advantage of height and the box and he really did not need it. In a way he had privileges. There are people/groups who have privileges/advantages over others but do not want to give them up or share what they have. Do you see people thinking similarly?
- **Think;** our society has been structured in a certain way for several hundreds of years. Privileges of caste, gender, and language are deep-seated in us. Our Constitution came into being in the 1950s when we had a chance to formally draw-upon principles, values, and work of people and groups from our society's past experiences and other cultures. The experiences of our freedom struggle, and the very reasons we fought for our Independence helped us formulate the ideas and choose from many things in making our Constitution – the 'blue-print' for how our nation should be run. So while we try to implement the values of our Constitution it is not always easy. People with privileges are often not even conscious that they are placed in a better position at the cost of others (like the tall boy with the block) and people from disadvantaged backgrounds are not aware of their rights (like the short boy who is trying to watch the game from the slit in the fence).
- **In the next session we will specifically look at the need for institutions and formal structures in protecting, and facilitating citizens' rights.**

**Task:** Can you think of one aspect of your life/your family's/friend's life where you see the case of enjoying privileges or experiencing discrimination that goes against values of justice and fairness?

**Think, reflect on your own or discuss these with others you feel comfortable with. The QR code to the film is given below.**



**Resources:**


**Whiteboard/projector/laptop**

**Link to the film:** "Equity and Equality," by Susan Gardner (part of the University of Maine's Rising Tide Center and its 5-Minute Professional Development Series: The Current.)

**One copy per student 'Who Should get the Flute?'**

Lesson plan: Week 1 Day 3

Justice social/ structural/ institutional

Classroom inquiry process	Resources
<p><b>Lesson Aims</b></p> <ol style="list-style-type: none"><li>1. Understand our role as citizens in understanding the ways in which these institutions function and respond to them.</li><li>2. To read, interpret and compare data.</li><li>3. Identification of various institutions, and social structures involved in ensuring/violating justice.</li><li>4. Recognize how injustice is deep-rooted in social structures and contexts.</li></ol> <p><b>Activity Title:</b></p> <ol style="list-style-type: none"><li>1. Recap: (5 mins)</li><li>2. News-Items from newspapers/TV about the institutional role in addressing justice: (15 mins)</li><li>3. Open-Discussion: (10 mins)</li><li>4. Data-based cases stories: (30 mins)</li><li>5. Summing-up: (5 mins)</li><li>6. Take-home Survey</li></ol> <p><b>Activity Description:</b></p> <ol style="list-style-type: none"><li>1. <b>Recap:</b> 'Passing the Parcel'. (An object is passed around as music plays, and as the music stops, a student with the object narrates one point from the last session, continuing for about 3 minutes and the teacher may add what was missed.) OR only the teacher can do the recap. (5 mins)</li><li>2. <b>Project a slide with a collage of newspaper items:</b> News items from newspapers about the institutional role in addressing justice. Give about 5 minutes to the students to look at the slide. QR code link to collage:  (The news items/clips are about the role of institutions intervening to address justice.) (Example: Against Central Board of Film Certification film cut about censorship (SD to get), pension (labour court), dowry/domestic violence, caste-violence, children of jail inmates not having education, destruction of public property, COVID migration and Supreme Court taking action.) <b>Note:</b> Teachers can use the links provided below to make the slides.  Jail inmate's Children's RTE:</li></ol>	<p><b>HANDOUT LINK:</b> <a href="https://drive.google.com/drive/folders/1y7eBZ50Cu8tUBuKFgZ1eDIO43JJXSyL_">https://drive.google.com/drive/folders/1y7eBZ50Cu8tUBuKFgZ1eDIO43JJXSyL_</a></p>



Citizen's Right to know:



3. **Open-Discussion:** Now conduct a brief discussion with help of the following points.

- What are some common elements in the collage of newspaper headlines?
- Why do we need institutions as mediators, monitors or dispensers of justice or to set standards/rules/norms?

By taking an example from 3-4 slides; draw the student's attention to the following points: (Make a table on the BB/WB with the following points and write your/student's observations).

- i) Identify the institution that is playing a role to secure/defend justice or standing against injustice/violation of law or setting rules/norms.
- ii) If there is a case of injustice – Who is responsible for the injustice? (it could be an individual, a group or institution or the State or social practices, etc.)
- iii) What role are the different institutions playing? (intervening to stop injustice, ensure justice, setting rules, monitoring, settling disputes, etc. )
- iv) What do you think would be the scenario if such institutions did not exist?
- v) Do you think the institutions/structures/ designated authorities are always successful in settling matters amicably in favour of all parties?
- vi) Do you think the institutions/structures/ designated authorities are always successful in settling matters in favour of those who are less powerful?

4. **Introduction to Group-Work: How Do We Know What Is Just/Unjust, How Do We Know What Needs to Be Done?** (5 Minutes)

We saw how different institutions are placed to perform certain functions. But how are they able to make decisions and how are people able to seek redressal or justice? What about the need for valid information to base our arguments and/or set standards, and policies? For example; on what basis did the first government of Independent India decide setting-up certain institutions, pass laws, formulate plans, and make policies? Let us see.

(Short, interesting summary about the story of NSSO and its importance – drawn from the QR code is given here:)

**LINK:**

[https://www.bbc.com/news/world-asia-india-61870699?utm\\_source=pocket-newtab-intl-en](https://www.bbc.com/news/world-asia-india-61870699?utm_source=pocket-newtab-intl-en)



(Either provide a copy per student or project + share the link and the teacher can read out the story.)

This story helped us understand the importance of having good quality information, actual data to make and implement plans – so that the limited resources that the country has can be spent carefully by prioritising overall ‘national interests’ and specific interests of certain regions or groups that need additional support so that their situation can improve. Institutions and structures focusing on specific aspects/interests of specific groups can advocate for their cause with government, with the elected representatives. In the newspaper clippings, we saw different kinds of institutions and formal structures that help the government take decisions, make and implement policies. With help of a few examples let us see whether the needs and problems of people and groups in society are addressed.

**5.Group-Work:** (30 mins) Divide the class into groups of equal size. Assign 1 case story to each group. Tell the students that they have to read the case story, see what the data says about the specific group/section of society and suggest how the situation/problem can be addressed. The questions in the story will help bring out the role of formal institutions in our society.

QR code for the case stories:



(Questions: 1. What is the problem? 2. What kind of formal institution/structure can be approached to address the problem (Think about institutions/bodies that are in local surroundings to the national level.)

Data-based cases stories to bring out ‘why we need institutions as mediators or dispensers of justice’ (1. Caste violence, 2. women’s education, 3. sanitation-water, 4. Commuting).

**Summing-up:** (5 mins): Sum up the session with help of the following points. (Our society is diverse and complex where we as citizens have some common needs but some groups have specific needs/problems. In order that our society functions based on the primary need for justice, we need some institutions to address society as a whole and some other institutions/bodies that are responsible for specific sections of society. In order that these institutions to work effectively, they also need good quality information/data to advocate the cause they are responsible for.

**Handout link:**

<https://docs.google.com/document/d/1HYrvOPeEV7y8ugyFZX9-NiJVp8QDZDDY/edit?usp=sharing&oid=100676218217248669023&rtpof=true&sd=true>

**Jimmedar Kaun:**

<https://docs.google.com/document/d/102BApHXOJ2Sawl25pzqwhlWm7s1kq0lz/edit?usp=sharing&oid=100676218217248669023&rtpof=true&sd=true>



**Take-home Activity:** 1. Distribute the activity sheets. (Story: 'Jimmedar Kaun?')

Students can read the story and can answer questions asked in story.

QR code to the activity sheet:



2. Students can look up data on health infrastructure and Mohalla Clinics of the places nearby to their locality. After looking at the data, students can answer: Do you think there is a problem? What is that problem? What kind of formal institution/structure can be approached to address the problem?

This activity is for creating awareness among students about the nearby areas. This activity is purely optional.

## **Week 2: Justice in Past and Present**

### **Objectives of the week**

#### **Important Concepts:**

- The idea of justice is as old as human societies – it has a history.
- The concept of 'what is just/unjust?' 'Who will monitor/deliver justice' has also been there from the beginning of human societies.
- At the same time these conceptions of justice, division of power, rights, fair/unfair, and right/wrong have changed over time.
- These ideas cannot necessarily be put in simple categories – 'old' to 'new', 'retrogress' to 'progress', 'traditional' to 'modern'.
- Changes in history, particularly over the last three hundred years have led to the emergence of certain universal criteria for justice.

#### **Learning Standards:**

In these sessions, students will be able to:

1. Students explore ideas of justice in their own familiar/community context.
2. Students identify structures/agencies/institutions etc. responsible for monitoring/delivery of justice in different historical contexts.
3. Students compare different examples of ideas/notions of justice in human history with contemporary times.

#### **Summary:**

Week 2 begins by identifying the idea that the notion of justice was communicated from one generation to other. It will also give students a glimpse into the History of Justice and how Justice has been (is) different in different periods of history, in different places, and for different cultures. The segment also discusses how unfair policies, the repression of a foreign rule, as well as the changes they brought bring injustice to Indians and how our leaders formulate the course ahead to get independence. Finally, the concept of providing justice to a diverse population is also addressed

## Lesson plan: Week 2 Day 1

### Justice in historical times

Classroom Inquiry Process	Resources
<p><b>Lesson Aims</b></p> <ol style="list-style-type: none"> <li>1. The idea of justice is not a new, 'modern' one but it has existed in different forms from the beginning of human societies.</li> <li>2. The stories/fables of different communities/cultures across the world, mythological stories of different religions, or stories from Panchatantra, Jataka, Hitopadesha, the Puranas in Hinduism (in the Indian context for example), or stories from scriptures of different religions shed light on how notions of justice were communicated from one generation to the other.</li> <li>3. With reference to other parts of the world and in ours, the life of certain personalities, and events are brought-forth as examples to communicate concepts of right/wrong, fair/unfair/just/unjust.</li> <li>4. We can see that there is some similarity and some differences (continuity and change) in society's ideas about justice – over time.</li> </ol> <p>1. <b>Activity: Story 'Thirty Six Guiles': Reading and discussion (20 mins):</b> Project, distribute copies of the story 'Thirty Six Guiles' and read it aloud impactfully. (Make sure you practice before to ensure the impact.) QR code to the handout:</p> <div data-bbox="641 1003 834 1198" data-label="Image"> </div> <p>2. <b>Conduct a discussion with help of the following points:</b></p> <ul style="list-style-type: none"> <li>- What are your first thoughts about what happens in the story?</li> <li>- In what way is it connected with our ideas of justice, and fairness?</li> <li>- What is the injustice seen here? On what level?</li> <li>- What solution to injustice is being sought?</li> <li>- In the story, who is being identified/given the responsibility to make decisions about what is right/wrong, just/unjust?</li> <li>- Is this the way we commonly solve such problems today?</li> <li>- Besides, the ways of addressing problems from within our immediate context (like we see in this story), what are the formal systems of addressing problems like this?</li> <li>- These kinds of stories are an important part of many cultures, Adivasi or otherwise. Why are such old/mythological stories told in families, and communities even today?</li> </ul> <p><b>Conclude the discussion with help of these points:</b> All cultures around the world have some stories like the one we just heard. These are often expressed through singing, narration, performance, art, etc. There are also stories like Panchatantra, the Jataka stories, and later the 'Hitopadesha', in the Indian context that have some 'moral', a 'lesson to be learned'. They perform the function of passing on ideas of good/bad, right/wrong, pure/impure, correct/incorrect, fair-unfair, just-unjust, etc.</p>	<p>HANDOUT LINK:  <a href="https://docs.google.com/document/d/1QQ37brIVM_M3QwX0zvOul2ByPgVxscss/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1QQ37brIVM_M3QwX0zvOul2ByPgVxscss/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true</a></p> <p>HANDOUT LINK:  <a href="https://docs.google.com/document/d/1QQ37brIVM_M3QwX0zvOul2ByPgVxscss/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1QQ37brIVM_M3QwX0zvOul2ByPgVxscss/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true</a></p>

3. **Activity 2: Presentation and Discussion:** (30 mins)

QR code link for handout:



Powerpoint link:



[le.com/document/d/1LRImfimhXb95eU-kQl\\_zj3aKqKLEe0mN/edit?usp=sharing&ouid=111895261214072837614&rtpof=true&sd=true](https://le.com/document/d/1LRImfimhXb95eU-kQl_zj3aKqKLEe0mN/edit?usp=sharing&ouid=111895261214072837614&rtpof=true&sd=true)

POWER POINT

LINK:



[https://docs.google.com/presentation/d/1cMfR86eml85IEt48jPt6NKjBJFr8axwHqkgnpB\\_y0A0/edit?usp=sharing](https://docs.google.com/presentation/d/1cMfR86eml85IEt48jPt6NKjBJFr8axwHqkgnpB_y0A0/edit?usp=sharing)

4. **Sum-up:** (5 mins): What we tried to understand in this session is neither an exhaustive nor exclusive glimpse into the 'History of Justice'. We tried to see how the idea of justice has been an ever-evolving one and has been (is) different in different periods of history, in different places, and for different cultures.

What we saw are just a few glimpses of our past that we have put together. Many from several cultures across the globe are missing and it is not easy to thread all ideas, people, philosophies, and events together. Mainly because history put together comes from a certain perspective and we have tried to include diverse ideas, and examples while keeping in mind the idea of justice that is focused on the well-being of all humans (and also non-human life). This is the thread we are attempting to develop. While the information itself may not focus on this key concern, the questions at the end of each slide tried to do that. In the next session, we will continue this journey.

## Lesson plan: Week 2 Day 2

### Modern Justice

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"><li>1. To understand, compare and analyze the changing ideas of justice in different places over time.</li><li>2. To identify how certain concepts, ideas, actions, or lack of them have emerged as common criteria for justice in contemporary times.</li></ol> <p><b>Activity 1: Recap:</b></p> <p>Recap the last session with help of the following points.</p> <p>With help of the Warli community's story, we saw how the idea of justice has existed in different forms from the beginning of human societies; it is not just a new, 'modern' idea. Fables, stories of Adivasi communities, stories from religious scriptures etc. have acted as a vehicle for communicating the idea of justice from one generation to the next. The Warli story also brings out the less hierarchical relationships between men and women.</p> <p>We then began looking at how systems and ideas about justice have existed in the remote past. We saw how settled societies with agriculture, trade and inter-regional conflict at their roots began formally codifying 'laws' – meting out justice, and punishing injustice. We also saw personalities, and thinkers raising fundamental questions about the prevalent social order. Despite their teachings and their life being respected, socially unjust systems under the name of religion prevailed and became strong and how not just 'Mahatmas' or 'Saints' ordinary people began questioning exploitation, and inhuman life conditions.</p> <p>Let us carry this journey ahead.</p> <p><b>Activity 2: Presentation and Discussion</b></p> <p><b>(Note: this will be summarised as PPT points with relevant visuals and this text will be the background support for teachers)</b></p> <p>Begin the class by mentioning that in the last session, we began with early civilizations and travelling through times came to about the 16th-century Indian subcontinent. Then show the ppt given and discuss each slide, you can use the explanations given for your reference to help through the discussion:</p> <p><b>Slide 1:</b> The sub-continent was ruled by different kings. Mughals controlled mainly Northern parts and central parts, Sikhs in Punjab, Rajputs in Rajasthan and Gujarat, and Marathas mainly in Maharashtra and parts of central and Southern areas, in South there were Nawabs and local Rajas, North East was controlled by different local tribal Kings. These different kings were continually at territorial war with each other for lands and resources. The land itself is diverse and endowed with natural wealth cultivated by farmers and a great wealth of crafts created by artisans. The agricultural produce and the crafts, mineral wealth, precious stones and metals, were highly sought after and attracted traders from across the world. It was one of the wealthiest places at the time. Traders from far and wide were attracted to these lands, seeking licenses for trading.</p>	<p><b>POWERPOINT LINK:</b></p> <p> Day 5_pre...</p>  <p><b>HANDOUT LINK:</b></p> <p> Day 2_Mo...</p> 

**Slide 2:** Away from the Indian subcontinent in Europe. We have studied how society rested on the power of the king and the church setting rules that favoured the rich, wealthy landlords. Particularly from the 11<sup>th</sup> century or so wealthy merchants organised journeys to faraway lands to buy goods they could sell for great profits. Gradually as the profitability in trade increased kings also began investing in these 'expeditions'. This increased exposure to other cultures and over a period of time, it helped light a spark of new ideas. We have studied the 'Renaissance' and the scientific discoveries, the spread of information and ideas through the inventions of the printing press, and the 'Industrial Revolution' changing the production bases of society from village agriculture to industrial production in cities, migration.

**Questions to be developed about:**

Ideas of freedom

Industrial revolution and exploitation

Workers' Rights

Children's Rights

**Slide 3:** We have also studied about the challenges to the reign of kings and church. One important example is the French Revolution that gave rise to the ideas of individual rights to freedom, dignity and equality. The Renaissance opened the minds of people and raised questions, looking for alternative perspectives other than those explained by the Church; about social structure, values and natural phenomena giving rise to technological discoveries, artistic creations and new philosophical, ideological perspectives. 'Rationality' replaced 'religious faith' as an accepted way of life. The technological might propelled travel and trade to lands further away to source raw material as well as led to what we know as the 'Industrial Revolution'.

**Slide 4:** The finding of geographically closer resource-rich Americas, capture and colonization of the North America (USA) gave the Europeans upper-hand in commerce, trade, technology, taking over large production and markets across the continents of Africa and Asia. The traders and merchants who earlier requested and appealed to local kings for licenses and permissions now dominated commerce, launched wars to seize local territories, established colonies to control raw material and production. In the Indian subcontinent the 'Battle of Plassey' became the watershed event that helped the British East India Company consolidate their military hold on crucial areas so they could completely control raw material and markets. Gradually the British East India Company by use of superior war-technology and trained army gained political control over different parts of the subcontinent subjugating the local kings and compelling them to accept rules regarding agriculture and trade. One of the examples is the control of salt.

**Slide 5: Salt Tax:** We look at salt as a common commodity and popular belief is that it should be consumed in moderation. While this may be the case; salt is an essential mineral that helps maintain balance of the body; muscles and brain and lack of salt can lead to death. Since ancient times it has been used for curing and preserving meat as well for medicinal purposes. Since it is not available easily and seasonal rulers have controlled salt trade by imposing 'Salt Tax'. Scholars agree that the word 'salary' is derived from the 'salt allowance' paid to the Roman soldiers as part of their wages.

Money from salt tax in ancient China helped build parts of the 'Great Wall'. The British East India Company too imposed 'Salt Tax' from 1762 in and around Bengal provinces and made it stringent across India in 1835, as they gained firm military and political control. It was made even more severe to increase British revenue after the British Crown took political control from 1858. The British imported large amounts of salt from the United Kingdom to benefit markets back home. While salt deprivation in poorer people led to malnutrition and death; strict laws were enacted against production, storage, transport, sale of tax without due license from the government. Any premises could be searched without prior notice or 'warrant' and breaking laws led to 6 months imprisonment.

The essential commodity that people produced, exchanged and consumed from indigenous resources was now out of their reach. The

**Questions to be developed about:**

- Control over resources and
- Taking away freedoms – economic (manufacture, sale) health, right to enter premises, privacy
- Sovereignty (import)

**Extra Resources For Teachers:**

Defiance of Salt Tax: ([https://www.mk Gandhi.org/civil\\_dis/salt\\_tax.htm](https://www.mk Gandhi.org/civil_dis/salt_tax.htm))

**An Intriguing History of Salt: Currency, Trade Routes, Finance, Empires (2002):**  
(<https://www.youtube.com/watch?v=l2XkmUXOVZw>)

**Slide 6: Another Side to the British Rule:** While we know the exploitation and repression of British rule in India (and the era of Colonialism by European powers elsewhere in the world) there were aspects of the British rule that brought in positive changes in Indian society. This is because back home there were changes in social and political fabric. Rule of people, based on democracy replaced the reign of Crown and Church, individual freedoms were being valued, position of women was changing, ordinary people resisted the exploitation by millowners and brought in laws protection workers, the idea of childhood was changing; from 'extra hands' in agrarian, feudal society to be recognized as a phase of life to be nurtured, protected, carefully developed to become free individuals and democratic citizens. Some of these ideas also filtered in the policies about the occupied Colonies. Education as the British saw it was one of these ideas. And different sections of Britishers saw its function differently. Some looked at it as a necessity of 'civilizing an uncivil population, some others as a necessary investment to create a class of local administrators and a few also looked at it as an essential instrument of positive social change. So education introduced by the British aimed both; to change Indian society culturally, as well as to create a force of able local administrators.

This was one of the biggest changes that acted as a catalyst for other social changes and finally kindled the political awakening for rights and freedoms in Indian society. Unlike the Pathshalas and Gurukuls that prevented knowledge to the so-called lower castes, girls (and the Madrasas and Makhtabs too prevented girl's education) the British supported schools were open to all, irrespective of caste, religion or gender.

Most 'upper caste' boys took advantage of this education, so that they could get government jobs. Later, people from other castes, including some 'untouchables', also tried to get education and in face of great resistance by the Brahmins they persisted going to these schools, often being made to sit outside the classroom, on the veranda. But even though few of the 'lower castes' and the 'untouchables' now had some access to formal education, the attitudes of the 'upper castes' did not change. An example, taken from the memoirs of a British Education Officer of those times, will give you an idea of how caste discrimination continued in schools.

During a routine visit to a government school near Pune, the officer observed a class conducted by a brahmin teacher. The 'upper caste' pupils were seated far away from their 'lower caste' counterparts who were very few in number. The teacher had a long, sturdy cane with him, which he did not hesitate to use. There was also a large heap of stones kept near the teacher. When asked about the stones, the teacher explained, "When I need to beat the higher caste children I use this cane, but if I use the same cane to beat these shudras my cane will get polluted, in turn polluting me and my upper caste pupils. So when I need to punish them, I throw a stone at them. Often I miss the student and so I need this large heap of stones with me."

Such was the situation about 150 years ago. But change was slowly happening in spite of these odds.

#### **Slide 7: Reformers**

One important reason for change in attitudes was the work done by social reformers who struggled to make people aware of the injustice of caste. Many educated people from both 'upper' and 'lower' castes understood that for the development and freedom of their land it was necessary to break the shackles of caste. Nearly one-third of India's people suffered a fate similar to that of Eklavya from the Mahabharata. But some began to challenge their situation and said, "No, I will not tolerate this!"

One of the foremost crusaders for the rights not just of the 'lower castes', but also of women, was Mahatma Jotiba Phule from Maharashtra. Jotiba Phule was the son of a gardener. Although born in a family that was considered to be 'lower caste', he was able to acquire formal education in schools run by the British government.

Realising the discrimination that 'lower caste' children had to suffer in regular schools, Phule started the first ever school for 'lower castes' in the year 1854. It was located in Pune, Maharashtra. But no one was willing to teach in this school. So Phule trained his wife Savitribai, who began teaching here. She was also joined by Fatima Sheikh.

Savitribai's work was not easy. On her way to school, the orthodox brahmins in the locality would pelt stones at her, and shower her with cow dung and curses. But she continued her mission. Like Phule, other reformers in different parts of India also challenged the caste system. One such person was Ramaswami Naicker of Tamil Nadu, who came to be known as 'Periyar' or 'Mahatma'. Although not born in a 'low caste' family himself, Periyar questioned the unjust and inhuman basis of caste. He founded the Self-Respect Movement, and dedicated his life to fighting for justice for the 'lower castes' and women.

The couple faced many economic and social hardships but did not give up their work of educating women and the 'lower castes'. Phule also founded the Satya Shodhak Samaj



as an alternative to Hinduism and was responsible for many legal reforms banning child marriage and caste discrimination, and promoting laws for widow remarriage.

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To understand Jyotiba Phule's efforts for education particularly for the poorer sections of society can be summed up in a couplet he wrote:

"Vidyevina mati geli;  
mativina neeti geli;  
neetivina gati geli;  
gativina vitta gele;  
vittavina shudra khachale;  
itke anartha eka avidyene kele."

"(Lack in education/knowledge, robs a people of power to think,  
Without the power to think, a person cannot have discerning, ethical reasoning,  
Without the ability to reason, one cannot progress in life,  
Without the ability for self-development, one cannot have economic power,  
Lack of economic power, has repressed the Shudra castes,  
Such is the catastrophe brought by lack of knowledge"

In 1882, Phule submitted his testimony to the Hunter Commission, i.e. the Indian Education Commission, (<https://velivada.com/2015/04/08/rashtrapita-jotiba-phules-memorial-address-to-the-education-commission/>) to demand that the government take full responsibility for education of all children (at least till the age of 12 years) irrespective of their caste, gender, religion, socio-economic status. It must be understood that while Phule successfully ran a school in Pune, he knew that individual efforts based on charity were not enough to reach the large masses. Education needed resources and the poor could not afford the costs or families would not spend for girls' education and thus only the government could do this by using the revenue and taxes it collected from the public in India.

While this did not happen it paved a way for the struggle for universalisation of education based on public funding. Education, what is to be taught, how, and what the purpose of it should be also became an important point of reference in the Indian freedom struggle. Spread of education, however limited, gave rise to the ability to critically understand the way the British ruled India and how they ruled in their home country. As the awakening against the British began, so did the severity of the repressive measures.

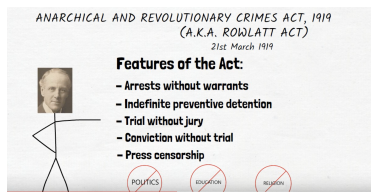
**Slide 8: 'Anarchical and Revolutionary Crimes Act' or 'The Rowlatt Act':**

Let us see one of the darkest example of British laws and people's response to it. Play the video.

<https://www.youtube.com/watch?v=iyLqce9tCGQ>

### Questions for Discussion:

- Look at the different provisions of the Act: Do you think all of them are directed only at curbing violent protests?



- Firstly; the Rowlett Act was a revised version of the 'Defence of India Act, 1915'. Why do you think this Act was brought in by the Britishers? The First World War was fought far away in Europe – why were Indians subjected to legislation to curb their possible opposition?
- The 'Defence of India Act, 1915' was passed in the Imperial Assembly in British Parliament and applied to only the Indians (not to Europeans residing in India). It was also supported by Indian members. Who did these Indians represent? Why do you support legislation that took away the rights of all citizens of India?
- Both the 'Defence of India Act, 1915' and the 'Rowlett Act' were conceived by a committee on 'Sedition' means 'treason' and 'disaffection or disloyalty to the State' (any nature of act or thought that questioned the British Government). Do you think it was fair of the foreign government to expect citizens of India to be loyal and devoted to them?
- The video ends with two questions: '*Do you think the Rowlett Act was really necessary to use against peaceful protesters?*' Or '*Do you think the Rowlett act prevented major acts of violence in India at that time?*' – What do you think?
- We see people's reaction to the 'Rowlett Act' and how the British administration responded. How do you compare the two?

### Slide 9: Dandi March/Salt Satyagraha/Civil Disobedience Movement:

We have familiarised ourselves with the Salt Tax. Many leaders of the Independence movement and the Indian National Congress constantly opposed the salt tax from as early as 1885. Gandhiji who was at that time living in South Africa also opposed the Salt tax in India by writing about it for the first time since 1891. The movement for Independence against the British went through with different phases – like the ebb-and-flow or the waves, like the high and low tide of the sea. The mid-twenties was a period of lull, but early 1930s saw the tide rising – with the Salt Satyagraha, the Dandi March that Gandhiji started on 12<sup>th</sup> March 1930 from Sabarmati Ashram, Ahmadabad, to the sea shores or south Gujarat, at Dandi. Our textbooks have details

of this. The Independence movement from the 1930s saw a rising tide of resistance of all sections of society – all castes, religions, men, women, the better off and poorer one, in cities and villages. It did not limit itself to political independence but took up the issues of inequality of caste and rights of women as well.

**Activity 3: Concluding Remarks:**

To summarise, It is from these different events and forces that our struggle from Independence shaped up. This session concentrated on events in India with reference to the world. The period we looked into laid the foundation of our Independence. The unfair policies, the repression of a foreign rule, as well as the changes they brought about, the systems they established became a reference point for our leaders to chart the course ahead when we finally gained Independence. It is during this period our nation experienced injustice, sought clarity about our society, formulated our ideas for justice. In the forthcoming sessions we will look at these issues more closely.

**Lesson plan: Week 2 Day 3**  
**Diversity, democracy and Justice**

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"> <li>1. To develop appreciation of diversity in India</li> <li>2. To enhance the idea and significance of diversity</li> <li>3. To draw interconnection between diversity and justice</li> <li>4. To reflect on the principles that should guide a just society</li> <li>5. To use these principles to examine the present society and everyday beliefs and institutional practices</li> </ol> <p><b>Activity 1, Title: Thinking about diversity (15 minutes)</b></p> <p>The teacher will introduce the theme of diversity and justice. In this introduction the emphasis is on the following dimensions:</p> <ul style="list-style-type: none"> <li>• The idea of diversity</li> <li>• Diversity in nature and Indian society</li> <li>• Diversity as a political idea and commitment</li> <li>• Is diversity needed? Is it valuable? Why or why not?</li> <li>• In what ways can diversity, democracy and justice be related?</li> </ul> <p>The above questions may be posed to students.</p> <p>It is possible that in the discussion, students may refer to some of the ideas mentioned below. Or they may add certain other dimensions and ideas or may challenge the value of diversity. The teacher should note the ideas articulated by students on the board.</p> <p>We all know that for centuries India has been known for its diversity. We experience this diversity in nature, with different topographies, flora and fauna. But besides this, it is also present, lived and experienced in terms of languages, cultural beliefs and religions. But it is important to note that diversity is a also a deeply political idea related to democracy and its values.</p> <p>The idea of democracy is based on the idea that anything that concerns us all should be decided by us all. Thus, democracy on one hand recognises freedom for everyone to participate in decision making by expressing their ideas and preferences and on the other, it treats everyone equal in this decision making. It is this moral quality of treating individuals and groups free and equal for their different beliefs and proposals, that the justice as a value underpins democracy. This freedom to allow differences of ideas and beliefs, is a celebration of diversity.</p> <p>We know that Indian society has people with distinct religious beliefs and identities. These religious groups are also internally diverse. For centuries, they have lived and worked together, mostly together but at times in situations of conflict. In this process, there have been exchanges of ideas, cultures, food, architecture that have influenced people's lives. There have also been instances of discrimination and violence.</p>	

**Activity 2, Title: A thought experiment for justice (introduction about the activity 5 minutes, group discussion 20 minutes, presentations 4\*4 = 16 minutes, conclusion 4 minutes, total 45 minutes)**

In today's class, we will undertake a thought experiment to devise the principles to engage with religious diversity. This thought experiment is inspired by and adapted from the ideas of the political philosopher John Rawls.

The teacher will divide the class into a group of 7-8 students. Each group will undertake this thought experiment.

In each group, some of us are Hindus, some Muslims, Christians, Sikhs, Buddhists, Jains, Parsis, and following other religious beliefs or an atheist. Some of us are male, some female, and some are non-binary. We are from different age groups, children, young, middle-aged, and old. We live in different parts of India. We follow different occupations, some are fruit sellers, some are construction laborers, some are truck drivers, some are politicians, writers, hawkers, butchers, fisherwomen, priests, etc. Some of us believe that people of a particular religion have a greater claim to India and others should listen to them. Some argue that for generations, they have lived here and have no less a claim to this country than others.

Now we together have to devise a set of rules that, if in a society, there are people from diverse religious beliefs, how would they live together? What principles should lead to their co-existence? Should the relationships be governed by dominance, hierarchy, segregation, fear, insecurity, forced inclusion, assimilation, and othering? Or should they ensure justice? You need to decide what rules will guide whether one can follow a religious belief and practice, eat food, study, get jobs, get a house on rent, distribute resources, to marry or not marry with members of the same or another religion etc.

*An important point that needs to be noted is that while framing these rules, none of us know what our identity is. There is a blindfold of ignorance in our eyes. We will come to know who we are only once we have decided the rules. I may be a Hindu Tamil-speaking woman construction laborer or a Muslim gynecologist in Kerala doing private practice, or an Oriya tribal Christian fisherwoman or a Sikh priest or you can be anyone else. You may be from the lowest strata of society or a from a well-to-do family living in rural or urban areas. In this situation, your group will make principles for a just society.*

Now in your group discuss the possible rules. In your discussion, you may consider how these principles/rules can be applied to some specific situations as well. Try to design a fair world so that the decisions you make are impartial and do not benefit you based on your present identity. Remember that if you make any unfair, discriminatory or partial rules, they may hurt you later once your identity is revealed to you.

Each group will spend about 20 minutes to discuss and decide these rules and will be given 2-3 minutes to present these rules. They should also explain why they developed these rules and not any others that may give privileges to any religious group over another.

The teacher may conclude the discussion by focusing on the salient points emerging from the presentations by students. How a distance from our present situation influenced the framing of just principles may be underscored. Then, the teacher may ask, should such principles not govern our life with our existing identities.	
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## **Week 3: Debates in Constituent Assembly**

### **Objectives of the week**

#### **Important Concepts:**

- The importance of debate in any decision making process.
- Constituent Assembly

#### **Learning Standards:**

In these sessions, students will be able to:

1. Students understand the process of making the constitution.
2. Students appreciate the value of debate and differences in a democracy
3. Students appreciate the role of various institutions in giving shape to and implementation of a right given by the constitution
4. Developing skills to present and listen to arguments in favour of and opposition of a viewpoint on a public issue

#### **Summary:**

The week three sessions focus on what is a constitution, why it is needed, how a constitution is made. in what ways ordinary Indians use the constitutions to make a difference to their life. It also tells about the process involved in the making of the Constitution of India. This week focuses also on the importance of Right to Education and different institutions involved in implementing it. This segment also explains how common people claim this right.

## Lesson plan: Week 3 Day 1

### Making of constitution

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"><li>● Appreciate the idea and need of the constitution</li><li>● Experience how negotiations and consensus building are part of making of the constitution</li><li>● Recognize that the constitution shaped the everyday lives and imaginations of Indians in significant ways.</li></ul> <p><b>Total session time: 65 minutes</b></p> <p><b>Activity 1, Introduction of the session (5 minutes)</b></p> <p>In today's session, we will discuss what a constitution is, why it is needed, how a constitution is made, and in what ways ordinary Indians use the constitutions to make a difference to their life.</p> <p>A constitution is a framework about the values which should guide the life of the people of a country as a collective. It takes note of the particular challenges and histories of that country and charts a path to achieve what and where they wish to be and why. Or in other words, it lays down a vision. It decides what should be the rights of the citizens and what should be the power of the different organs and levels of the government. It sets the limits on the powers of the government and lays out the process through which decisions are made.</p> <p>Some people argue that the making of the Indian constitution was undertaken by the elite leaders. While this is true, it needs to be recognised that from the 1920s onwards, when Indians had started discussing what kind of arrangements they would like about Independent India, constitutional debates had been given space in the newspapers in all major Indian languages. When the actual process of drafting the constitution began in 1946, it generated a lot of interest across the country. The Constituent Assembly received telegrams, postcards, and petitions from schoolboys to housewives to postmasters. In these messages, these people staked claims, made demands, and offered suggestions for the draft of the constitution.</p> <p><b>Activity 2, Title: Making a constitution for the family (introduction of activity 10 minutes, group discussion 25 minutes, presentations 20 minutes, total 50 minutes)</b></p> <p>Today, we are going to develop a constitution ourselves. Please look at the worksheet titled <b>Making a constitution for the family</b> and read the description.</p> <p>Imagine that you are a member of a big joint family with members across generations. So far, this big family was being ruled by the old grandfather, Ravi who acted like a patriarch. He owned all the land, houses and business of the family. He had one big mango orchard, three houses, lands that are used for cultivation, and barren lands. His business includes one factory, four shops given for rent, three cars, one two-wheeler, and one bicycle. All these properties were ancestral.</p>	<p><b>HANDOUT LINK:</b> <a href="https://docs.google.com/document/d/1rkHJ2Oks4Zz_M78HAlaZWdaOWMLSBL4o4f28RNtMiil/edit?usp=sharing">https://docs.google.com/document/d/1rkHJ2Oks4Zz_M78HAlaZWdaOWMLSBL4o4f28RNtMiil/edit?usp=sharing</a></p>



He had four children, two sons and two daughters, Suresh, Chetna, Uma and Namdev in the order of birth. The eldest of all siblings, Suresh, the first son, helped the father in running the factory. He is married to Sunita and has three grown up sons. Two of them assist the father and grandfather in the family business, while the eldest is a drunkard. The second son, Namdev, who is the youngest among the siblings, had an inter-caste marriage with Vandana and was asked to leave the house. He worked with a private firm in a different city and has died. His wife Vandana teaches in a government school. They have two children, a daughter and a son. The daughter is pursuing medicine and the son is in class 10. Chetna, the elder daughter, is married to Shyam. They are IT professionals, and work in Seattle, USA and are Non-Resident Indians. They have one son and are planning to return to India, start a firm and settle here. Uma is unmarried and stays in the ancestral house. She performs various domestic responsibilities. She earns some money by making pickles and papads. Before his death, the grandfather, Ravi was bedridden for some years due to illness. He was served and taken care of by the family's loyal servant Chandu who has two daughters. (Adaption of the story developed by Prof Krishna Kumar, Former Director, NCERT to teach in a teacher education programme)

After Ravi's death, the family has to develop consensus about the following:

1. What principles should be followed to decide the distribution of family property among the different members of the family and should any part of the family property be shared with Chandu?
2. Who can participate in taking the decisions about the family and who may not be allowed? In case of an emergency, how will a decision be taken and who will have the powers to take decisions?
3. What will be the rights of all the family members and servants?
4. In case of any dispute, who should be approached to resolve the conflict and take a decision?

The teacher will divide the class into five groups. Each member in the group represents an interest group, namely Suresh, Chetna, Uma, Vandana and Chandu. Suresh and his sons are demanding the maximum share in the property and house and Suresh to be designated as the next patriarch. Each member of the group has to present arguments on behalf of the family and interest they are representing and try to protect and maximise their interest. All the decisions have to be reached by consensus. The time limit to reach this agreement about the questions listed above is 20 minutes. If they fail to reach a consensus, then all the family property will be taken over by a trust appointed by the government.

Each group will be given **25 minutes** to reach a consensus and present what were the points of conflict, what negotiations were done to reach a consensus and what is the final blueprint.

#### **Presentation (4\* 5 = 20 minutes)**

Each group will be given 5 minutes for presentation and students will be asked to note in what ways the negotiations and decisions in their own group were similar or different from the other groups.

Activity concluding statement by the teacher: We saw how the making of a constitution involves values, interests, negotiations, and consensus building. Now let us try to see how did the ordinary people use the constitution to demand rights and question the decisions of the government.

Teacher points to the distinctness of the Indian constitution and interest of the common people in the constitution making process (noted above) and then narrates a story to show how the ordinary citizens used the constitution to claim rights.

### **Activity 3: Constitution in Everyday Life (5 minutes for narration of the story and conclusion of the session)**

Let's read the following real-life story narrated in Rohit Dey's book "*A People's Constitution: The Everyday Life of Law in the Indian Republic*" published by the Princeton University Press that we have slightly edited.

On 26th January 1950, India had become a republic. A few months after that in December 1950 Mohammed Yasin, a young Muslim vegetable vendor in the small town of Jalalabad in north India, was upset. The town government had developed a new set of bylaws to give licenses to people to sell different commodities. The town authority was providing only one license for the sale of vegetables in the town area. This license had been issued to a Hindu merchant. This license had made that merchant the monopoly, by making him only businessman in the vegetable trade in Jalalabad. As a result, Yasin and other vegetable vendors were forced to sell their goods after paying the license holder (the merchant) a certain fee. Yasin filed a case in the Supreme Court to issue a *writ of mandamus* directing the town committee not to prohibit the petitioner from carrying on his trade. A writ of mandamus is an order issued by a superior court to compel a lower authority or government officer to perform mandatory or administrative duties correctly. Yasin's lawyer argued that not only was the new regulation ultra vires (i.e., beyond the powers of the municipality), it also violated Yasin's rights to a trade and occupation, given by the Constitution of India.

The Supreme Court ruled that the Jalalabad municipality did not have the authority to impose a license fee and that this was an unreasonable restriction on Yasin's fundamental right to carry out a trade or business.

Yasin was not a wealthy man. But his challenge to the decision of the government showed how after independence, a significant number of common Indians use the constitution to claim rights against the state.

**Conclusion:** Unlike many other countries, the common people in India developed a common understanding about the constitution. They learnt from each other. The filing of such cases posed new demands before the government and people who had to arrange money for such cases and for judges to deal with claims for rights. Thus, people's actions made the constitution not a distant document but as a book with relevance for their daily life.

**Lesson plan: Week 3 Day 2**  
**Debates in the constituent assembly**

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"> <li>1. To help students understand the process of framing the constitution</li> <li>2. To help students understand the need of putting different points of view in a constitutional democracy</li> <li>3. To develop capacities for preparing and presenting arguments on any issue concerning people</li> </ol> <p><b>Activity 1, Title: Introduction of the session (5 min)</b></p> <p>In everyday life we take several kinds of decisions. These decisions are related to our food and what to purchase? What to cook? Who will do what work? How will this work be recognized? Who will have what authority and what responsibilities? If there is a dispute in the family/neighbourhood/ place of work, then how will the decision be taken? There are various ways in which a decision may be taken. <i>Each decision has consequences for the people involved in the decision-making, the people affected by these decisions and for the present and future.</i></p> <p>The constitution making process was undertaken by a body called the constituent assembly. It had members from different regions, social groups and political parties. They had to decide what should be the values and framework to govern the newly independent India. What should be the rights of the citizens? What should be the powers of the government and how it should be divided?</p> <p>The makers of Indian constitution had several debates among themselves about what should be included in the constitution. Different members gave different reasons in support of their suggestions. In today's and next class, we will look at some of these debates and try to understand what were the issues which were debated. What was at stake in these debates? Why were they supporting or opposing a proposal?</p> <p><b>Activity Title: "Constituent Assembly debates"</b></p> <p><b>Activity 2 Description: Watching the episode 3 of the serial <i>Samvidhan</i> (15 minutes)</b></p> <p>In today's class we will study the process of the making of the Indian Constitution and some of the debates. Let us watch episode 3 of the serial <i>Samvidhan</i> which was broadcasted on the <i>Rajya Sabha TV</i>. As you will see in this clip of <i>Samvidhan</i> you would notice that several issues were discussed in the constituent assembly. The purpose of this session is to appreciate the variety of issues and debates raised in the constituent assembly.</p> <p>The teacher is requested to play the video with the link mentioned in the resources column and ask students to note the following when they watch the video. They may write the answers to these questions on the worksheet. These notes will be used for thinking about the issues of debate and possible reasons for various positions. <i>The teacher is requested to stop in these time positions in the video so that the students can write down their points.</i></p>	<p><b>VIDEO LINK:</b>  <a href="https://www.youtube.com/watch?v=hQB-yXb4NN4">https://www.youtube.com/watch?v=hQB-yXb4NN4</a></p>

1. What did Ambedkar say about the right of the government to arrest and detain any person without trial? (Stop at time position 7:23)
2. According to Somnath Lahiri, from whose perspective are many of the fundamental rights framed? (Stop at time position 10:28)
3. What are the provisions advocated by Rajkumari Amrit Kaur and Hansa Mehta? (Stop at time position 8:18)

After the video is played, the class will focus on two debates in the constituent assembly:

- A. Would the government have the right to arrest and detain any person without trial?
- B. Certain rights for the Indian women demanded during India's freedom struggle and during debates in the constituent assembly.

**Activity 3 (introduction of the activity 3 minutes, 12 minutes for discussion and developing arguments, 2-3 minutes each for presentation by two groups before the class, addition of new points 4 minutes, total 25 minutes)**

In the discussion of the drafting committee of the constitution, a question was asked. Would the government have the right to arrest and detain any person without trial? Dr. Ambedkar said that we will not give such a right to the government. Can you imagine what could be his arguments to give such power to the government?

The teacher will convert the class into an even number of groups with 4-6 students each depending on the class size and give them a group number (1-6/8). The odd numbered groups (1, 3, 5, 7) will represent the lawyers representing the government and argue why it should have the power to detain any person without trial. The even number groups (2, 4, 6, 8) will represent Dr. Ambedkar and Somnath Lahiri. They may imagine what could be Dr. Ambedkar's arguments against giving the government the power to arrest and detain any person without trial. The group may discuss whether such a power would harm the rights, freedom, and life of the citizens? What it may mean for the exercise of democracy? The students may recall the statement of Somnath Lahiri in the clip and differentiate what would be a police's point of view of rights and how the citizen's point of view may differ from it?

After 10-minute discussion in each group, one odd numbered and one even numbered group will be invited to share their arguments before the class in 2-3 minutes. After their presentations, the other groups will be asked to add any new arguments which were not raised earlier.

#### **Activity 5 (10 minutes)**

Each group formed by teacher would discuss the following:

- Read the following extract of demand made in the *Draft of Indian Woman's Charter of Rights and Duties by the All-India Women's Conference* in the year 1946.

**HANDOUT**  
**LINK:**[https://docs.google.com/document/d/19XD5pjyoJTCc\\_L-HNym315uivMMmvV2\\_e9CgRVS/m970/edit?usp=sharing](https://docs.google.com/document/d/19XD5pjyoJTCc_L-HNym315uivMMmvV2_e9CgRVS/m970/edit?usp=sharing)

- What are the similarities or differences in the demand made in the following extract then and the situation now?

#### XI. WOMAN'S PLACE IN THE FAMILY

##### IWC.11

Whereas we believe that the present conception of the family as an institution with a man as the head who looks upon his wife and children as his property to do what he likes with them is wrong, and whereas we believe that such a conception has affected the laws of the country shall be changed and the family be regarded as a cooperative concern where every member has an equal place.

NOTE: The teacher can either read aloud the statement or narrate the content of the statement.

This session will be closed with a statement about why debates were important during the framing of the constitution and why they continue to be important today on public issues to strengthen democracy.

**Lesson plan: Week 3 Day 3**  
**RTE making, complaints and DCPCR**

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"> <li>1. To make students aware of various institutions and actors of RTE of implementation of the constitution.</li> <li>2. To give students exposure to policy making in action.</li> <li>3. To allow students to explore how students think about their own role in claiming their rights from institutions.</li> </ol> <p><b>Activity 1, Title: Introduction to the session and the RIGHT TO EDUCATION (5 minutes)</b></p> <p>The teacher will ask the students to list the various fundamental rights given in the Indian constitution. After listing these rights, the teacher will point out that a new clause 21A was added in the right to life.</p> <p><i>“The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”</i></p> <p>In today’s session we will focus on this new fundamental right, “The Right of Children to Free and Compulsory Education (RTE) Act, 2009” and discuss some of its provisions. We will examine what are different institutions who are involved in the implementation of this right and how do common people make claims to this right. But before that let’s see this short video on the RTE.</p> <p><b>Activity 2, Title: Institutions at work in the implementation of a fundamental right, RTE (introduction and discussion on clause 2n - 5 minutes, discussion on clause 12(1)(c) - 20 minutes, total 25 minutes)</b></p> <p>The Right to Education Act 2009 has seven chapters and 39 sections. In today’s session, we are focussing on one of the sections of this act, the clause 12(1)(c). But before we read that clause, let us see how a school is defined in section 2n of chapter 1 of this act.</p> <p><i>(n) “school” means any recognised school imparting elementary education and includes—</i></p> <ol style="list-style-type: none"> <li>(i) a school established, owned or controlled by the appropriate Government or a local authority;</li> <li>(ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;</li> <li>(iii) a school belonging to specified category; and</li> <li>(iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;”</li> </ol> <p>The teacher may draw the attention of the students to the different types of schools mentioned in the act.</p> <ol style="list-style-type: none"> <li>1. What are the different kinds of schools referred to in section 2n?</li> </ol>	<p><b>HANDOUT</b>  <b>LINK:</b><a href="https://docs.google.com/document/d/1Ttqn7bLGycnt2P57Y_GUPGheW5nwXj-T19zPeN8pX94/edit?usp=sharing">https://docs.google.com/document/d/1Ttqn7bLGycnt2P57Y_GUPGheW5nwXj-T19zPeN8pX94/edit?usp=sharing</a></p>

2. Your school will fall in which category?
3. Do any of your friends, siblings, or cousins attend school in any other kind of school? If yes, what type of school is that?

Let's read clause 12:

*12. Extent of school's responsibility for free and compulsory education. — (1) For the purposes of this Act, a school, —*

*(a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein;*

*(b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five percent.;*

*(c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent. of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion:*

*Provided that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education."*

NOTE: The legal statements are given in the student's handout. So that the students could read it. But the questions related to each statement need to be discussed in class. No need to write down the answers.

The teacher may draw the students' attention to this clause to decipher the legal language and its various elements and think about the rationale for such a provision. We noted that section 2 of the RTE Act specified four types of schools: government schools, government-aided schools, any specific type of schools, and private unaided schools which are not funded by the government and are run from the fees collected from the parents and any donations. In most states, only unaided private schools are included under this section, but in Gujarat, some minority schools are included, and in Rajasthan, minority schools are given an option.

The clause mentions admission for the *weaker section or disadvantaged group* in the unaided schools. The definition of who is included in this category is provided by every state government.

What is an Economically Weaker Section?

People belonging to the General Category (i.e., not belonging to the SC/ST/OBC/MBC categories) and having an annual income lower than a certain amount are said to belong to the subcategory of the Economically Weaker Section. The annual income

required to qualify in the EWS category varies from state to state. For instance, Delhi's income limit for the EWS category is less than one lakh per annum.

What is a Disadvantaged Group (DG)?

Those from SC/ST/OBC can apply under the DG (Disadvantaged Group) category. The specific criteria to qualify under the DG category also differs from state to state. Orphans, disabled children, mentally challenged children, children of widows, children of divorcees, and transgender children are just some of the people that can qualify for the DG category. Income limits for the DG category are different for every state. An income certificate is also not required for the applicant under the Children with Disabilities Category in Delhi Government.

The teacher may ask the students the following questions:

1. Some people argue that the decision to provide admission to students from the *weaker section or disadvantaged group* in unaided schools will promote equality in education and society. Some other people argue that such a decision affects the autonomy of private schools and they should not admit such students given the social difference between them and the students who pay the fee.
2. Imagine yourself as a person involved in the making of this Act. What possible reasons would you give in support of this provision? Or, if you are a lawyer representing private unaided schools, what would you argue in your petition to the court to remove this provision?

**Activity 3 Title: Identifying provisions and actors for admission in Delhi under clause 12(1)(c) (10 minutes)**

Let's read the guidelines issued by the Government of the National Capital Territory of Delhi. These guidelines are about the admission of EWS/DG and Children with Disabilities Category as defined in the Right of Persons with Disability (RPWD) Act 2016 at Entry Level Classes. Teachers and students read the below-mentioned specified paragraphs from the first four pages of these guidelines together, and students can fill up the responses to the following questions in the worksheet.

**Activity Description:**

The teacher may ask the following and other specific questions

1. What are the different authorities referred to in paragraphs 3 and 4 of these guidelines that recognise private unaided schools?
2. According to paragraph 7, what documents must the students submit to get admission in this category, and who will issue these documents?
3. What authorities/institutions are involved in issuing necessary certificates to decide eligibility (see paragraphs 7 and 8)?
4. Who will answer the questions and complaints regarding admission (see paragraph 11)?
5. Who has issued these guidelines?

Through the above questions, the teacher will point out that various institutions and actors are involved in implementing any Act or policy, or fundamental right.

[http://www.edudel.nic.in/upload\\_2021\\_22/1528\\_1533\\_dt\\_06042021.pdf](http://www.edudel.nic.in/upload_2021_22/1528_1533_dt_06042021.pdf)

**HANDOUT LINK:**  
[https://docs.google.com/document/d/1Ttqn7bLGycnt2P57Y\\_](https://docs.google.com/document/d/1Ttqn7bLGycnt2P57Y_)



**Activity 4, Title: A complaint about the implementation of the RTE Act filed before DCPCR (25 minutes)**

Under the RTE Act, the National Commission for the Protection of Child Rights (NCPCR) and the State Commission for Protection of Child Rights have been given the responsibility to perform the following functions: —

- (a) examine and review the safeguards for rights provided by or under this (RTE) Act and recommend measures for their effective implementation;
- (b) inquire into complaints relating to child's right to free and compulsory education; and

In Delhi, the Delhi Commission for the Protection of Child Rights (DCPCR) is the monitoring authority of the Right to Education Act, 2009 as per section 31 of the Act. Now let us look into one of the real-time complaints filed before the DCPCR.

The teacher and the students will read this complaint together and discuss the following questions.

DCPCR received a complaint from the father of a child. It was stated in the complaint that the child was allocated a seat under EWS/DG freeship category at the school in September 2020. But the school was refusing the admission due to the absence of a special educator.

The commission issued a notice to the school stating that, per section 12(1)(c) of the RTE Act 2009, all private unaided recognized schools are obliged to admit at least 25% of students at entry-level classes. And as per the Central Board of Secondary Education (CBSE) circular, it is mandatory to appoint a special educator in all schools affiliated with CBSE. The school was asked to appoint a special educator immediately and admit the child.

In the submission to the DCPCR, the school termed these allegations baseless. It stated that the parents of the said student never submitted the necessary documents to complete the admission procedure and were laid back in attitude. The school claimed it had appointed a special educator and admitted 40 students to meet the RTE 12(1)(c) requirements.

The parent also submitted a disability certificate of the child by the National Institute of a Regional Center for the Empowerment of Persons with Intellectual Disabilities.

DCPCR asked the school to submit copies of all documents submitted by the child whose admission was rejected by the school. DCPCR also directed the Deputy Director of Education (DDE) to submit an investigation or action taken Report regarding the rejection of the child's admission. DCPCR held a meeting with the school and parents.

1. Name the different institutions and actors involved in implementing the RTE Act as mentioned in the above description of the complaint.

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>2. Why did the RTE Act appoint an authority to monitor its implementation? What would have happened if such authority was not appointed in the Act?</li><li>3. In this story, DCPCR issued a notice to the school, and the entire process of the decision took some time. Why the DCPCR could not have directly ordered the school to admit the child?</li><li>4. Recall the story of the vegetable seller Yasin discussed in an earlier session. What are the similarities and differences between these two stories?</li><li>5. In what ways, do the above stories, and the institutions involved in them relate to justice?</li><li>6. Have you witnessed any situation where any institution or policy was unjust? What are the rights given by the Indian constitution and the means available to the citizens in a democracy like India to oppose injustice initiated by any institution or a policy?</li></ol> <p>The teacher will organise this discussion and may conclude by underlining the role of citizens in protecting rights and democracy. Subsequently, the project may be introduced in this or the next session.</p> |  |
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## **Week 4: Project**

### **Objectives of the week**

#### **Important Concepts:**

- Constitution and rights in practice
- Right to education as an idea and right

#### **Learning Standards:**

In these sessions, students will be able to:

1. The idea and provisions of the Right to Education
2. Identification of the institutions involved in the implementation and exercise of a right
3. Ability to work in a group
4. Locating important information.

**Summary:** This week discusses the project and its rubrics. Students will work in groups in their respective projects and the teacher will act as a scaffolder. Each student individually needs to write a letter. On the final day, the project will be presented and the group can share their experiences of working on the project. Feedback about the module will also be discussed.

## Lesson plan: Week 4 Day 1

### Introduction of the Project

Classroom Inquiry Process	Resources
<p><b>Lesson Aims</b></p> <ol style="list-style-type: none"><li>1. Students learn how to work together in a group</li><li>2. Students overcome 'starting trouble' and start working in groups</li></ol> <p><b>Activity title: Introduction of the Project(15 minutes)</b></p> <p>As part of the module the students are supposed to work on a project. The work will be done in groups, but students need to write individual responses. The project will be assessed by the teacher and will contribute to students' grades for this course during this semester.</p> <p>Instructions about the project will be discussed by the teacher. And the three options given for the project will be introduced in the class. Then the teacher will explain each theme and the document that the students need to read, related to different themes. The teacher may also share the rubric of the assessment with the students.</p> <p><b>Activity title: Responding to the queries (10 minutes)</b></p> <p>After the introduction of the project, the teacher may respond to any queries students may have about the project</p> <p><b>Activity Title: Grouping of students (5 minutes)</b></p> <p>The teacher will need to create groups of about 4-5 students per group. Ensure that each group is diverse in different ways, making sure that both genders are somewhat equally represented, have different backgrounds and personalities and that the interests and strengths of students are varied and complementary. A group representative needs to be selected for each group. That student will be in charge of collecting the final letter from the members of the group.</p> <p><b>Activity Title: Discussing themes and working in groups (35minutes)</b></p> <p>Teacher can discuss the following points: In RTE making, complaints and DCPCR lesson, we discussed certain specific aspects of the Right to Education Act 2009 and we noted how the Right to Education has been included in the fundamental right, called Right to Life. Today, we will discuss a group project on the Right to Education.</p> <p><b>Introduction to the Project:</b></p> <p>We have been trying to understand ideas about Justice and how our Constitution came to be, how it has provided a blueprint to shape our democracy, to understand how our society is to be supported to remain a vibrant democracy, and how the institutions should be structured, how they should function to address needs of diverse sections of society, what citizen's rights are, who is responsible for ensuring our rights, etc. All this enables our elected representatives to formulate specific laws.</p>	<p>HANDOUT OF THE PROJECT: <a href="https://docs.google.com/document/d/1qCFjQzCya50568eLRx8ME7eCNTF9LHiL/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1qCFjQzCya50568eLRx8ME7eCNTF9LHiL/edit?usp=sharing&amp;oid=111895261214072837614&amp;rtpof=true&amp;sd=true</a></p>

We have tried to familiarize ourselves with different aspects of our Constitution and the Rights it guarantees. One of the rights that has been ensured through law is the 'Right of Children to Free and Compulsory Education Act, 2009'. We will develop a project in groups based on critical analysis and aspects of the implementation of the 'Right of Children to Free and Compulsory Education Act, 2009'. Two options of topics for the project are given below along with instructions/guidelines about the group work. Implementation of the RtE Act is binding on different government institutions (Zilla Parishad in rural areas, or Tribal Development Department in tribal areas, Municipal Council in small urban areas, and Municipalities in metropolitan areas, besides the Central government, the State governments, and Governors or Union territories) are responsible for ensuring that schools are available for all the students. These schools are to be established and run as per the norms and help children to learn.

The RtE Act has laid out different provisions and education has to be conducted accordingly. There is also a 'Schedule' at the end of the Act which specifies certain standards for implementing different aspects of the law.

After introducing the project, the teacher may respond to any queries that students may have about the project (10 minutes). Then, the students will be divided into groups and they may discuss the theme and some description of the theme on which they wish to focus (10 minutes). These themes should be shared and discussed with the teacher. The remaining time of session 10 and the entire session 11 will be used by the students for the preparation of their project. In Session 12 they will present their final work to the class.

The group may select one theme and they may discuss the theme and some description of the theme on which they wish to focus. They may start preparing for the project. The teacher needs to clear the doubts that the students may ask. The teacher checks that the groups are actively working and facilitates good participation from individual students.

## Lesson plan: Week 4 Day 2

### Project - Preparation

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"><li>1. Students work well in a team and all members of the team participate</li><li>2. Students see that their work improves significantly through discussions and corrections</li></ol> <p><b>Activity Title: Working in groups (45 mins)</b></p> <p>The students will work in their groups and start formulating various viewpoints. There will be no lecturing for the students. Students should straightaway get into their groups and practice.</p> <p>The teacher ensures that student participation is high. Encourage those who are not 'performing' to also perform. Encourage the students to overcome inhibition. The teacher asks the groups questions that get them thinking about the final performance. eg. Will you be able to complete this in 4 minutes? How much space will you need to do this?</p> <p>The students may jot down, the points that they discuss in their rough copy and later can use them to make individual letters.</p> <p><b>Activity Title: Writing individual letter (15 mins)</b></p> <p>The teacher may ask the students to write a draft/ final letter that they need to submit in the next session. In practice, students may not reach the final level of polish by the end of this session. But when the teacher pushes them to do a draft/final version of the letter they will make good progress. Interested students will probably work a lot after class to bring their projects to the level of quality that they are happy with. They may surprise teachers with the level of work and interest they put into doing the project. Do not insist that they should not make any more modifications to their project after this session.</p>	

**Lesson plan: Week 4 Day 3**

**Presentation of the project**

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"><li>1. To experience fulfillment and accomplishment of writing a letter to authorities.</li><li>2. To get validation for their efforts, to gain confidence, and to feel positive about their experience of the project</li><li>3.To learn from the ideas and approaches of the other groups</li></ol> <p><b>Activity Title: Presentation</b></p> <p>The teacher may call out the names of the students on the spot to come forward and read out their letter. The maximum time allotted for each student will be four minutes. Like this, the teacher may call out the names of two students from each group and they may come forward to read their letters.</p> <p>After this, the group representative will collect the letters of the group members and submit them to the teacher. The group representatives can share their experience of working as a team and what they have learned by doing this project.</p> <p>Close the session with positive comments. Appreciate the class for the work they put in. Try to find something to appreciate about each of the groups.</p>	

## 1.3 Module Project

As part of the module, the students are supposed to work on a project. The work will be done in groups, but students need to make individual submissions. The projects will be presented with the class in the final session of the module. The project will be assessed by the teacher and will contribute to their grade for this course during this semester.

In this project, students will be asked to review one policy, analyse it, identify the gaps in the policy and its implementation, and write a letter to the concerned authorities. By doing this project, the students will get first-hand experience of reading an original government document and understanding its meaning. Writing a letter to a concerned authority will help students to get a better understanding of how an ordinary man can approach any government authority. In which way the issue needs to be addressed before the concerned authority. How can the document that they read be used to make strong points while writing a letter?

The students will be given two options, and will have to choose one policy that they will work on for this project. The options are as follows:

- 1) Children's Right to Early Childhood (Preschool) Education**
- 2) Quality of Mid-Day Meal**

The students can use Chrome books to get better awareness about different authorities to whom the letter can be addressed.

We will introduce this assignment to the students during session 10 and create the groups. The students should work in groups of 4-5 students. Suggestions for group creation: aim for a diverse group with both genders, different backgrounds, and personalities. After creating the groups, you can have a half-hour discussion about the project to answer students' questions. The entire session 11 will be used by the students for the preparation of their project. In Session 12, they will present their final work to the class and submit the letters they have written individually to you.

More detail about conducting the project is in the lesson plan for sessions 10, 11 and 12, and the student handouts.

### **Assessment Rubric:**

The students will be assessed for their participation in group work and writing the individual letter as part of the formative assessment. They will be assessed based on the following objectives:

- A. Inquiry and Exploration
- B. Presentation and Communication



## 1.4 Formative Assessment Rubric

Competency	Descriptor	Levels		
		1-2	3-4	5-6
<b>Criterion B: Inquiry and exploration</b>	<p>1. Students able to draw references from the relevant documents.</p> <p>2. Students gather information from various resources and created a substantial understanding of RTE and the issue that is addressed in the question.</p> <p>3. Students are able to produce clear and focused points to address the issue and provide detailed, convincing arguments.</p> <p>4. Students are able to use different principles of Justice and constitution while they present their argument.</p>	<p>1.Students are not drawing any reference from any relevant document.</p> <p>2.Students did not gather information from any sources and are showing very less to no understanding of RTE and the issue addressed in the question.</p> <p>3. Students have no clarity while addressing the issue and don't give any relevant arguments.</p> <p>4.Students are showing very little to no understanding about the principles of Justice and constitution while presenting arguments.</p>	<p>1. Students draws vague reference from the relevant document.</p> <p>2.Students gather information from some sources and created a medium understanding of RTE and the issue addressed in the question.</p> <p>3.Students have less clarity while giving points to address the issue.</p> <p>4.Students have less understanding of different principles of Justice and constitution while they present arguments.</p>	<p>1. Students draws vague reference from the relevant document.</p> <p>2.Students gather information from some sources and created a medium understanding of RTE and the issue addressed in the question.</p> <p>3.Students have less clarity while giving points to address the issue.</p> <p>4.Students have less understanding of different principles of Justice and constitution while they present arguments.</p>
<b>Criterion D: Presentation and Communication</b>	<p>1.Students write the letter in proper format and the letter is properly addressed to the concerned authorities.</p> <p>2.Students are able to clearly write down their thoughts and ideas.</p> <p>3.Students are able to establish a clear connection</p>	<p>1. Students don't follow a proper format and the letters are not properly addressed to the concerned authorities.</p> <p>2. The content of the letter does not make any meaning or clarity.</p>	<p>1. Students write letter in proper format and the letter is properly addressed to the concerned authorities.</p> <p>2. Students are able to write down their thoughts and ideas with high clarity.</p> <p>3.Students are able to establish a clear</p>	<p>1.Students write the letter in proper format and the letter is properly addressed to the concerned authorities.</p> <p>2.Students are able to clearly write down their thoughts and ideas.</p> <p>3.Students are able to establish a clear</p>

	<p>between their thoughts and ideas.</p> <p>4.While working in a group, the students are able to communicate their ideas and arguments clearly among the group.</p> <p>5.Students follow all instructions in executing the project and the work is neat and given attention to details</p>	<p>3. Students fail to establish any connection between their thoughts and ideas.</p> <p>4.While working in a group, students are inactive.</p> <p>5.Students don't follow any instructions while doing the project.</p> <p>Work is disorganised.</p> <p>No attention was given to details.</p>	<p>connection between their thoughts and ideas.</p> <p>4. While working in groups, students are able to communicate their ideas and arguments clearly among the group.</p> <p>5.Students follow all instructions while doing a project and the work is neat.</p> <p>Attention is given to details.</p>	<p>connection between their thoughts and ideas.</p> <p>4.While working in a group, the students are able to communicate their ideas and arguments clearly among the group.</p> <p>5.Students follow all instructions in executing the project and the work is neat and given attention to details</p>
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## 1.5 Teacher Professional Development Guidelines

This Teacher Professional Development Guide is designed to assist with the delivery of professional development sessions about Justice and Constitutional Values.

### Objectives -

Objectives of the TPD Training in Justice and Constitutional Values -

- a. To understand teachers/facilitators' notions of justice in modern democracies and clarify with reference to Constitutional tenets and universal principles of justice.
- b. To help participants understand the details of the 'Justice and Constitutional Values module' and its need for adolescent students.
- c. To understand the possible career options linked with the 'Justice and Constitutional Values module' and some of the essential skill-sets.
- d. To develop an understanding of content and comfort with pedagogic strategies to teach and assess the 'Justice and Constitutional Values module' in their classrooms

### Schedule of the training -

The training schedule is for three working days, each working day having 3 hours of active work.

Training on each day has been organized into three sessions of 60 minutes.

### Overview of the training

#### Day 1

- |           |   |
|-----------|---|
| Session 1 | Focus: The need for the module                      |
| Session 2 | Focus: What The Module Contains and Why?            |
| Session 3 | Focus: The idea of justice and its presence/absence |

#### Day 2

- |           |  |
|-----------|--|
| Session 4 | Focus: Equity and justice                        |
| Session 5 | Focus: Devising principles of Justice            |
| Session 6 | Focus: Justice social/ structural/ institutional |

#### Day 3

- |           |   |
|-----------|---|
| Session 7 | Focus: Making a constitution  |
| Session 8 | Focus: Debates in the constituent assembly                              |
| Session 9 | Focus: RTE making, complaints and DCPCR and introduction of the project |

## Details of the Sessions

**Session 1** - The session starts with the introduction of the participants by telling their names and the name of the school where they are working. The participants also need to answer the question "Why am I a teacher?" in one or two sentences.

Then there is an open discussion between participants on what they are expecting from the "Justice and Constitution values" module.

Following this, there is a group activity for the participants. The topic for the discussion is 'Idea of Justice' and why is it necessary to talk about the Idea of Justice with young adolescents you work with. The participants will be divided into four groups. Each group will be provided with an instance from our everyday life. They will be allowed to discuss in the breakout room/different groups and they were asked to note down the points in a google document. After the discussion in break-out rooms/different groups, the participants will share what they have discussed in the main group. Finally, the session will be summed up by reviewing the previously discussed points.

### Session 2 -

This session focuses on what the module contains and why it is included. The session starts with a quick recap of the previous session.

The facilitator will now present the PowerPoint describing the overview of the module. In the PPT, the objectives of the module, learning outcomes, themes of different sessions, the approach of teaching, importance of thinking about constitution concerning justice, prior linkages with the courses and world of work, laws involved in this module, how different themes are connected with history?, how this module is connected to the larger environment and labor will also be discussed.

After the powerpoint presentation, it will be the time for open discussion where the participants can ask different queries and can give feedback about the module.

### Session 3 -

This session mainly deals with the "Idea of justice, its presence/absence". The session starts with a debate on "whether the idea of justice is just a modern idea or has it always prevailed in human societies?".

After the debate, there will be an open discussion on the topic that the idea of justice is always present in human societies. Here, the facilitator will go back to the case stories and other stories that were discussed in the earlier sessions to get a more broader perspective.

After this, a group activity, "Justice in everyday sense"(Its absence/ presence) will be conducted. The participants will be divided into 3 groups and asked to discuss the newspaper article/story given to their group.

1. Man taking his-wife on handcart to treat her for COVID,
2. Kerala govt's health ministry's preparation for lockdown,
3. News item on Greta Thunberg and her unique way of protest

The groups have to look at the news item and discuss

1. Why is it newsworthy?
2. In what way is the media showcasing presence and absence of justice?
3. What are some common elements in the collage of newspaper headlines?
4. Why do we need institutions as mediators, monitors or dispensers of justice or to set standards/rules/norms?

#### Session 4 -

This session focuses on “Equity and Justice”. The video on “Equity and Justice” will be played. After the playing of the video, there will be a brief discussion on Equity and Justice. Here the main issues, highlights will be discussed.

After this, the story ‘**Who Should Get the Flute?**’ (Source: The Idea of Justice: Amartya Sen, Page 12.) will be given to the participants for individual reading. After silent reading, the participants will be divided into groups and they will have discussion about the story. Three concepts like ‘**Pleasure**’, ‘**Egalitarianism**’ ‘**Ownership over one’s labor**’ will be introduced to all the groups. Along with that, some probing questions will be given to all groups. Each group will be asked to examine their ‘first choice’ answer. Discussion will be conducted with help of the following points:

- Of these three principles which one may be applied to justify your group’s choice of ‘who should get the flute’?
- Is it possible to use more than one principle to justify the claim of the first person of your choice?
- What principle was used in the film shown earlier so every child could watch the game?
- Would you suggest any other principle/s, other than the ones identified by Dr. Sen to justify the claim over the flute?

After the discussion in smaller groups, each group will present their viewpoints in the main group. After the sharing by all groups, the facilitator will sum up the points and also discuss some important perspectives that may not have come up during the discussion. The session will be concluded.

#### Session 5 -

The session focuses on defining principles of Justice. The facilitator begins the session by a thought experiment for justice. This activity can be done individually or in groups. Here, each participant needs to imagine that he/she is living in a diverse society. Each participant is supposed to make rules for the running of a society. But the participant doesn't know to which strata of the society he belongs to. The participant can belong to upper or lower strata. After they have made the rules, a discussion will take place. The facilitator will ask about the criteria that the participants have used to make the laws. (Here it can be discussed that the rules were made while keeping in mind the diverse society, it should be concluded that rules should be fair for all).

This will be followed by a PPT presentation and discussion on **Rawlsian Principle**. The facilitator can discuss whether the participants agree with Rawl's principles or not. S/he can ask if the criteria that participants used for making rules aligning with Rawl’s principle or not?

#### Session 6 -

The session starts with an open discussion on Why do we need systems/institutions/structures to decide what is justice/injustice? What would happen if individuals or groups were to do this?

After the discussion, the facilitator will tell a story about the justice done by a king (Akbar- Birbal). There will be a discussion after the story on: the king’s idea of justice in the feudal system. What about the idea of justice in democracies?

Next, the youtube video about the story of NSSO will be played. This story helps the participants understand the importance of having good quality information, actual data to make and implement plans. Then the facilitator will discuss the need for valid information to determine what is just and what is unjust.

The facilitator will sum up the class by giving some data to be analyzed by the participants and the skill of/ and need for understanding data in democratic polity

### **Session 7 -**

The session starts with a discussion of the previous session. After the introductory discussion, the concept of making a constitution will be introduced.

The participants will be given an exercise of “Making of a constitution for a family”. Here, a situation of dividing ancestral properties of the family among four offspring and a servant having various economic situations is described. The participants would be divided into 4-5 groups representing four offspring and the family servant and they would discuss why each person is more eligible and what properties each one should get. The discussion will happen in the break-out rooms/smaller groups. The participants should think on these questions in their groups:

1. What principles should be followed to decide the distribution of family property among the different members of the family and should any part of the family property be shared with servants?
2. Who can participate in taking the decisions about the family and who may not be allowed? In case of an emergency, how will a decision be taken and who will have the powers to take decisions?
3. What will be the rights of all the family members and servants?
4. In case of any dispute, who should be approached to resolve the conflict and take a decision?

After the discussion, the participants would be able to understand the perspectives of each character more clearly. It would help them to get a more clear idea about the basic concept behind the making of the constitution.

Following this activity, A real-life story narrated in Rohit Dey’s book “*A People’s Constitution: The Everyday Life of Law in the Indian Republic*” published by the Princeton University Press will be read in the session and there will be a small discussion based on this.

### **Session 8 -**

This session focuses on the process of framing the constitution, the need of putting different points of view in a constitutional democracy,

In the introduction, the facilitator talks about constituent assembly. Then episode 3 of the serial *Samvidhan* which was broadcasted on *Rajya Sabha TV* will be played out. When the video is played out, the video will be stopped in between at different time positions to note down various issues.

1. What did Ambedkar say about the right of the government to arrest and detain any person without trial? (stop at time position 7:23)
2. According to Somnath Lahiri, from whose perspective are many of the fundamental rights framed? (stop at time position 10:28)
3. What are the provisions advocated by Rajkumari Amrit Kaur and Hansa Mehta?(stop at time position 8:18)

The participants will be asked to jot down the points. Following that, there will be a discussion based on this. After the discussion, the participants will get an insight into how to present the video and conduct the discussion in class.

Following this, the group will be divided into two groups and two questions that are raised in the episode will be given.

- A. Would the government have the right to arrest and detain any person without trial?
- B. Certain rights for Indian women were demanded during India's freedom struggle and debates in the constituent assembly.

Each team needs to focus on a particular question and discuss various perspectives around that. This discussion is conducted with the aim on how to discuss various social issues in class and how the teacher should modulate it.

## **Session 9 -**

This session focuses on the Right to Education. In this session, the participants will be made aware of the various stakeholders who take part in the implementation of the Right to Education Act. The session begins with the guidelines issued by the Government of Delhi about the admission of EWS/DG and the Children with Disabilities Category given to the participants.

The participants will read the guidelines and would need to identify different provisions and actors for admission in Delhi under clause 12(1)(c) and answer the questions given by the facilitator. During this time, there will be an in depth discussion about RTE, different actors, and students from *weaker sections or disadvantaged groups*.

After this activity, the facilitator will give an actual complaint regarding the implementation of the RTE Act that is filed before DCPCR. The participants need to read the complaint and need to answer the questions that are given after the complaint. This is an individual task. This activity will give participants an insight into the real-time issues and how they can address these issues in class.

Later, the project will be introduced to the participants and instructions will be given on how to conduct the project making and presentation during three weeks. Then the participants will be given time to read the document regarding the project and make notes about their queries. Following this will be an open discussion regarding queries and responses by the facilitator

## 1.6 Student Workbook

### Introduction

#### I . I World of Work

One of the components of the vision for Schools of Specialized Excellence (SoSE) is increasing exposure of students to various careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9<sup>th</sup> and 10<sup>th</sup> grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers (‘masterclasses’), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is challenging and rewarding. The teacher is not an expert in the subject material, even though there is extensive teacher training. Therefore they act more as facilitators for the students’ learning. They do need to stretch their boundaries to familiarise themselves with all the skills and careers in the course. Group and individual projects are an integral part of the course and facilitating these and managing the ambiguity inherent in evaluation of projects is a new skill to be learnt. Classroom discussions are a vital part of the course. The teacher must adapt to all these new formats of running a class. They have to give up their tried-and-tested methods of teaching and try on new ones – a humbling experience. The rewards for the teacher are in the tangible growth and development of the students in areas like confidence, presentation and communication. The teacher will also experience significant personal and professional growth in the process.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of “Knowledge and Understanding”, “Inquiry and Exploration”, “Critical Thinking and Decision Making” and “Presentation and Communication”. Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the



module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

## I . I I Overview of the curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with people and communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will run over.

S.No.	Modules	Suggested time allocation/Instructional days
<b>Grade 9</b>		
	Unit 1: Transmedia Storytelling	16 hours/12 days
	Unit 2: Journalism	16 hours/12 days
	Unit 3: Content Creation	16 hours/12 days
	Unit 4: Mapping & Visual Representation	16 hours/12 days
	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days

	Unit 6: Urban Planner	16 hours/12 days
	Unit 7: Working with People & Community	12 hours/ 9 days
	Unit 8: Social Work	12 hours/9 days
<b>Grade 10</b>		
	Unit 9: Enabling Learning	12 hours/ 9 days
	Unit 10: Teaching	12 hours/ 9 days
	Unit 11: Justice and Constitution	16 hours/12 days
	Unit 12: Lawyering	16 hours/12 days
	Unit 13: Public Policy	16 hours/12 days
	Unit 14: Research and Critical Thinking	16 hours /12 days
	Unit 15: Academic Research	16 hours/12 days
	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, “Working With People and Communities” and “Enabling Learning”, there is a single career module associated with the skill module. In these two cases, the Skill module runs for 3 weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

### **I .III Objectives of the curriculum**

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students’ presentation skills in different modes and media.

### **I .IV Curriculum Framework**

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to

the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment rather than uncertainty and doubt. While it is not possible to develop a skill in-depth, some engagement with the skill is still useful.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

**Skills:** The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

**Career Roadmap:** The career module will talk about way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

**‘A Day in the Life’:** The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

**Is this for me?':** The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

## **I . V About this handbook**

This Handbook contains the handouts and worksheets that you will use while going through the World of Work modules. It contains handouts of the Justice and Constitution module which will be delivered over a period of one month. It also contains the student planner which will help you in planning, organising and keeping track of your work.

## **Cluster V Module 1: Justice and Constitution**

## Credits

The following organisations and people have contributed to the development of this module:

### **Center of Excellence in Teacher Education team:**

Dr. Manish Jain (Associate Professor, Ambedkar University): Module conceptualization and development of lesson plans; Teacher Professional Development sessions

Ms. Simantini Dhuru (Director, Avehi-Abacus Project): Module conceptualization and development of lesson plans; Teacher Professional Development sessions

Ms. Serah George (Research Assistant, CETE): Assisted in module conceptualization and development of lesson plans

Ms. Tanya Mittal (Research Assistant, CETE): Project management and coordination

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## Student Planner

Session	Topic	Objectives and Description	Readings
<b>Week 1</b>			
<b>Session 1</b>	<b>Idea of justice</b>	<ol style="list-style-type: none"> <li>1. To help students think about the notion of Justice.</li> <li>2. To help students understand that justice is not just a desirable goal but needs to be an integral part of living together.</li> <li>3. To understand, debate, explore challenges to practicing/experiencing justice in everyday life.</li> <li>4. Identify instances/ practices/experiences of justice or challenges to justice in their own lives (school/home/community).</li> </ol> <p><i>In this session, students will discuss and engage with the idea of fairness. They will also try to understand the meaning of justice. And also the difference between fairness and justice. This session will also explore how justice is practiced in everyday life</i></p>	<p>Who is the Winner?</p> <p>Case Stories</p>
<b>Session 2</b>	<b>Equity and justice</b>	<ol style="list-style-type: none"> <li>1.To understand the relationship between equity and justice.</li> <li>2.To acknowledge that there are differences and inequalities in society.</li> <li>3.To think about ways to address diversity and discrimination to ensure justice.</li> </ol> <p><i>The purpose of the session is to introduce the link between concepts of equity, equality and justice. The session presents different, competing perspectives about the notion/concept/idea of justice.</i></p>	<p>‘Who Should Get the Flute?’ (Source: The Idea of Justice: Amartya Sen, Page 12.):</p>
<b>Session 3</b>	<b>Justice social/ structural/ institutional</b>	<ol style="list-style-type: none"> <li>1. Understand our role as citizens in understanding the ways in which these institutions function and respond to them.</li> <li>2. To read, interpret and compare data.</li> <li>3. Identification of various institutions, social structures involved in ensuring/violating justice.</li> <li>4. Recognize how injustice is deep-rooted in social structures and contexts</li> </ol> <p><i>The third session will reflect on the need of institutions as mediators, monitors or dispensers of justice or to set standards/rules/norms . The session will also explore the importance of having good quality information, actual data to make and implement plans— so that the limited resources that the country has can be spent carefully by prioritising overall ‘national interests’ and specific interests of</i></p>	<p>Information speaks Zimmedar Kaun</p>



		<i>certain regions or groups that need additional support so that their situation can improve.</i>	
<b>Week 2</b>			
<b>Session 4</b>	<b>Justice in historical times</b>	<ol style="list-style-type: none"> <li>1. The idea of justice is not a new, 'modern' one but it has existed in different forms from the beginning of human societies.</li> <li>2. The stories/fables of different communities/cultures across the world, mythological stories of different religions, or stories from Panchatantra, Jataka, Hitopadesha, the Puranas in Hinduism (in the Indian context for example), or stories from scriptures of different religions shed light on how notions of justice were communicated from one generation to the other.</li> <li>3. With reference to other parts of the world and in ours, the life of certain personalities, and events are brought-forth as examples to communicate concepts of right/wrong, fair/unfair/just/unjust.</li> <li>4. We can see that there is some similarity and some differences (continuity and change) in society's ideas about justice – over time.</li> </ol> <p><i>Week 2 begins by identifying the idea that the notion of justice was communicated from one generation to another. It will also give students a glimpse of the History of Justice and how Justice has been (is) different in different periods of history, in different places, and for different cultures.</i></p>	"Thirty Six Guiles"
<b>Session 5</b>	<b>Modern Justice</b>	<ol style="list-style-type: none"> <li>1. To understand, compare and analyze the changing ideas of justice in different places over time.</li> <li>2. To identify how certain concepts, ideas, actions, or lack of them have emerged as common criteria for justice in contemporary times.</li> </ol> <p><i>The fifth session focuses closely on events in India that shape up the struggle for independence. This session discusses how unfair policies, the repression of a foreign rule, as well as the changes they brought bring injustice to citizens and how our leaders formulate the course ahead to get independence.</i></p>	
<b>Session 6</b>	<b>Diversity, democracy, and Justice</b>	<ol style="list-style-type: none"> <li>1. To develop an appreciation of diversity in India</li> <li>2. To enhance the idea and significance of diversity.</li> <li>3. To draw an interconnection between diversity and justice</li> <li>4. To reflect on the principles that should guide a just society</li> </ol>	

		<p>5. To use these principles to examine the present society and everyday beliefs and institutional practices</p> <p><i>Session 6 introduces the idea of diversity. The session also discusses how the constitution is crafted to cater to the needs of the diverse population of the country. It then discusses a thought experiment for justice inspired by the ideas of the Political Philosopher John Rawls. The experiment helps to think about how justice can be equally provided to diverse groups.</i></p>	
<b>Week 3</b>			
<b>Session 7</b>	<b>Debates in constituent assembly/constitution</b>	<ol style="list-style-type: none"> <li>1. Appreciate the idea and need of the constitution</li> <li>2. Experience how negotiations and consensus building are part of making of the constitution</li> <li>3. Recognize that the constitution shaped the everyday lives and imaginations of Indians in significant ways.</li> </ol> <p><i>In week 3, The seventh session focuses on what is a constitution, why it is needed, how a constitution is made, and in what ways ordinary citizens use the constitutions to make a difference in their life.</i></p>	Making a constitution for the family
<b>Session 8</b>	<b>Debates in the constituent assembly</b>	<ol style="list-style-type: none"> <li>1. To help students understand the process of framing the constitution</li> <li>2. To help students understand the need of putting different points of view in a constitutional democracy</li> <li>3. To develop capacities for preparing and presenting arguments on any issue concerning people</li> </ol> <p><i>Session 8 focuses on the process involved in the making of the Constitution of India. It describes how the constituent assembly was formed and how the assembly through debates and discussions formulated our present constitution.</i></p>	
<b>Session 9</b>	<b>RTE making, complaints and DCPCR</b>	<ol style="list-style-type: none"> <li>1. To make students aware of various institutions and actors of RTE of implementation of the constitution.</li> <li>2. To give students exposure to policy making in action.</li> <li>3. To allow students to explore how students think about their own role in claiming their rights from institutions.</li> </ol> <p><i>Session 9 will focus on the fundamental right, "The</i></p>	

		<p><i>Right of Children to Free and Compulsory Education (RTE) Act, 2009” and discuss some of its provisions. The session will examine what are different institutions, who are involved in the implementation of this right and how do common people make claims to this right.</i></p>	
<b>Week 4</b>			
<b>Session 10</b>	<b>Understanding the project</b>	<p>1.The idea and provisions of the Right to Education 2.Identification of the institutions involved in the implementation and exercise of a right 3.Ability to work in a group 4. Locating important information</p> <p><i>Session 10 introduces the project and the rubrics of assessment. Students may also work in groups to choose the theme and work further on it.</i></p>	
<b>Session 11</b>	<b>Preparation of the project</b>	<p>1. Analyzing a document 2. Critical thinking</p> <p><i>Project preparation by groups. After the selection of a theme by each group, they need to discuss and write individual letters.</i></p>	
<b>Session 12</b>	<b>Presentation of the project</b>	<p>1. Organizing and presenting ideas in a coherent manner 2.Learning to act as an active citizen and addressing institutions and competent authorities</p> <p><i>The final session is a sharing and feedback session where students will present their projects. Here the group can tell their experience in working as a group and the teacher can call out 2 or 3 students from the group to read out the letter they have written. The calling out of names will happen on the spot.</i></p>	

## Who is the Winner?

### Instructions:

- This is a contest - each player will be given three tasks. The first one to finish all the given tasks will be the winner of the contest. The rest of the class must carefully observe the contest.
- The contestants will not start at the same time; they have to wait for their turn and begin their tasks only when asked to do so.
- **Neither the contestants nor the observers (students watching the game) are to speak while the game is being played.** But, if a contestant asks any observer to do something, that person must cooperate.

When everyone has understood the rules, contestants will be given cue cards

**Contestant A** will start doing the tasks given on the cue card.

Once contestant **A** is about half way in the second task given to her/him, **Contestant B** can begin his/her tasks.

Once contestant **B** is about half way in the second task given to him/her, ask **Contestant C** to begin her/his tasks.

The tasks that each player has to perform are as follows.

### **Contestant A**

- Wipe the blackboard clean and write today's date.
- Write your name and the names of your family members on the blackboard.
- Sing two lines from any song you know.

### **Contestant B**

- Teach two P.T. exercises to any four children from the class.
- Write two lines on the blackboard on the topic, 'My School'.
- Touch your toes five times.

### **Contestant C**

- Take the duster outside and clean it well.
- Write three lines on the blackboard on the topic, 'My favourite animal'.
- Do 20 sit-ups.

After all the contestants have completed the tasks given to them, they can take their seats. Declare the name of the winner.

***It is almost certain that contestant A will finish first and so will be declared the winner.***

The game was clearly unfair; it favored Contestant A over the others and Contestant C was discriminated against the most. C started much later than the others and also had the most difficult tasks. That is, all the contestants did not get an equal chance to win the game.

## Case Stories

### Case 1

One of the girls in your class often shows off her belongings. One day she brings three fancy, expensive pencils to class. All that morning she is very mean to you. During recess, you see one of the pencils lying on her desk. You quietly pick it up, break it, and put the two pieces back on her desk. That will teach her a lesson, you think.

#### Questions

- Do situations like this happen?
- Are we sometimes mean to others because they have been mean to us?
- What would happen if everyone behaved this way?
- Can you say your action was to respond to the unjust behavior of the girl?
- Do you think your action was just, and fair?
- What would happen if everyone used such means?

### Case 2

Your neighbour has a parrot in a cage. One day, she tells you proudly that a flock of wild parrots was flying past and her parrot got very agitated. He flapped his wings against the cage and even called out to them. She says they answered him and now she puts her parrot's cage by the window every day so that he can talk to his friends - the wild parrots.

#### Questions

- Why do you think this incident is included here ?
- Do our ideas of fairness, justice extend only to human beings ?
- Does it really matter how animals are treated ?

### Case 3:

Pratima's parents have a very strict rule – Pratima and her sister have to be home by 6.30 in the evening. If they don't, they are punished. Their brother, on the other hand, often comes home at 7.30 and sometimes even later, but he is not even scolded! Pratima's friends come out to play only at six o'clock after finishing their homework and housework, so they get very little time together. She hates obeying this unfair rule, but can't do anything about it because her mother says that 'with girls, one just cannot be too free'. After all, if anything happens to them the reputation of the family will be ruined.

- Do you experience or witness situations like this in your life?
- What do you feel about the way Pratima, her sister and her brother are treated?
- Do you see that girls/boys, women/men have different status in society? Different set of behaviour expected of them?
- Do you think this is common?
- Think – 'since it's common to have different standards for girls/boys, women/men, it should be considered as just, fair.'
- Do you also see some people treating all genders as equal ? Why do they do this even if it is not common?

### Case 4:

Gurpreet's Dadaji retired from service many years ago. For a few years after retirement, he used to do odd jobs to earn some money to contribute to the family income. But now he is too old to go out of the house to work. Gurpreet notices that people don't treat him with respect any more. They don't feed him well enough and very often he hears people grumbling about having to look after him. When he is ill and requires medicines, her family members complain about the expense. Gurpreet's aunt wants to take Dadaji to her house but his father refuses because he worries about what people will say!

- Have you seen/experienced issues like this?
- In this instance, Gurpreet's retired Dadaji is not treated with respect, care, or love because he is dependent and powerless. We see others in society who are treated similarly; who are these people, groups?
- Should people be judged, valued, only because of their use and power?
- What kind of society would it be if everyone thought like this?

## Fairness/Justice in Everyday Life

We have discussed and tried to think about fairness, justice and how we can look at instances in our life to understand things from the point of view of fairness

In the space given below briefly record two instances from your life – something you have experienced, observed, heard.

Questions	Responses
1. In brief, write one example of how fairness/justice is practiced in everyday life (home/school/community). Explain in brief your reasons for choosing this example.	
2. In brief, write one example of how justice is neglected/violated in everyday life (home/school/community). Explain in brief your reasons for choosing this example. (Add 6/8 lines for writing).	

## Who Should Get the Flute

Zahira, Shikha and George are neighbours. One day after school they are playing together and another neighbour Gurpreet aunty approaches them in a rush. She calls out to all three children and gives them a flute; 'here, this is my brother's flute when he was your age but now he has many more. So take it and play'. She says goodbye and leaves. All three say thank you and as she turns away grab the flute and start quarrelling about who should get the flute.

Zahira claims the flute on the ground that she is the only one of the three who knows how to play it (the others do not deny this), and that it would be quite unjust to deny the flute to the only one who can actually play it. But George speaks up, and defends his case for having the flute by pointing out that he is the only one among the three that he has no toys of his own, because he lost his parents and his old grandmother somehow looks after him but cannot afford much besides his education and basic upkeep. The flute would give him something to play with (the other two concede that they are better-off and have toys and things they can play with). But things are getting more complicated as Shikha speaks up. She says the flute was made by her father for Gurpreet auntie's brother just a year back when the first COVID lockdown was announced and Shikha also helped her father while he made the flute (the others know about this). Having heard all three and their different lines of reasoning, there is a difficult decision that you have to make. Who should get the flute?

**What do you think? Whose claim to flute will you support on grounds of fairness and justice? With this example here, let us think about our society.**

Our society is diverse with different sections of groups/communities that are not exactly in the same socio-economic position. Some communities are in a better position than the others and the reasons for these differences are many. At the same time resources like food, water, power-supply, housing or services like education, transport are limited and are unequally divided. Those with more social status and economic power have more access to things while others are on different levels of access to things. This situation is constant in most societies and thus there are different, competing arguments in favour or against who should get more access to what. Just like the story 'Who should get the flute', there are different arguments about the right to resources or services. Let us look at these.

**Pleasure:** Take the case of Zahira who is the only one who knows how to play the flute and thus claims that she can enjoy playing it. Take the example of access to education in our society. If we look at schools that are regarded as 'better' or higher education colleges offering medicine, engineering, MBA, etc. a large number of students want to get admission in these institutions but the seats are limited. There are groups and communities who over generations have got the advantage of education and learning, students from these communities often score higher marks and argue that they should get preference because they already have the knowledge, can enjoy the experience of education and can make use of the opportunity.

**Egalitarianism:** This argument is in support of equality of access or opportunity like in the case of George who is poor and thus should be given the chance to have the flute so he too can learn to play it. In this case the argument can be in terms of the principle of 'equity' or egalitarianism. Those who favour this principle argue that society should ensure equity and in order to bring everyone on a similar level, those who have much less must be given more opportunity so that they can improve their conditions. This can be applied to 'reservations in higher education or jobs in government sector' to ST/SC/Women or people from neglected regions like the North-East of India. Or it could be about distribution of land to the landless by the government taking away some of the share of large landholding farmers.



**‘Ownership over one’s labour’:** Lastly, we look at Shikha who claims right to the flute because she has contributed to making it. Here we can see for example; the movements of workers who claim higher share of profit (in terms of salary) from factory owners because they have worked hard to produce the goods or supply services or farmers negotiating better price for their produce or Adivasis resisting changes in laws that reduce their access to forest because they have contributed to nurturing it, or women’s rights activists arguing that domestic-work or labour on family fields must be recognised as women’s contribution to family and thus women’s names must be included in property documents, etc.

To summarise, when we look at the issue of justice in a society, positions based on all three principles (and a mix and match of these) exist. The story brings us to recognise that all societies have situations of diversities and differences and people/groups hold positions based on different principles. Each group thinks their position is most valid. But thinking further, each also concedes that the other views are logical and need to be considered. The first one representing Zahira represents the principle of ‘utilitarianism’ arguing that those who can efficiently use resources/services should be given preference so that things are not wasted by giving them to those who cannot use them. As indicated earlier it also stands for ‘deriving pleasure’ arguing that those who have the knowledge/ability to use resources/services should be preferred because their knowledge/ability enables them to derive pleasure/satisfaction from having things and thus it's useful/not wasteful. But those taking this position also have to take into account the claim of other two i.e. those who seek ‘egalitarianism’ (George who does not have toys should be given a chance to play with the flute) and ‘Ownership over one’s resources’ (Shikha whose labour has gone into making the flute). In the case of both these positions, we often see that these groups claim their rights either on the basis of denial of access because of the permanent inequality in society or because they are creators/protectors/contributors of the resources/services. These positions are not argued by only those who labour or those who are denied access but also by others who stand for principles of justice in society. The position here is that for the very health of society it needs to be fair to all. Modern societies are based on the principles of freedom or liberty to lead their life and this point is agreed by almost all who believe in democracy. But there are those who themselves may be in a privileged position and may have the resources to enjoy their freedom as they want, they also stand for protecting and securing freedom and justice for others. The principle here is that; “When people are free, we can create a more just, more prosperous, safer, and better world for everyone. The different resolutions all have serious arguments in support of them, and all co-exist in society, sometimes resulting in problems or tensions and sometimes pointing at solutions.

## Information Speaks

### Frame 1 : *Mrs. Sujata Rane*

*Time:* 6.30 a.m.

*Place:* Mrs. Rane's kitchen in Dombivli, a suburb on the outskirts of Mumbai.

Mrs. Rane is busy preparing a large quantity of sabudana khichdi for her friend's birthday party on the local train. You may wonder – a birthday party on a local train? But the mystery will be solved when you learn more about Mrs. Sujata Rane.

Mrs. Rane's day begins around 5 a.m. Time whizzes past - making breakfast, packing everyone's tiffin, making lunch for her in-laws, washing up, helping her daughters with their unfinished school work, then finally a quick bath, puja, and out of the house! There is not a minute to breathe; but she has now mastered this act.

She often wonders how a small-town girl like her has managed to fit in so well in a big city. They moved here after her first daughter was born, when her husband was transferred here. Life in the city was expensive and so much against the wishes of her in-laws, they had decided that she should also find work. Since she was a graduate and had a B.Ed. degree, she had got a job in a school. But the school was far away and she had to travel by train every day - how terrified she used to be of those crowded trains in the early days!

Life is tough in a big city! The double duty - work at school and at home – and the long train travel exhaust her. But if asked whether she would exchange this life for that in her small town, she would say 'no'. Because here, for a few hours every day, she can be Sujata - not someone's daughter, wife, daughter-in-law or mother – just herself! Here she gets a chance to meet new people, to learn new things. There are many like her in her school and particularly, on the train. They are friends and enjoy each other's company. They don't speak the same language or even belong to the same age group.

Their gods are different, their caste may be different and their food is definitely different. But when these ladies board the 7.55 train in the morning and meet each other, they shed their problems for a little while and don new skins. They share one another's joys and sorrows, advise each other, celebrate their friends' achievements, and when required they just hold someone's hand and tell her, "We're here, don't despair". Their time in the train is like a tonic - it revives them and replenishes them. Every day each one of them brings a part of her lunch for her train mates. They share food and recipes. Today is Rashida's birthday - she is going to bring packets of her famous biryani so the women can take it for their office lunch, Mrs. Dastur will bring 'lagan nu custard' and Sujata, her sabudana khichdi. They will have a party all the way till her stop in Dadar.

It is now 7:53. Mrs. Rane reaches the station just as her train enters the platform. She makes a dash for her compartment - the heavy bag with the big tiffin of khichdi hardly slowing her down. A hand stretches out from within the compartment as the train begins to move. She grabs it and clambers on. From now until Dadar station arrives she will stop being Mrs. Rane and be just Sujata!

- What does Sujata like about her daily commute by train?
- Do you think women in cities have more freedom? Why?
- Do you know anyone like Sujata?

## Frame 2: *Opportunities for women*

**Women enjoy greater freedom in urban areas** and have more opportunities for personal growth. The average age of marriage for women in cities is 22 to 26 years, while in rural areas it is around 14 to 16 years. In urban areas 65% of girls / women are literate; the figure is 30% in rural areas. A larger proportion of women are also able to find independent work in cities.

## Frame 8: *Nondita*

*Time:* 3 a.m.

*Place:* A basti in Kolkata, near Howrah bridge.

Nondita is wide awake and waiting for her cousin to wake up. Her uncle's cramped little house is hot and smelly. Her uncle, his wife, two daughters and a son are sleeping in the small house, which is basically a single room, partitioned to create a seating / sleeping space and a cooking / washing area. Nondita's family in the village is very poor, but their house has more space. All the houses there have courtyards, small kitchen gardens, separate kitchens and rooms for the women. Here there is no privacy, either inside or outside the house - houses are arranged in two rows facing each other with an open gutter running in between them.

Nondita has been here for nearly a month, taking care of her mother, who has been admitted to a special hospital. Every morning, at around 3.30 a.m. her older cousin and her aunt get up to fill water from the public tap near their house. Nondita too gets up to help them, for if they don't queue up at the tap as soon as possible, they do not get enough water for the day. Invariably there are fights and arguments with the neighbours. Nondita hates to begin her day with these fights. In her village, they have no water nearby. They fetch it from a small pond they call *pukur*, which is about 10 minutes away. In summer if the pond dries up, they have to walk for 45 minutes to get drinking water from the river. But there are no fights, at least!

She hardly gets any sleep these days but that is the least of her problems - the real problem is the toilet! There are a few toilets about 10 minutes away from her uncle's house, but she hates going there because they are unbearably dirty. And men keep staring at all the young girls. The other option is the lane near the river behind their basti. These days she goes there with someone from the family to accompany her. She is used to the open fields in her village where there are distinct areas for men and women. In the city, the traffic starts as early as 4.00. If she makes it before the day dawns, it's okay; otherwise she's so conscious of the passing vehicles and men's comments, it's terrible! Countless families here, including her uncle's, have learnt to live with all this, but for Nondita it is an ordeal every day. She is waiting for her mother to get better so that they can return to their village once again. If only it was possible for her mother to get good medical treatment in the village itself!

- Why do cities have problems with water and sanitation?
- Does everyone in a city have such problems?
- Why is nothing done to solve these problems?

## Frame 9 : *Sanitation*

**It is not just that cities are growing; the number of poor people living in them is also increasing.** Nearly 30% of urban dwellers live below the poverty line. 25% of them do not have access to safe drinking water and 50% do not have adequate sanitary facilities.

A study of slums in Mumbai in the year 1992 revealed that on an average there were 203 users for every tap in slum settlements and that in some cases, the number went up to 8600 per tap ! The situation with toilets was worse. There were no toilets in nearly half the slum settlements.

The government itself admits that more than half of the 1.2 crore residents of Mumbai live in slums – on once vacant lands, along railway tracks, on pavements and along the seashore. Yet they occupy only about 6% of the total land area of the city.

### **Frame 10: *Hakubhai Shah's family***

*Time:* Past midnight.

*Place:* Hakubhai Shah's flat in Vasai, a suburb on the outskirts of Mumbai.

Naina Bhabhi, Hakubhai's wife, and her in-laws are sleepless with worry, for he has not yet returned home. After dinner with their Dadaji, the children have gone to bed, but the two women of the house are waiting for Hakubhai.

Hakubhai has a small stationery shop in Bora bazar in the central commercial area of Mumbai. They lived in the chawl above the shop earlier but as the family grew, they needed a bigger house. It was impossibly expensive to find one in that area, so finally he decided to move to the suburbs. After a lot of thought and consultation with friends and relatives, he bought a two-bedroom flat in Vasai, one of the busy suburbs, and moved there with his old parents, wife, daughter and son. The flat is airy and has some surrounding greenery unlike the earlier house, but Hakubhai has to travel for nearly two hours to reach his shop and the same to get back. Travel is an ordeal – the trains are overcrowded, to say the least. During peak hours each compartment is packed up to four times its capacity. As the train arrives at the station, people wait at the edge of the platform and push themselves into the moving train. There is often no space even to stand and many people travel by hanging outside the train or sometimes even on its rooftop. This is obviously very dangerous. To add to this, Hakubhai hardly gets any time with his family. In fact, spending time with the children is possible only on Sundays. In the morning when he wakes up, they are in a rush to get to school; by the time he gets home it is about 11 p.m. and the children are already asleep.

It is well past his usual time today. The shop closes at 9 p.m., then why hasn't Hakubhai come home yet ? The trains are terribly erratic - often some technical fault or an accident slows down the whole service and these days there are bomb blasts too.

The monsoons are the worst; if it rains heavily the railway tracks get flooded and the system breaks down for days. Ever since the family has shifted to this place, they worry about Hakubhai every day till he is safely back home. What has kept him away today? Why hasn't he come home yet?

- Why is Naina Bhabhi worried?
- Why do so many people in cities travel long distances every day?
- Can Hakubhai find a job nearer home?
- Do people in small towns and villages commute like this?
- Does anyone in your family have to commute?

### **Frame 11 : *Commuting***

In most big cities the place of work is very far away from the place of residence, and so large numbers of people have to travel long distances every day. This is called commuting. In Mumbai, for example, nearly 45% of the people commute long distances to work. Although there is a good public transport system in the city, trains and buses are extremely crowded and inadequate for the increasing population. Local trains designed to carry about 1000 passengers each usually carry more than 5000 passengers during rush hours. It is estimated that suburban trains in Mumbai carry about 60 lakh passengers every day !

### **Frame 12: *Changdev Mahato***

*Time:* 2 p.m.

*Place:* A small hotel in Bangalore.

Changdev is too hungry to continue work. Informing the shop manager, he heads towards a small restaurant around the corner. He occupies one of the two vacant seats there and places his lunch order. He is enjoying the comfort of the fan whirling above him, when a well-dressed man, a sahib, enters the restaurant and prepares to take the only other unoccupied seat, next to Changdev. Immediately Changdev gets up and apologetically makes place for the man, saying, “Maaf kijiye, sorry, please take a seat!” The man looks at him in surprise and says, “Aap bhi baithiye na, why are you getting up?” The waiter who has just brought Changdev’s order is also surprised. Embarrassed, Changdev sits down and begins to eat, but mentally he is kicking himself. “Why do I always do this? This is Bangalore, not my village. Here I too can sit at the same table as the sahib! Here everyone can travel in the same buses, eat in the same places, go to the same cinemas . . .”

Changdev has been living in this city for 17 years but he has still not forgotten the ways he learnt in his village, where he had been looked down upon because of his ‘low’ caste. For centuries his people had been forced to clean the village and the houses of the upper castes; they had to live far from the main village; they couldn’t pray in the village temple, couldn’t use the village well for water. Even at school, boys of his community had been made to sit separately in the classroom. Changdev still remembers one of his teachers saying, “Why do you bother to study? You are born with a jhadu and you’ll die with it.”

In the village it had been unbearable. Changdev couldn’t tolerate the daily humiliation, nor could he bear the thought of living the life of a slave like his forefathers. He was forced to give up school at an early age and start working on the landlord’s farm. But he remained obsessed with the idea of escaping from his surroundings. One day he heard something that shocked and shattered him. In the district next to his, about 40 people of his caste had been forcibly blinded because they had refused to obey upper caste landlords. That very night Changdev ran away from his village. He was lucky. Landing in Bangalore, he found a place to live with a relative, who helped him learn a new trade - carpentry.

Today Changdev is a skilled carpenter and has a job in a furniture shop. It’s crowded, dirty and difficult in the city, but for Changdev it is better here. His children go to a school and are good students. They are baffled when they see him move aside as a smartly dressed person walks past him on the street or sits beside him in a bus. They will never understand what he has gone through. In the city too there are divisions between rich and poor, but it’s different here. One’s identity goes beyond one’s caste – a person is recognised for his work. Most importantly, everyone is like everyone else, even if he is actually a nobody. This is what Changdev loves about life in this city.

- Why does Changdev like living in a city?
- Do you agree that people are less conscious of caste in cities?
- Do you have friends belonging to different castes and religions?

### **Frame 13: *Caste discrimination***

After more than 60 years of independence and in spite of having a Constitution based on principles of equality and justice, caste discrimination continues to exist in our country. Even today in our villages we have bonded labourers and nearly 60% of these people are *dalits*. In urban areas the condition of people from lower castes is relatively better; for example, the rate of literacy amongst dalits in urban areas is 54% as against 32% in rural areas.

## Zimmedar Kaun

Rahul sat on the floor, his head resting on his knees. He was in the town jail, arrested for killing a man, waiting for the judge to hear his case. Why had he killed a man he did not even know? This man was riding his bicycle on his way to the market.

At the same moment Rahul crossed the road, drunk and unsteady on his feet. The bicycle collided with Rahul and both the men fell on the road in a heap. A heated argument followed and wild with anger, Rahul picked up a stone and hit the man's head with it.

Why had he become so angry? He asked himself this question again and again but could not find an answer.

**Note: Let us read the story of Rahul. After reading the story students can think about why the Rahul lose control of himself**

Rahul, a friendly, helpful boy, lived in a small village with his mother Savita and his father Rajaram. Rajaram worked for a rich landlord. When Rahul was still a boy, his father got TB. This got worse over the years as there was no healthcare centre from where he could get treatment. Although the Government's TB control programme did give free medicines, patients had to travel to the nearest primary health centre for tests and medication. For Rajaram, this meant traveling 50 kilometres every two weeks - he simply could not afford it.

His health continued to weaken, until finally he was fired. This meant that the family lost their home as well, because it belonged to the landlord. Rahul was angry at this injustice, but his father managed to pacify him. They built a little hut at the edge of the village, near the garbage dump, and also cleared a small patch of land to grow vegetables to sell in the market.

Around this time a health care programme was started in the village, though there was no trained worker to treat the villagers. A visiting doctor gave free medicines to Rajaram and taught 11 year old Rahul how to administer these medicines. A quick learner, Rahul soon began to help several sick people in the village. By the time he was 13, Rahul was assisting the team of health workers in the area. He would even go to other villages to help during school holidays.

Some months passed. The vegetable patch provided a small income for the family. Things were getting better and they had even begun to pay back their debts. With a secure roof over his head and two square meals a day, Rajaram's health also improved. However, he never fully regained his strength as the treatment had come too late.

Unfortunately, the family's misfortunes were not over yet - Rajaram fell ill with appendicitis and needed surgery. The villagers carried him on a stretcher to the road, and from there took him to the city hospital by truck. 13 year-old Rahul, alone and afraid, accompanied his father. The cost of the surgery was as much as the family's annual income and soon they were reduced to begging.

While Rajaram was away, a wealthy neighbour stole his only ox. When Rajaram asked the panchayat for justice, they accused him of lying and fined him! He did not seem angry, just sad. He said, "That's life, nothing can be done." Rajaram had lost his will to fight and the ability to start all over again - he simply gave up hope. Once again, the family was destitute.

Rahul, however, was very angry. The once cheerful young boy was growing up to be a bitter young man, seething with anger at the injustices his family had to suffer. But worse was yet to come . . . When it was time for his secondary school board examination, for which he had studied very hard, he had no money to pay the examination fee. He asked many people for a loan but they refused since they were

tired of lending money to this family. He then asked the headmaster to waive his fees; this too was refused. With no hope left for the future, Rahul became more and more dejected.

He continued to work with the healthcare programme but now he had begun to drink. He was angry with people all the time, even with his friends - picking fights, abusing people and often having to be carried home drunk.

As it is he had grown weak because of the lack of nourishing food, and alcohol further weakened his body and his mind. The day the bicycle hit him, Rahul finally lost control. He killed a complete stranger over nothing!

What would the judge's verdict be? Today as he awaited judgment, he wondered why all this had happened to him. He knew there was no way the judge would forgive him, although he had suffered many injustices. He knew that he had to take responsibility for his actions. And yet, he continued to wonder . . .

This young man had done so much for people around him. He was a hot-tempered, but basically good person. What had gone wrong? Who was to blame? What do you think?



## Thirty-Six Guiles

"He is otherwise such a nice person," the young woman said to herself as she watched her young husband walk, unsteadily, along the path from the northern end of the village. "Never quarrels with me, or raises his hand but wonder how he turns into a different person when he goes drinking with the men" she continued to reminisce as she watched him stumble and almost fall. Her husband was so lost to drink that when he came to their house courtyard he passed the house in drunken confusion. The woman felt frustrated seeing him like this. "He's so different, becomes a woman beater and demands that I show him my *nakras* (guiles). No amount of convincing makes any difference," she thought, as she decided to follow him at a distance and find out what was happening.

The young couple were barely a year into their marriage, and there were no infants to occupy her time. But most evenings her husband went regularly to the house at the northern end of the village, which functioned as an all-men's club and drinking house, with toddy and liquor, distilled in the village, of course, on payment.

In the house, at the northern end of the village, also lived an old widower, who had lost his wife in childbirth and had chosen not to marry again. He had plenty of experiences to talk of, narrating funny stories about women and their quirks, keeping the men in fits of laughter, while they enjoyed their drinks.

"How goes it with your young smart wife?" the old man would turn to the young man and ask him every so often, embarrassing him. "Very nice," was the young man's reply. "My wife is a very nice person. Not only does she work very hard in the field, she cooks delicious meals and keeps the house spic span and in good order, not a thing out of place." He continued, "She is also smart and assists other women in managing their domestic affairs well, and, of course, she keeps me in good humour," he said contentedly.

The old man would laugh loudly and turn to the embarrassed young man and say, "Beware, young man, beware of your woman, because they are deceitful and mischievous without exception if you don't keep them in check. All women have thirty-six *nakras* (guiles/deceit/tricks) up their sleeves. The irony is that you will notice them only when they hit you hard and floor you with their mischief."

The young man would not say a word in reply, lest he be embarrassed before the other men. Also he was very fond of his wife, as she was of him. But when he would come home after all the haranguing of the old man, his drama, demanding his wife to show him the thirty-six *nakras*, would be enacted without respite.

"I have none of the so-called *nakras*, which your old friend keeps putting in your mind," his wife was quick to reply and shrug her shoulders in mock irritation. The young man, however, would persist and sometimes try to raise his hand, but listening to her sharp reply he would sober a bit, and the next morning he would be like his usual sensible self.

The drama continued till the day the rains began and everybody got busy with work getting ready for the monsoon at home and preparing the fields. The community forbade alcohol after the man held the plough till transplantation was over, so the drinking parties in the all men's clubs were temporarily stopped. So, the young woman enjoyed peace. No quarrels and no arguments about *nakras*, only quiet and peace. She wondered how she could make sure that the pleasant quietude and peaceful atmosphere would last.

One day, when the heavy downpours, which enforced a break in ploughing, had ceased, her husband left in the morning as usual and began to plough the fields after grazing the cattle. Plucking the ragi (millet) shoots from the seedbeds and transplanting them on the hill slopes.

After he left, the wife swept the house, filled water from the village well and finished cooking. She put the meal in a basket with a pot of drinking water and left for the fields.

She had to cross a shallow stream on the way to their fields. When she reached the stream, she noticed young children had made small mud bunds, channeled the flow of the water and were busy catching small fish, using small pieces of their mothers' old sarees.

Seeing them gave her an idea. She put her basket down and used a piece of an old saree rounded on her head to balance the basket. After collecting a handful, enough to make a decent side dish for two, she put the basket back on her head, took the pot of water with the fish, still alive and thrashing around, and walked off to the fields.

When the young woman reached her fields, which were on quite a steep slope, her husband was turning the plough around to make yet another furrow. When he turned his back to her, she quickly emptied the contents of the water pot of fish in the furrow of the field which he had just ploughed. They were thrashing around, their silvery scales sparkling in the sunlight.

"Look here, look here!", she called her husband. "Look what I found, we have fish in our fields!"

The husband turned around to see the silvery fish thrashing around the furrow that he had made with the plough. The fish were gasping the air and fluttering in the loose soil. The husband could not believe his eyes"

"Must have missed them when ploughing," he said sheepishly.

"Whose order are you waiting for? Quickly catch the fish!" he said to his wife, grabbing the thrashing fish and putting them in the basket. Go home soon and cook the fish!" He said. "It is a long time since we have had a decent meal and a relaxed time. I will release the bullocks now for grazing and will bring a bottle of liquor on the way home, if you permit, and we can have a nice evening together?"

Without a moment's delay the wife walked home. "Part one of my plot has succeeded clockwork," she mumbled to herself moving away to go back home. "Now we will have to wait for part two and part three."

She cooked the fish and promptly hid the tasty dish below the eaves of the house. True to his word, her husband came early from the fields, in high spirits, with a bottle of liquor in his hand. He sat in the centre of the house, and called his wife to join the party. She came and sat beside him. After he had his drink, he asked for the fish.

"What fish?" she asked, feigning ignorance. "The fish we caught in the field," the husband replied. "We caught them in the furrow I had just ploughed. You are the one who noticed them and called out to me to come and help catch the fish"

"But how can there be fish in our fields? Our fields are on the slope of a hill. There is no stream or river flowing down the hill. You must be dreaming. Or are you so drunk already?"

"What woman is this! Liar! We caught the fish together, I sent you home earlier to cook the fish, saying I will come home early. What have you done with the fish? I knew women can never be trusted, the old wise man always reminded me. I wish I had listened, and kept you in check" he said, catching her by the hair and smacking her hard on the face.

It was the first time that her husband had hit her. The young woman began to cry loudly and ran out of the house to the courtyard. Her angry husband ran behind her. Part two of her plot had been executed to perfection.

Hearing her cries, neighbours from the village ran to her courtyard, where her husband was still beating her, while she kept on repeating that there were no fish. The older women of the village stepped-in to intervene, The men tried to stop the young man from beating his wife. "We caught fish in our fields together, so I sent her home early to prepare the fish. I said that I would bring a bottle of liquor to

celebrate. I did as I said. I came home only to hear her say there is no fish. She must have eaten the fish or given it to someone. That's why I am beating her. "

"Please! Please!" the young woman cried out. "I am ready for any punishment if I am at fault, but our fields are on the hill slope, how can there be fish in our fields?" she said.

There was a little stirring among the women, a soft laugh could be heard. "Where did you catch the fish you said?" the villagers asked the man again. "In our fields on the hill slope," he repeated. "I caught them with my own hands."

The village men looked at each other in surprise. "You must be mad," they said. "Has anybody ever caught fish on the hill slopes?"

"Give him a sound thrashing," the villagers said. "For beating his wife without any reason." "Foolish young man!". And then they got him by the scruff of his neck and gave him a sound thrashing. "Mind you, if you beat your wife without reason again!"

Part three of the plot played itself out exactly as she had wanted.

When the neighbours departed, the young man, sobered by the thrashing he had received at the hands of the villagers, walked into the house and sat down. His wife followed him without saying a word. A strange mixture of conflicting emotions ran through her mind, sadness that her husband had been given a thrashing by the village men, satisfaction that she had been able to teach him a lesson, anxiety as to how he would react to the whole episode.

The young woman sat beside her husband. He was silent but sober, she did not read any anger on his face. She went and pulled out the vessel with the cooked fish from the eaves where she had hidden them and placed it before him. The aroma was unmistakable ... He looked at her and she looked at him for a few moments.

"My dear husband, you have always wanted to see my thirty-six guiles (*nakras*)," she said, plucking up courage. He took it without any reaction. Then she continued with a little more confidence, "You have just experienced the first *nakra*. When do you want to see the remaining thirty-five?"

### **About the story:**

This story is a classic example of the "weapons of the weak" in the battle of "mind over matter" that Warli women have developed over the years, both to challenge male oppression, as well as to assert their spirit of indefatigable resistance.

The narrative vividly reveals the power of creative imagination and the use of ridicule as one of the ways the weak use their power — using mischief to put sense into the senseless male.

This story also reflects how Adivasi women, who have enjoyed relative equality-unlike women from the rest of India-have developed sophisticated solutions to issues of male dominance and the use of violence. Adivasi women, down the ages, have used the stories like this one that the women tell the girl children to 'analyse the imagined power, unquestioned infallibility and unchallenged authority of the male'.

## Sliding Through Past to Understand Justice Part- I

### *Around 3500 years ago (around 1792 B. C.)*

Remember the story of ‘Thirty Six Guiles’ that is part of the Warli tribe of Maharashtra? In your History classes you have studied about how societies formed – from hunting-gathering to settled agriculture, followed by trade and much later the industrial age, followed by the information technology that has changed the world drastically. But like the Warlies, many tribal communities live in India and all over the world even today. Historical evidence reveals that in early societies while some people had more power than others, there has been relative equality and less hierarchy, women having relatively equal status, less restrictions, social taboos. Most tribal societies still have similar social structure.

With settled agriculture, excess production, emergence of craft centers, trade, certain groups began controlling agricultural produce, domesticated animals, took charge of larger parts of cultivable lands and began claiming more power. They also kept armed troupes, both to gain more resources as well as confront other opposing groups. More strict divisions began to be made – on the basis of gender where social restrictions were placed on women and economic assets controlled by men by passing property from father to son. As conflicts over resources and territories increased, prisoners of conflict were made to become slaves, gradually people of certain colour or physical features were considered different/less important, enslaved, exploited. Such systems of hierarchy emerged across the world – based on birth. Gradually the institution of formal religion emerged and differences created by powerful humans began being justified as decided by higher power – God; on the basis of birth.

Like we often have senior students minding the classroom in teachers’ absence, sometimes an individual took charge of organising everyone else. Such a person was the **Chief** of the tribe or a **King**. The territory over which such a king ruled was his kingdom. Though we do have some well-known queens, it was usually men who ruled. The right to rule often passed from father to son and so the same family ruled for several generations. We call them **Dynasties**. Often such kings became very powerful. Some claimed that they had been appointed by the gods themselves to rule.

### *Hammurabi’s code of law*

In Mesopotamia, the city of Babylon grew very powerful. Their greatest king, **Hammurabi** conquered all the lands around like Sumer, Akkad. He honored the traditions of the lands he brought under his authority. He was both a powerful warrior and a perceptive administrator. He was ruthless to enemies, destroying those that defied him. But he also provided unity and stability to his empire by compiling a code of laws, or legal standards. The **laws** that Hammurabi made were enforced all over his kingdom. They were engraved on stone pillars and tablets, and placed all over his kingdom. For Hammurabi these codified laws were to strengthen his kingdom, for it to be blessed by the sun god ‘Shamash’ so that justice “would rise like the sun over the people, and to light up the land.” This is the world’s oldest surviving law code.

Hammurabi’s laws applied both to domestic situations as well as community life. He made laws on many subjects like property, rent, irrigation, medical treatment, etc. If fights broke out among people, the king or the judges he appointed, would hear the cases and **pass judgments**. While Hammurabi made a code of laws it is not necessary his laws treated everyone equally. The code was lenient to the richer, ‘higher’ sections of society and favorable towards men than women. For example; adultery by a husband could go unpunished, but a wife's unfaithfulness was punished by death. At the same time on the other hand, the code also offered some protection to women, like in a case of an abusive husband the wife could claim divorce and her dowry.

Despite its iniquitous nature, it is for the first time that a standardized law-code was set and basic principles were adhered to. One of the main features of Hammurabi's Code was that defendants were considered innocent till proven guilty – a principle of (most) democratic laws. There was very harsh punishment, death penalty for false testimony, for witnesses who committed perjury and thus people were very wary of lying before court. Setting laws down in formalized code made judges more accountable, instead of passing arbitrary sentences. In this way the Code upheld the idea of justice as universal and lasting. Hammurabi's Code disallowed personal acts of revenge; this itself can be said to be a noteworthy contribution to law and order in civil society.

Videos in case you have the time or for supplementary information:

QR Code for the videos



### ***About 2500 years ago. (About 600 years B C)***

Historians tell us that in the context of the Indian subcontinent the system of hierarchy based on birth, the 'caste system' took root about 3000 years ago. Religious leaders divided society in four main Caste categories (and a large section of those who were called the outcastes having no rights over anything). Birth decides having or lacking power, status, rights, work, knowledge, marriage-choices, all aspects of life! (Tribal groups that resisted usually isolated themselves in deep forests and were considered alien or even non-human.) To avoid any challenge; the upper-castes religious heads, popularized the reasoning that the divine powers sent people in this world to suffer or enjoy the deeds i.e. 'Karma' of so-called past birth. Karma of past births was responsible for one's position – be it privilege or of deprivation in the present birth and thus one just had to bear it and questioning it would be sinful. Thus exploitation, poverty, suffering of 'lower-castes' or undue privileges enjoyed by 'upper-castes' could be justified.

This authority of the upper-castes was challenged by some people around 2500 years ago. The most important among these were two upper-caste Kshatriyas who, although born into princely families, renounced the world and preached a new way of life. We know them today as Buddha, the founder of Buddhism, and Mahavir, whose followers are known as Jains. They believed and preached that everyone born into this world was equal, nobody was impure or pure, good or bad because of past birth's deeds. That there was nothing beyond one's current life, and salvation or *moksha* could be achieved by good actions or right conduct in this life itself – kindness, compassion, non-violence, non-accumulation, selflessness. In this way, both Buddha and Mahavir opposed the fundamental inequality on which the caste system was based.

**Questions for discussion:**

- How do you see the changes in society from early times to settled ones and the change in social relationships linked with division of power?
- What kind of society would we have if birth determined good-bad, pure-impure, higher-lower? What of justice, fairness?
- Mahaveer and the Buddha advocated kindness, compassion, non-violence, non-accumulation, selflessness but what of the word justice? Do you think there can be justice without kindness, compassion, non-violence, non-accumulation, selflessness?

### ***Elsewhere in the World: (Around 400 BC)***

We will now travel about a hundred years ahead in another part of the globe. (Use the map to locate the parts of Greece and surrounding area., Use the current map as well.) Scan the QR code to play the video and discuss with help of questions.



Watch this video by Erick Wilberding to help improve your critical thinking -



### **Questions for discussion:**

- What do you see in Socrates' conception/ideas about justice/injustice?
- Why do you think he kept raising doubts and questions even if an answer was available?
- Why was his method of raising questions seen as dangerous? Does it have anything to do with seeking justice?

### **Poet-saints (Many years ahead, 7<sup>th</sup> century to 18<sup>th</sup> century)**

We come back to the Indian subcontinent and with a passage of a much longer time. While we know about Mahaveer and the Buddha who rejected socio-economic inequality, it proliferated through religion and caste. Education, work, social status was all tied to one's birth in a particular caste. The 'Shurda' or working castes had very limited rights and the 'ati-shurdas' i.e. those outside the caste had no rights at all and were compelled to do inhuman, unhygienic, physically demanding work without any remuneration. Women had no right to education and very limited scope in decision-making only in domestic space. Traditionally, brahmins held a key position in society because they were the unquestioned authority on religion. They read Sanskrit, the language in which the holy books were written, and acted as spiritual guides. They claimed that only they had the right to read and interpret the sacred language and could perform the special rituals for attaining *moksha*.

Around the 7th century onward regions of what we know as Tamil Nadu, Karnataka, Odisha, West Bengal saw emergence of new religious sects that reduced the importance of religious rituals and instead focused on Bhakti, devotion to god. From the 11th century onward in particular what we know as the Bhakti movement emerged particularly in the Karnataka region and then spread to Maharashtra, Gujarat, Rajasthan, Uttar Pradesh, Punjab, Haryana, Sindh (now in Pakistan). The *Bhakti* (devotional) poets, belonging to different sections of society. While some of them were from the privileged upper castes most were mainly from the 'lower castes'. All of the poet saints opposed the brahmins for claiming the role of mediators between them and their beloved God. They saw God as an embodiment of love and compassion, like a mother or a friend, rather than someone who punished people for wrong deeds committed in their past lives. They insisted that in order to talk to their God, they did not need complicated rituals or the use of Sanskrit. They used commonly spoken local languages and wrote spontaneous poetry expressing their feelings. They demanded an equal place not only for 'lower castes', but also for women. They attracted a great following among the common people.

Over the next few hundred years, *Bhakti* traditions spread to various parts of the land. Their impact was especially felt in South India, Bengal and in Maharashtra. Poet-saints like Andal from Tamilnadu, Basavaraja, Akka Mahadevi from Karnataka, Jayadev from Odisha, Eknath, Namdev, Chokhamela, Janabai, Dnyaneshwar, Tukaram, Gora Kumbhar in Maharashtra, questioned the discrimination practiced in the name of caste, gender. Some of them like Tukaram were tortured by the upper-castes, their poems/verses destroyed and had to pay with their life.

Similar challenges to the caste system in Central and North India, Rajasthan, Uttar Pradesh, Punjab and Gujarath, Poets like Ravidas and Kabir influenced many others. Saint Kabir sought to combine teachings of Islam and Hinduism but questioned the anti-rational and exploitative, hierarchical practices amongst both. Guru Nanak, the founder of Sikhism, and Mambaji, the founder-saint of the Bishnoi sect, Bulle Shah (from Sindh, Pakistan) were greatly influenced by the progressive elements of Islam and their teachings reflected the humanitarian elements of both Islam and Hinduism. Similar to poets in Maharashtra who revered the 'black god' Vithoba (a deity claimed to be avatar of Vishn) Mira bai and Narsee Mehta adopted Krishna bhakti nut spread message of non-accumulation, love, peace, wellbeing for all and are held closely by the lower castes.

Some examples of the poems composed by the saints.

Earth is one and the same  
For pariah<sup>1</sup> street

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<sup>1</sup> A 'outcast' in south India.

And Shiva temple;  
Water is one and the same  
For washing dirt and ritual cleaning;  
All castes are one  
For a man with self-knowledge...

(Basava Raj)

- *“Je Ka Ranjale Ganjale, Tyachi Mhane Je Apule, Tochi Sadhu Olakhava, Dev Tethechi Janava”*

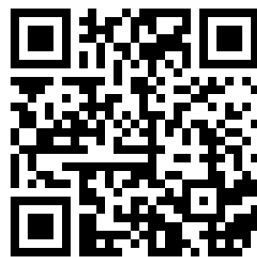
(The destitute and the downtrodden, those who consider them as his own, He alone is to be recognised as Saint, God is to be experienced only therewith)

(Sant Tukaram)

**For supplementary viewing:**



You can scan the QR code to listen to a Doha by Kabir sung by Shabnam Virmani:



### **Questions for Discussion:**

- The poet saints invoked love, compassion, peace like Mahaveer and Buddha and some of them also directly criticized injustice. Can you think of possible reasons why they may have done this?
- Why do you think may be the reasons that most poet saints came from ‘working’/exploited castes (gardeners, tailors, tanners, weavers, potters, village bonded labourers)?
- Why do you think women also entered the Bhakti movement, going against restrictions of family and community boundaries?



## Sliding Through Past to Understand Justice Part-II

In the last discussion, we began from early civilizations and traveling through times came to about the 16th century Indian subcontinent.

### Introduction

The sub-continent was ruled by different kings. Mughals controlled mainly Northern and central parts, Sikhs in Punjab, Rajputs in Rajasthan and Gujarat, Marathas mainly Maharashtra and parts of central and Southern areas, in South there were Nawabs and local Rajas, North East was controlled by different local tribal Kings. These different kings were continually at territorial war with each other for lands and resources. The land itself is diverse endowed with natural wealth cultivated by farmers and great wealth of crafts created by artisans. The trading community was always in a relationship of mutual exchange with places far away. But the advent of Islam and the 'Islamic Golden Age' gave rise to new technology particularly development of maps, inventions like the 'Astrolabe' facilitated inter-continental maritime trade and greatly expanded the ancient sub-continental trade to China, Africa, Arabian countries (popularly known as 'middle east' i.e. the transcontinental area between Western Asia and Egypt), and even Europe. The agricultural produce and the crafts, mineral wealth, precious stones and metals, were highly sought and attracted traders from across the world. It was one of the wealthiest places at the time. Traders from far and wide were attracted to these lands, seeking licenses for trading.)

### Western Invasion

Away from the Indian subcontinent in Europe. We have studied how society rested on the power of the king and the church setting rules that favored the rich, wealthy landlords. Particularly from the 11<sup>th</sup> century or so wealthy merchants organized journeys to faraway lands to buy goods they could sell for great profits. Gradually as the profitability in trade increased, kings also began investing in these 'expeditions' and this gave added advantage to European traders. This increased exposure to other cultures and over a period of time it helped light a spark of new ideas. In school we have studied about the 'Renaissance' and the scientific discoveries, spread of information and ideas through inventions of printing press, telescope, etc. In school we have also studied about the challenges to the reign of kings and church. One important example is the French Revolution that gave rise to the ideas of individual rights to freedom, dignity and equality. The Renaissance opened the minds of people and raised questions, looking for alternative perspectives other than those explained by the Church; about social structure, values and natural phenomena giving rise to technological discoveries, artistic creations and new philosophical, ideological perspectives. 'Rationality' replaced 'religious faith' as an accepted way of life. The technological might propelled travel and trade to lands further away to source raw material as well as led to what we know as the 'Industrial Revolution'. While new ideas brought new technology, we also know that the difference between the rich and poor remained, the exploitation continued. What changed is the consciousness, the ideas of justice, freedom, equality and therefore workers fought against exploitation and this gave rise to many rights we have today - for workers, for children, for women... )

### Questions for discussion:

- *How do you see the changing relationship between travel, trade and change in ideas/thinking?*
- *While the age of reason brought in ideas of freedom and justice for all in part of the world, Industrialization also led to concentration of wealth and continued exploitation of the poor, workers, even children - what do you think about this?*

- *Do you think if the ideas about the world had not changed from focus on religion to focus on equality and freedom people would have fought for Workers' Rights or children's Rights during 'Industrial Revolution'?*

## **Colonisation**

In the discussion about these developments, one important factor that is often not acknowledged is the element related to geography. The inter-continental trade (between parts of Europe, Africa, China, South Asia, South-East Asia), while dominated by certain European and middle-eastern powers, existed on a relatively equal level till the end of the 1400s. The Spanish expedition by Christopher Columbus and his making landfall in the Americas in 1492 changed all this – the world expanded to include a hereto unknown geography, an entirely new continent, resource-rich and without competition from established large kingdoms. Proximity of the Americas to Europe gave European kings and traders an added advantage of access to massive, bountiful natural resources. Their dependence on faraway lands in Asia and Africa for minerals, natural produce was reduced, as their raw material supplies could be easily accessed from the Americas. The capture and colonization of the Americas, establishing a large colony in North America (today's USA) gave the Europeans upper-hand in commerce is one of the key reasons that turned the wheels of the 'Industrial Revolution' in Europe; and in turn an upper hand in trade, technology, to dominate production and marketing across the continents including Africa, middle-east and Asia. The traders and merchants who earlier requested and appealed to local kings for licenses and permissions now dominated commerce, launched wars to seize local territories, and established colonies. They also captured, enslaved and traded less aggressive people from Africa and South Americas as free-labor, developed war-technology and launched battles against those who resisted their dominance. In the Indian subcontinent the 'Battle of Plassey' became the watershed event that helped the British East India Company consolidate their military hold on crucial areas so they could completely control raw material and markets. Gradually the British East India Company by use of superior war-technology and trained army gained political control over different parts of the subcontinent, subjugating the local kings and compelling them to accept rules of agriculture and trade. One of the examples is the control of salt.

## **Salt Tax**

We look at salt as a common commodity and popular belief is that it should be consumed in less quantity. While this may be the case; salt is an essential mineral that helps maintain balance of body muscles, brain-function and lack of salt can lead to death. Since ancient times it has been used for curing and preserving meat as well for medicinal purposes. Since it is seasonal and not easily available; rulers from ancient times have controlled salt-trade by imposing 'Salt Tax'. Scholars agree that the word 'salary' is derived from the 'salt allowance' paid to the Roman soldiers as part of their wages. Money from salt tax in ancient China helped build parts of the 'Great Wall'. In context of European colonization of the Indian sub-continent, the British East India Company too imposed 'Salt Tax' from 1762 in and around Bengal provinces and as their territorial control expanded they made it even more stringent in 1835. It was made even more severe to increase British revenue after the British Crown took political control from 1858. The British imported large amounts of salt from Britain to benefit markets back home and prevented Indians from making and trading in salt. Strict laws were enacted against production, storage, transport, sale of tax without license from government. Any premises could be searched without prior notice or 'warrant' and breaking laws led to 6 months imprisonment. Salt became a precious commodity particularly for the poor leading to malnutrition and death.

The essential commodity that people produced, exchanged and consumed from indigenous resources was now out of their reach.)

### Questions for discussion:

- *What do you think about the colonial western nations controlling minerals, produce, labor of regions/countries in Asia, Africa, South America, etc? Do you think this control in India ended after we got our Independence or does it still continue?*
- *Should people of a region/country have freedom to decide what to plant, sell, manufacture, freedom of movement, right to privacy? Why?*

### Education

While we know the exploitation and repression of British rule in India (and the era of Colonialism by European powers elsewhere in the world) there were aspects of the British rule that brought in positive changes in Indian society. This is because back home in Britain the event since the Renaissance as we saw earlier had led to changes in the social and political fabric of society. Rule of people, based on democracy replaced the reign of Crown and Church, individual freedoms were being valued, position of women was changing, ordinary people resisted the exploitation by millowners and brought in laws protection workers, the idea of childhood was changing; (from 'extra hands' in agrarian, feudal society or cheap labor in factories) childhood was being recognized as a phase of life to be nurtured, protected, carefully developed to become free individuals and democratic citizens. Some of these ideas also filtered in the policies about the occupied Colonies. Education as the British saw it was one of these ideas. And different sections of Britishers saw its function differently. Some looked at it as a necessity of 'civilizing an uncivil population, some others as a necessary investment to create a class of local administrators and a few also looked at it as an essential instrument of positive social change. So, education introduced by the British aimed both; to change Indian society culturally, as well as to create a force of able local subordinate administrators.

This was one of the biggest changes that acted as a catalyst for other social changes and finally kindled the political awakening for rights and freedoms in Indian society. Unlike the Pathshalas and Gurukuls that prevented knowledge to the so-called lower castes, girls (and the Madrasas and Maktabas too prevented girl's education) the British supported schools were open to all, irrespective of caste, religion or gender.

Most 'upper caste' boys took advantage of this education, so that they could get government jobs. Later, people from other castes, including some 'untouchables', also tried to get education and in face of great resistance by the Brahmins they persisted going to these schools, often being made to sit outside the classroom, on the veranda. But even though few of the 'lower castes' and the 'untouchables' now had some access to formal education, the attitudes of the 'upper castes' did not change. An example, taken from the memoirs of a British Education Officer of those times, will give you an idea of how caste discrimination continued in schools.

During a routine visit to a government school near Pune, the officer observed a class conducted by a brahmin teacher. The 'upper caste' pupils were seated far away from their 'lower caste' counterparts who were very few in number. The teacher had a long, sturdy cane with him, which he did not hesitate to use. There was also a large heap of stones kept near the teacher. When asked about the stones, the teacher explained, "When I need to beat the higher caste children I use this cane, but if I use the same cane to beat these shudras my cane will get polluted, in turn polluting me and my upper caste pupils. So when I need to punish them, I throw a stone at them. Often I miss the student and so I need this large heap of stones with me."

Such was the situation about 150 years ago. But change was slowly happening in spite of these odds.)

## Reformers

One important reason for change in social attitudes was the work done by social reformers who struggled to make people aware of the injustice of caste and gender. Many educated people from both 'upper' and 'lower' castes understood that for the development and freedom of their land it was necessary to break the shackles of unfair customs. Nearly one-third of India's people suffered a fate similar to that of Eklavya from the Mahabharata. But some began to challenge their situation and said, "No, I will not tolerate this!"

One of the foremost crusaders for the rights not just of the 'lower castes', but also of women, was Mahatma Jyotiba Phule from Maharashtra. Jyotiba Phule was the son of a gardener. Although born in a family that was considered to be 'lower caste', he was able to acquire formal education in schools run by the British government.

Realising the discrimination that 'lower caste' children had to suffer in regular schools, Phule started the first ever school for 'lower castes' in the year 1854. It was located in Pune, Maharashtra. But no one was willing to teach in this school. So Phule educated and trained his wife Savitribai, who began teaching here. She was also joined by Fatima Sheikh.

Savitribai's work was not easy. On her way to school, the orthodox brahmins in the locality would pelt stones at her, and shower her with cow dung and curses. But she continued her mission. She was supported by others like Fatima Sheikh. Similar to Phule, other reformers in different parts of India also challenged the caste system. One such person was Ramaswami Naicker of Tamil Nadu, who came to be known as 'Periyar' or 'Mahatma'. Although not born in a 'low caste' family himself, Periyar questioned the unjust and inhuman basis of caste. He founded the Self-Respect Movement, and dedicated his life to fighting for justice for the 'lower castes' and women.

The couple faced many economic and social hardships but did not give up their work of educating women and the 'lower castes'. Phule also founded the Satya Shodhak Samaj as an alternative to Hinduism and was responsible for many legal reforms banning child marriage and caste discrimination, and promoting laws for widow remarriage.

Like Phule, other reformers in different parts of India also challenged the caste system. One such person was Ramaswami Naicker of Tamil Nadu, who came to be known as 'Periyar' or 'Mahatma'. Although not born in a 'low caste' family himself, Periyar questioned the unjust and inhuman basis of caste. He founded the Self-Respect Movement, and dedicated his life to fighting for justice for the 'lower castes' and women.

To understand Jyotiba Phule's efforts for education particularly for the poorer sections of society can be summed up in a couplet he wrote:

"Vidyevina mati geli;  
mativina neeti geli;  
neeti vina gati geli;  
gativina vitta gele;  
vittavi shudra kachale;  
itke anartha eka avidyene kele."

"(Lack in education/knowledge, robs a people of power to think,  
Without the power to think, a person cannot have discerning, ethical reasoning,  
Without the ability to reason, one cannot progress in life,  
Without the ability for self-development, one cannot have economic power,  
Lack of economic power, has repressed the Shudra castes,

Such is the catastrophe brought by lack of knowledge”

In 1882, Phule submitted his testimony to the Hunter Commission, i.e. the Indian Education Commission, (<https://velivada.com/2015/04/08/rashtrapita-jotiba-phules-memorial-address-to-the-education-commission/>) to demand that the government take full responsibility for education of all children (at least till the age of 12 years) irrespective of their caste, gender, religion, socio-economic status. It must be understood that while Phule successfully ran a school in Pune, he knew that individual efforts based on charity were not enough to reach the large masses. Education needed resources and the poor could not afford the costs or families would not spend for girls' education and thus only the government could do this by using the revenue and taxes it collected from the public in India.

While this did not happen it paved a way for the struggle for universalisation of education based on public funding. Education, what is to be taught, how, and what the purpose of it should be also became an important point of reference in the Indian freedom struggle. Spread of education, however limited, gave rise to the ability to critically understand the way the British ruled India and how they ruled in their home country. As the awakening against the British began, so did the severity of the repressive measures.

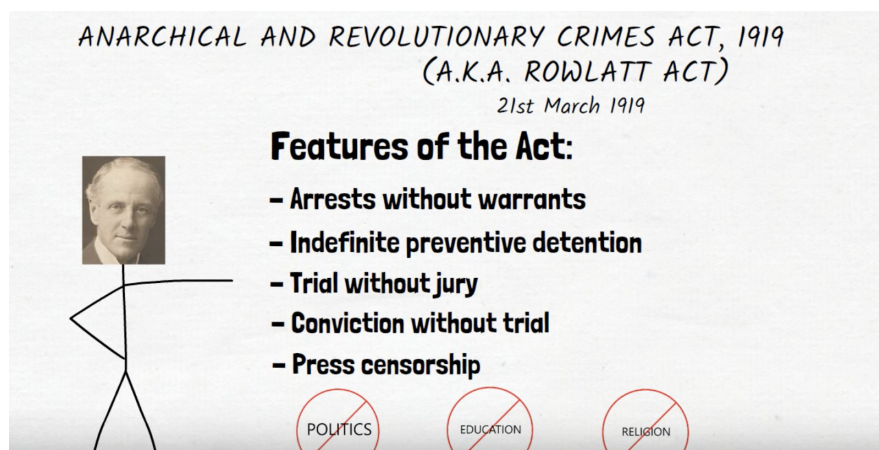
### The Rowlatt Act

Let us see one of the darkest examples of British laws and people's response to it. Scan the QR code to watch the video.



### Questions for Discussion:

- Look at the different provisions of the Act: Do you think all of them are directed only at curbing violent protests?



- Firstly; the Rowlatt Act was a revised version of the 'Defence of India Act, 1915'. Why do you think this Act was brought in by the Britishers? The First World War was fought far away in Europe – why were Indians subjected to legislation to curb their possible opposition?
- The 'Defence of India Act, 1915' was passed in the Imperial Assembly in British Parliament and applied to only the Indians (not to Europeans residing in India). It was also supported by Indian members. Who did these Indians represent? Why do you support legislation that takes away the rights of all citizens of India?
- Both the 'Defence of India Act, 1915' and the 'Rowlatt Act' were conceived by a committee on 'Sedition' means 'treason' and 'disaffection or disloyalty to the State' (any nature of act or thought that questioned the British Government). Do you think it was fair of the foreign government to expect citizens of India to be loyal and devoted to them?
- The video ends with two questions: '*Do you think the Rowlatt Act was really necessary to use against peaceful protesters?*' Or *Do you think the Rowlatt act prevented major acts of violence in India at that time?*' – What do you think?
- We see people's reaction to the 'Rowlatt Act' and how the British administration responded. How do you compare the two?

### **Dandi March**

We have familiarized ourselves with the Salt Tax. Many leaders of the Independence movement and the Indian National Congress constantly opposed the salt tax from as early as 1885. Gandhiji who was at that time living in South Africa also opposed the Salt tax in India by writing about it for the first time since 1891. The movement for Independence against the British went through with different phases – like the ebb-and-flow or the waves, like the high and low tide of the sea. The mid-twenties was a period of lull, but early 1930s saw the tide rising – with the Salt Satyagraha, the Dandi March that Gandhi started on 12<sup>th</sup> March 1930 from Sabarmati Ashram, Ahmadabad, to the sea shores of south Gujarat, at Dandi. Our textbooks have details of this. The Independence movement from the 1930s saw a rising tide of resistance of all sections of society – all castes, religions, men, women, the better off and poorer one, in cities and villages. It did not limit itself to political independence but took up the issues of inequality of caste and rights of women as well.

### **Concluding Remarks**

To summarize, It is from these different events and forces that our struggle from Independence shaped up. This session concentrated on events in India with reference to the world. The period we looked into laid the foundation of our Independence. The unfair policies, the repression of a foreign rule, as well as the changes they brought about, the systems they established became a reference point for our leaders to chart the course ahead when we finally gained Independence. It is during this period our nation experienced injustice, sought clarity about our society, formulated our ideas for justice. In the forthcoming sessions we will look at these issues more closely.

## Making a constitution for the family

*Please read the description.*

Imagine that you are a member of a big joint family with members across generations. So far, this big family was being ruled by the old grandfather, Ravi who acted like a patriarch. He owned all the land, houses and business of the family. He had one big mango orchard, three houses, lands that are used for cultivation, and barren lands. His business includes one factory, four shops given for rent, three cars, one two-wheeler, and one bicycle. All these properties were ancestral.

He had four children, two sons and two daughters, Suresh, Chetna, Uma and Namdev in the order of birth. The eldest of all siblings, Suresh, the first son, helped the father in running the factory. He is married to Sunita and has three grown up sons. Two of them assist the father and grandfather in the family business, while the eldest is a drunkard. The second son, Namdev, who is the youngest among the siblings, had an intercaste marriage with Vandana and was asked to leave the house. He worked with a private firm in a different city and died. His wife Vandana teaches in a government school. They also have two children, a daughter and a son. The daughter is pursuing medicine and the son is in class 10. Chetna, the elder daughter, is married to Shyam. They are IT professionals, and work in Seattle, USA and are Non-Resident Indians. They have one son and are planning to return to India, start a firm and settle here. Uma is unmarried and stays in the ancestral house. She performs various domestic responsibilities. She earns some money by making pickles and papads. Before his death, the grandfather, Ravi was bedridden for some years due to illness. He was served and taken care of by the family's loyal servant Chandu who has two daughters. (adaption of the story used by Prof Krishnakumar, Former Director NCERT)

After Ravi's death, the family has to develop consensus about the following

Questions	Responses
1. What principles should be followed to decide the distribution of family property among the different members of the family and should any part of the family property be shared with Chandu?	

<p>2. Who can participate in taking the decisions about the family and in case of an emergency, how will a decision be taken and who will have the powers to take decisions?</p>	
<p>3. What will be the rights of all the family members and servants?</p>	
<p>4. In case of any dispute, who should be approached to resolve the conflict and take a decision?</p>	



5. Write your arguments on behalf of the person the student is representing.

## Samvidhan

Watch the episode 3 of Series Samvidhan in the class and answer the following questions:

Questions	Responses
1. What did Ambedkar say about the right of the government to arrest and detain any person without trial?	
2. What are the provisions advocated by Rajkumari Amrit Kaur and Hansa Mehta?	
3. According to Somnath Lahiri, from whose perspective are many of the fundamental rights framed?	

## **Institutions at work in the implementation of a fundamental right, RTE**

Read the text and answer the questions that will be discussed in class.

### **TEXT 1: Section 2(n) of Chapter 1**

*(n) "school" means any recognised school imparting elementary education and includes—  
(i) a school established, owned or controlled by the appropriate Government or a local authority;  
(ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;  
(iii) a school belonging to specified category; and  
(iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;"*

### **TEXT 2**

#### **Clause 12:**

*12. Extent of school's responsibility for free and compulsory education. —(1) For the purposes of this Act, a school, —*

*(a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein;*

*(b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five percent.;*

*(c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent. of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion:*

*Provided that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education."*

## Identifying provisions and actors for admission in Delhi under Clause 12(1)(c)

Questions	Responses
1.What are the different authorities referred to in paragraphs 3 and 4 of these guidelines that recognise private unaided schools?	
2. According to paragraph 7, what documents must the students submit to get admission in this category, and who will issue these documents?	
3.What authorities/institutions are involved in issuing necessary certificates to decide eligibility (see paragraphs 7 and 8)?	
4.Who will answer the questions and complaints regarding admission (see paragraph 11)?	
5.Who has issued these guidelines?	

## A complaint about the implementation of the RTE Act filed before DCPCR

Questions	Responses
1. Name the different institutions and actors involved in implementing the RTE Act as mentioned in the above description of the complaint.	
2. Why did the RTE Act appoint an authority to monitor its implementation? What would have happened if such authority was not appointed in the Act?	
3. In this story, DCPCR issued a notice to the school, and the entire process of the decision took some time. Why the DCPCR could not have directly ordered the school to admit the child?	
4. Recall the story of the vegetable seller Yasin discussed in an earlier session. What are the similarities and differences between these two stories?	
5. In what ways do the above stories, and the institutions involved in them relate to justice?	
6. Have you witnessed any situation where any institution or policy was unjust? What are the rights given by the Indian constitution and the means available to the citizens in a democracy like India to oppose injustice initiated by any institution or a policy?	

## Module Project

We have been trying to understand ideas about Justice and how our Constitution came to be, how it has provided a blueprint to shape our democracy, to understand how our society is to be supported to remain a vibrant democracy, and how the institutions should be structured, how they should function to address needs of diverse sections of society, what citizen's rights are, who is responsible for ensuring our rights, etc. All this enables our elected representatives to formulate specific laws.

We have tried to familiarize ourselves with different aspects of our Constitution and the Rights it guarantees. One of the rights that has been ensured through law is the 'Right of Children to Free and Compulsory Education Act, 2009'. We will develop a project in groups based on critical analysis and aspects of the implementation of the 'Right of Children to Free and Compulsory Education Act, 2009'. Two options of topics for the project are given below along with instructions/guidelines about the group work.

Implementation of the RTE Act is binding on different government institutions (Zilla Parishad in rural areas, or Tribal Development Department in tribal areas, Municipal Council in small urban areas and Municipalities in metropolitan areas, besides these the Central government, the State governments and Governors or Union territories) are responsible for ensuring that schools are available for all the students. These schools are to be established, run as per the norms and help children to learn.

The RTE Act has laid out different provisions and education has to be conducted accordingly. There is also a 'Schedule' at the end of the Act which specifies certain standards for implementing different aspects of the law.

The options for the project are as follows:

### **Option 1: Children's Right to Early Childhood (Preschool) Education:**

The RTE is aimed at children in the age group of 6 to 14 years. But we know that children need **preschool education**, where they play together, sing, draw, sometimes learn basic reading, counting, play with objects to gain control of movements, and learn to adjust with others their age, outside their family. Scientific research in the field of child development marks this age to be crucial for a healthy life, as a key foundational phase for the development of the brain and body, and a healthy, active childhood with nutrition and appropriate stimulation for the brain is essential.

Our Constitution in its Article 45, 'directed' the State (appropriate government agencies) to ensure that children between the age group of 0 to 14 years i.e. from the time a baby takes life in the mother's womb to 14 years should have 'fundamental' right to education by enacting a law. But when the Constitution was amended (in 2002) to convert the 'Directive Principle 45' as a Fundamental Right to Education, the age group of 0-5 years was excluded. There is a scheme called Integrated Child Development Scheme (ICDS) for young adolescent girls, pregnant mothers, newborn babies, toddlers, and young children to support their nutrition and health support, and play-groups for Anganwadies, **pre-school education** is not addressed for children between the age of 2.5 to 6 years through is not sufficiently provided. This makes the foundation of childhood and education vulnerable, and weak.

### **Keeping this background in mind your group will do the following task**

Let the students discuss the topic in respective groups and make notes of the discussion points. Each student will also write the letter individually. The group representatives will collect the letters of each of the group members and submit them to the teacher.

The group will:

- Discuss the need for including children in the age group of 0 to 6 as a crucial group of children in the Fundamental Right to Education./Do you think children between the age group of 0 to 6 should be included in the 'Right to Education Act? Explain your reasons.
- The letter can be addressed to the following authorities:
  - i) The Education Minister of India
  - ii) The Law Minister of India and
  - iii) President of India.

NOTE: The students can use Chrome books to get better awareness about different authorities to whom the letter can be addressed.

### **Option 2: Quality of Mid-Day Meal:**

This is an imaginary scenario.

Many women's self-help groups from a locality nearby have been assigned contracts by the Municipal Corporation for preparing and serving Mid-Day Meal (MDM) to the designated Municipal Schools in the area. The norms of the Mid-day Meal are as per the RTE Act as well as the National Food Security Act, 2013 (NFSA 2013) are given here in the link. <https://nfsa.gov.in/downloadfile/cmsdocument/5d45f3c3-5bbc-46ea-b331-c156dec54257>

Read section 5,6,7 of chapter 2, chapter 3, section 15 of chapter 7, section 33 and 34 of chapter 13 (attached later in this handbook)

You have learned that the food supplied by the groups in the locality to designated schools in the area is poor in quality (very little dal and vegetables in khichdi or the same vegetables used all the time, for example, potato sabji or white matar sabji which is very watery, ) and the quantities are also insufficient (not enough for all students). You decide to make enquiries about this problem and accompany teachers visiting the women's groups who are making and supplying the food to your school. The women's group members admit that they are not doing their best. But they give you a list of their problems, which are the reasons behind the poor and insufficient MDM. They show you their records that they have not been given the expenses, the money they have already spent in the last six months. They also complain that more often than not the quota of grains, daals, etc. that is delivered to them by the contractor assigned by the government has less bags of daal-rice, etc. They have complained to the concerned authorities but nothing has happened.

Your Task:

- Discuss the problem in the group.
- Read relevant sections of the National Food Security Act, 2013 (NFSA 2013) that apply to the school MDM scheme.
- Let the students in groups discuss the topic in groups and later they can write the letter individually to different authorities (the matter in the letter can be in simple language or maybe in bulleted points).
- The group representatives will collect the letters of all the group members and submit them to the teacher.
- The letter can be addressed to the following authorities:
  - i) The National Commission for Protection of Rights of Children,
  - ii) The Delhi Commission for Protection of Rights of Children.
  - iii) Commissioner, The State Food Commission
  - iv) District Grievance Redressal Officer.

NOTE: The students can use Chrome books to get better awareness about different authorities to whom the letter can be addressed.

## ***Extracts from The National Food Security Act, 2013***

### **CHAPTER II**

#### **PROVISIONS FOR FOOD SECURITY**

##### ***Nutritional support to children.***

*5. (1) Subject to the provisions contained in clause (b), every child up to the age of fourteen years shall have the following entitlements for his nutritional needs, namely:—*

*(a) in the case of children in the age group of six months to six years, age appropriate meal, free of charge, through the local anganwadi so as to meet the nutritional standards specified in Schedule II:*

*Provided that for children below the age of six months, exclusive breast feeding shall be promoted;*

*(b) in the case of children, up to class VIII or within the age group of six to fourteen years, whichever is applicable, one mid-day meal, free of charge, everyday, except on school holidays, in all schools run by local bodies, Government and Government aided schools, so as to meet the nutritional standards specified in Schedule II.*

*(2) Every school, referred to in clause (b) of sub-section (1), and anganwadi shall have facilities for cooking meals, drinking water and sanitation: Provided that in urban areas facilities of centralised kitchens for cooking meals may be used, wherever required, as per the guidelines issued by the Central Government.*

##### ***Prevention and management of child malnutrition.***

*6. The State Government shall, through the local anganwadi, identify and provide meals, free of charge, to children who suffer from malnutrition, so as to meet the nutritional standards specified in Schedule II.*

##### ***Implementation of schemes for realisation of entitlements.***

*7. The State Governments shall implement schemes covering entitlements under sections 4, 5 and section 6 in accordance with the guidelines, including cost sharing, between the Central Government and the State Governments in such manner as may be prescribed by the Central Government.*

### **CHAPTER III**

#### **FOOD SECURITY ALLOWANCE**

##### ***Right to receive food security allowance in certain cases.***

*8. In case of non-supply of the entitled quantities of foodgrains or meals to entitled persons under Chapter II, such persons shall be entitled to receive such food security allowance from the concerned State Government to be paid to each person, within such time and manner as may be prescribed by the Central Government.*

### **CHAPTER VII**

#### **GRIEVANCE REDRESSAL MECHANISM**



### **District Grievance Redressal Officer.**

15. (1) *The State Government shall appoint or designate, for each district, an officer to be the District Grievance Redressal Officer for expeditious and effective redressal of grievances of the aggrieved persons in matters relating to distribution of entitled foodgrains or meals under Chapter II, and to enforce the entitlements under this Act.*

(2) *The qualifications for appointment as District Grievance Redressal Officer and its powers shall be such as may be prescribed by the State Government.*

(3) *The method and terms and conditions of appointment of the District Grievance Redressal Officer shall be such as may be prescribed by the State Government.*

(4) *The State Government shall provide for the salary and allowances of the District Grievance Redressal Officer and other staff and such other expenditure as may be considered necessary for their proper functioning.*

(5) *The officer referred to in sub-section (1) shall hear complaints regarding non distribution of entitled foodgrains or meals, and matters relating thereto, and take necessary action for their redressal in such manner and within such time as may be prescribed by the State Government.*

(6) *Any complainant or the officer or authority against whom any order has been passed by officer referred to in sub-section (1), who is not satisfied with the redressal of grievance may file an appeal against such order before the State Commission.*

(7) *Every appeal under sub-section (6) shall be filed in such manner and within such time as may be prescribed by the State Government*

## **CHAPTER XIII**

### **MISCELLANEOUS**

#### **Penalties.**

33. *Any public servant or authority found guilty, by the State Commission at the time of deciding any complaint or appeal, of failing to provide the relief recommended by the District Grievance Redressal Officer, without reasonable cause, or wilfully ignoring such recommendation, shall be liable to penalty not exceeding five thousand rupees: Provided that the public servant or the public authority, as the case may be, shall be given a reasonable opportunity of being heard before any penalty is imposed.*

#### **Power to adjudicate**

34. (1) *For the purpose of adjudging penalty under section 33, the State Commission shall authorise any of its member to be an adjudicating officer for holding an inquiry in the prescribed manner after giving any person concerned a reasonable opportunity of being heard for the purpose of imposing any penalty.*

(2) *While holding an inquiry the adjudicating officer shall have power to summon and enforce the attendance of any person acquainted with the facts and circumstances of the case to give evidence or to produce any document which in the opinion of the adjudicating officer, may be useful for or relevant to the subject matter of the inquiry and if, on such inquiry, he is satisfied that the person has failed to provide the relief recommended by the District Grievance Redressal Officer, without reasonable cause, or wilfully ignored such recommendation, he may impose such penalty as he thinks fit in accordance with the provisions of section 33.*

## **Cluster V Module 2: Lawyering**

## Credits

<b>Authoring:</b>	Ritu Lamba, Founder, Things Education
<b>Research:</b>	Himanshu Pippal, Project Manager, Bhavishyath Counselling Sneha Chandna, Independent consultant Niharika Dadoo, Independent consultant
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<b>Coordination:</b>	Himanshu Pippal, Project Manager, Bhavishyath Counselling Vijay Krishna, Bhavishyath Counselling

## 2.1 Lawyering: An Introduction

Law as a career occupies quite a prestigious place in the public imagination. Our impression of law is shaped by countless popular films that portray (not always accurately) the profession. This has continued with new media too. We have shows (many from abroad, but some Indian too) that are focussed on the practice of law and go quite in-depth. Day-to-day news and career information about the law is widely available on specialized websites, blogs, video channels etc. As with other fields, Social media ‘influencers’ from the legal field have emerged.

While the practice of law in the courtroom is strong in the public imagination, there are other avenues for employment for lawyers which are much less well-known but are also very viable directions for students. We highlight this aspect too in the module.

An aspect of this profession is the wide range in the level of prestige and income. While those at the top of the pyramid in the legal profession make a lot of money and get a lot of publicity, the law is also practiced by countless graduates plying their business and eking out a living in the courtrooms and land registrar offices across the country. While a legal career has the potential to create positive social change and make a difference, this can be a difficult choice for graduating law students - to choose between material security and public service. The rapidly evolving digital landscape with new innovations like digital currencies, regulating social media and the boundaries for free speech and government control online, the challenge of protecting online privacy, cybercrimes are new areas for legal practice along with the tried and tested older ones.

The module of course naturally flows from the Justice and Constitutional Values module.

The lawyering career calls for a high degree of analytical skill and critical thinking. In this module we develop this through exercises and discussions related to legal principles and discussion of actual or fictional court cases. Week 3 is mainly dedicated to legal principles and students should get an engaging and solid grounding in the foundational principles of the legal system that they are unlikely to get anywhere else in life, except in a career in law. A highlight of the module is a ‘moot court’ exercise where students will research, formulate arguments and argue a case in a setting similar to an actual court. We also talk about the client management skills that practicing lawyers need.

Enough information is given about the educational roadmap so that a student who is interested can plan his future. For those who don’t find this a career of interest, the module should equip them to be a sharper and more discriminating citizen.

### Focus Area:

- Understanding the legal system and looking at it as a method of dispute resolution.
- Exposure to the legal field through the lens of a litigation lawyer
- Exposure to legal career options outside of courtroom practice
- Focus on the skills required to be a lawyer such as client interaction, reading legal documents, formulating arguments, critical thinking, logical reasoning
- Focus on the aptitudes and personality traits required for a legal career
- Exposure to the fundamental principles of the Indian legal system
- Practicing the practical aspect of being a lawyer through a project wherein arguments are presented and cross-questioned
- Exposure to the ethical principles that govern the legal profession.
- Learning and practice of Key concepts and principles of law and jurisprudence
- Ethics of the profession

### Prior Knowledge required for this module:

- Familiarity with social issues and current affairs
- Preliminary idea about how the legal system in India functions
- Ability and interest in communicating with others and understanding their issues
- Preliminary reading and vocabulary skills
- Basic understanding of English
- Academic Civics subject at the 9th grade level

### Student Learning outcomes:

- Students have an understanding of the Indian legal system, its structure and components.
- Students understand and can apply key legal concepts and principles, maxims and classifications in the field of law. Students have discussed some landmark cases.
- Students understand and articulate the ethics that govern the profession and the conduct/ duties of a lawyer
- Students can construct and critically analyze basic legal arguments based on the law and specifics of the situation under consideration
- Students understand the educational roadmap to becoming a lawyer and the kinds of jobs that they can take up
- Students' skills of critical thinking and effective communication have improved.

### Concepts:

- Legal System and Dispute Resolution
- Insight into a Litigation Lawyer's day to day life
- Legal Skills and Aptitudes
- Diverse Legal Career Pathways
- Foundations of Legal Reading and Writing
- Personality Traits and Ethical Principles required in the legal field
- Contextualizing Legal Matters in Contemporary Affairs
- Jurisprudence
- 'Rule of Law'
- Innocent until proven guilty
- Separation of powers
- Strict Liability/ absolute Liability
- Mens Rea and Actus Reus
- Alternative Dispute Resolution - Arbitration, conciliation, Mediation, Lok Adalat
- Bar Council
- Interpretation of Statutes

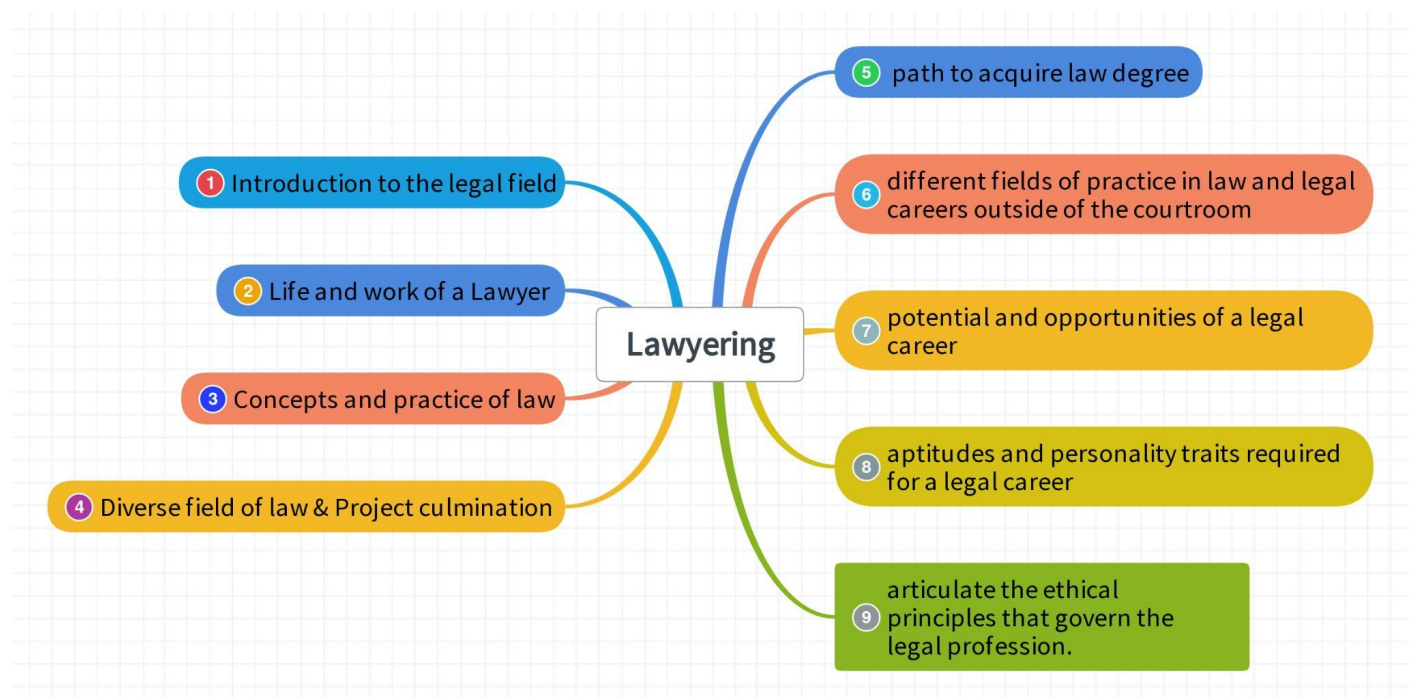
### Recommended Texts:

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5. Shivasundar. (2022, June 6). Faith or Reason: Are the Judicial Victories of Hindutva Accidental? *The Wire*. URL: <https://thewire.in/law/hindutva-judiciary-victories-faith-reason>

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9. Miller, M. C., & Jordan, Z. (2022, March 24). Karuna Nundy: India Has a Strong Constitution, but Its Democracy Is Weakening. *Council on Foreign Relations Blog*. URL: <https://www.cfr.org/blog/karuna-nundy-india-has-strong-constitution-its-democracy-weakening>

## Module Overview:

Each week of the module will focus on a different theme. These themes are:



## Module Assessment:

Formative (Unit) Assessment of the module will be done through the module project. Summative Assessment of the module will be through a written exam.

The Formative and Summative assessments will test the following from the broader set of Assessment Objectives for the World of Work course:

Formative Assessment		Summative Assessment	
Assessment Objectives	Competencies	Assessment Objective	Competencies
<b>1. Knowledge and Understanding</b>	1.1 Recognize and use the specialized vocabulary of specific skills, careers and workplaces (Knowledge) 1.2 Summarise concepts about skills and careers using explanations, descriptions and examples (Understanding)	<b>1. Knowledge and Understanding</b>	1.1 Recognize and use the specialized vocabulary of specific skills, careers and workplaces (Knowledge) 1.2 Summarise concepts about skills and careers using explanations, descriptions and examples (Understanding)
<b>2. Presentation &amp; Communication</b>	2.1 Demonstrate clear and confident presentation of thoughts and ideas (Coherence) 2.2 Ability to use multimedia and multimodal forms of communication effectively (Versatility) 2.3 Ability to iterate and incorporate feedback to improve/refine the work (Iteration)	<b>2. Inquiry and Exploration</b>	2.1 Articulate and justify inquiry questions (What to Research) 2.2 Gather required information/data through multiple research methods (How to Research) 2.3 Use an appropriate choice of primary and/or secondary sources to seek evidence for their inquiry (Where to Research)
<b>3. Critical Thinking &amp; Decision Making</b>	3.1 Adapt the concepts learnt in new and diverse contexts (Adaptive) 3.2 Construct and evaluate arguments and solutions using logic and evidence (Reasoning) 3.3 Analyze data to generate evidence (Data- literate)	<b>3. Critical Thinking &amp; Decision Making</b>	3.1 Adapt the concepts learnt in new and diverse contexts (Adaptive) 3.2 Construct and evaluate arguments and solutions using logic and evidence (Reasoning) 3.3 Analyze data to generate evidence (Data- literate)
		<b>4. Presentation &amp; Communication</b>	4.1 Clearly and persuasively articulate their thoughts and ideas verbally and in writing (Coherence) 4.2 Create aesthetic, impeccable and convincing artefacts (written, visual, maps, data representations) (Versatility)

\*SA will assess all the AOs to varying degrees

## **2.2 Lesson Plan**



## **Week 1: Introduction to the legal system and lawyering**

### **Objectives of the week**

#### **Important Concepts:**

- Meaning and role of the judiciary
- Role of a lawyer in court
- Meaning and importance of an independent judiciary
- Layers of the justice system (Supreme Court, High Court, Lower Courts)
- The structure of the judicial system in India

#### **Learning Standards:**

Students will be able to:


- Explain the basic concepts - Court, Lawyer & Judge.
- Explain the role of a lawyer inside the courtroom.
- Recognize that there are jobs for lawyers that do not require arguing cases in court.
- Explore the levels in the Indian Judicial system.
- Explore the reality of delays in the judicial system.

#### **Summary:**

This week, students learn about the judiciary and the role of lawyers in and outside the courtroom. They understand the importance of an independent judiciary and the rule of law. The week's activities include discussions on legal cases, exploring various types of lawyers, and an introduction to the moot court project, where they simulate courtroom proceedings. Overall, the lessons aim to provide practical insights into the legal system and diverse legal careers.


**Lesson Plan: Week 1 Day 1**  
**Meaning and functioning of the judicial system**


Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <p>Through this lesson, students will -</p> <ul style="list-style-type: none"> <li>- Learn the concept of judiciary (also known as the judicial system or court system) as a system of courts that interprets and applies the law on the behalf of society.</li> <li>- Learn the role and importance of lawyers in the court.</li> </ul> <p><b>1. Activity Title: Warm up ( 20 minutes)</b></p> <p>Start with a brief recap about the module that got completed (Justice and Constitutional Perspectives). Give the students an opportunity to share their experience. Teachers remain open to receiving thoughts and feedback about the module which could be positive or critical, and encourage students to reflect without judgment )</p> <p>Teacher will initiate a discussion around the concept of ‘Dispute’. The idea is to get students thinking about disputes and that we need a way to resolve them in a fair and non-violent way and modern societies including India, use Courts as the primary way to do this. You can use the following questions as prompts .</p> <p>What is a ‘dispute’? Give some examples? What kind of disputes do you have as students? What are some more serious disputes around you</p> <p>Can we settle the disputes on our own?</p> <p>What are the various ways in which a dispute can be settled? What are some ways in which this was done in historical times</p> <p>Through these questions, teacher will lead the discussion to <b>JUDICIARY</b></p> <p><b>2. Activity Title: Exploring the judicial system (20 minutes)</b></p> <p>Teacher continues the discussion, exploring how the court system works</p> <p><b>Prompting questions for students:</b></p> <p>When you want to take a case to the court, what do you do first?</p> <p><i>Expected Response: Usually, go to a lawyer who will help you register a case etc.</i></p> <p>Who are important actors in the courtroom?</p> <p><i>Expected Response: The two parties who are contesting, the judge, the lawyers, the witnesses who give testimony.</i></p> <p>What is the role of all of these?What is the role of a lawyer in court?</p> <p>Do courts solve disputes only between individuals?</p> <p>Do we need courts only for resolving disputes?</p>	

Classroom Inquiry Process	Resources
<p>If I don't like the decision of the judge, do I have to accept it?  <i>Expected response: No, you may be able to appeal.</i></p> <p>Many of the points discussed in this activity will be explored in detail during the module, so the teacher does not need to go in detail or answer all the questions from students.</p> <p>Teacher can culminate the activity by making these points:  The Judiciary (also known as the <i>judicial system</i> or <i>court system</i>) is the system of courts that interprets and applies the law in the name of the state. A means for settling disagreements and conflicts between citizens, between citizens and the government, or between two governments is provided via judiciary.</p> <p><b>3. Activity Title: Orientation to basic legal terminology (20 minutes)</b>  The teacher will discuss the basic terminologies in the legal field with the students. Handout can be referred for this.</p> <p><b>4. Activity Title: Civil Law and Criminal Law (10 min)</b></p> <p>The teacher explains that the legal justice system is broadly divided into two branches: civil law and criminal law. Inform students that these are the two main types of cases and there are some others too. The distinction between the two will be shared by the teacher as given below.</p> <p><b>Criminal Law:</b>  <i>Deals with conduct or acts that are deemed illegal by the law. For example, theft, harassing a woman in order to increase her dowry, and murder.</i>  <i>It usually starts with the filing of a First Information Report (FIR) with the police, who then investigate the crime and file a case in court.</i>  <i>If found guilty, the accused may be imprisoned and fined.</i></p> <p><b>Civil Law:</b>  <i>Deals with any harm or injury to an individual's rights. For example, disputes over the sale of land, the purchase of goods, rent issues, and divorce cases.</i>  <i>Only the affected party may file a petition with the appropriate court. A rent dispute can be brought by either the landlord or the tenant.</i>  <i>The court grants the requested relief. In a case involving a landlord and a tenant, for example, the court can order the flat to be vacated and the pending rent to be paid.</i></p>	<div data-bbox="1241 645 1444 683" data-label="Text"> <p> Terminol...</p> </div> <div data-bbox="1241 730 1436 922" data-label="Image"> </div>

**Lesson Plan: Week 1 Day 2**  
**Significance and purpose of an independent judiciary**

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <p>Through this lesson, students will understand-</p> <ol style="list-style-type: none"> <li>1. The independence of Judiciary and “Rule of law”.</li> <li>2. Court system in India and the process of appeal</li> </ol> <p><b>1. Activity Title: Discussion - INDEPENDENT JUDICIARY (30 mins)</b></p> <p>In this activity we will explore the idea of Independent Judiciary.</p> <p>Read out to the class the below paragraph describing a fictitious case. Then follow with a discussion</p> <p>Case: The son of a popular Bollywood celebrity Rajkumar, is alleged to have injured a person, Raju, who was sleeping on a sidewalk. He was found to be driving at high speed after getting drunk at night. As a result of the injury Raju lost his right leg, resulting in permanent and irreparable loss of work and many other life opportunities. An organization that works with Daily wage laborers is supporting him through the treatment and also providing financial aid to the family. He has also filed a case in the court for compensation for treatment and long term damages along with a criminal complaint against the accused.</p> <p><i>Use these questions to have a discussion with the class</i></p> <ul style="list-style-type: none"> <li>• What can be the possible outcomes of the case?</li> <li>• Do you think the judge could be biased towards one party? Why so?</li> <li>• Do you think the celebrity might try to influence the case in his favour? What could they do?</li> <li>• Is it fair for the judge to give the powerful party the upper hand?</li> <li>• Do you believe instances like these occur in real life?</li> <li>• What would have been the ideal situation/ outcome ? Or what should the court have ideally done? Now since we have a court system in India to settle disputes, the above discussion should lead us to the conclusion that the court system should be free of influence from powerful people. This idea is captured in the phrase “Independent Judiciary” and the related phrase “Rule of Law”.</li> </ul> <p>Both are quite similar ideas. Independent judiciary is more often used to refer to the point that the judiciary should not be influenced by other organs of government (legislature, executive), whereas “Rule of Law” is used to say that everyone is equal in the eyes of the law.</p>	

Classroom Inquiry Process	Resources
<p>The first 5 minutes of the following video can now played to reinforce the points discussed:  <a href="#">Independence of Judiciary.</a></p> <p><b>Important points to be discussed with students:</b></p> <ol style="list-style-type: none"> <li>1. An independent judiciary is <b>necessary to ensure the ‘rule of law’ is respected.</b></li> <li>2. Judicial independence means that judges are not subject to pressure and influence and are free to make impartial decisions based solely on fact and law.</li> <li>3. The judiciary shall decide matters before them impartially, on the basis of facts and in accordance with the law, without any restrictions, improper influences, inducements, pressures, threats or interferences, direct or indirect, from any quarter or for any reason.</li> <li>4. There shall not be any inappropriate or unwarranted interference with the judicial process.</li> <li>5. How to ensure independence of the judiciary? A key point is that the appointment and dismissal of judges is not controlled by the Legislature or Executive. The higher levels of judiciary are the ones that appoint or dismiss judges at the lower levels. Such provision exists because of the key feature of Separation of powers, according to which the powers of the legislature, executive, and judiciary are separate from one another to ensure that no organ interferes with the work of another organ.</li> </ol> <p><b>2. Activity Title: Structure of Courts in India (30 minutes)</b></p> <div data-bbox="475 1267 842 1529" data-label="Diagram"> </div> <p>Teacher will guide the discussion about the structure of our country's courts and how and where people can approach them.</p> <p><b>Some questions for the discussion:</b></p> <p>What is the total number of courts in Delhi?  Are all courts at the same level in Delhi?  Can we reach any court of our choice if we have a disagreement? How to decide which court to go to?  Can you file a case without having a lawyer?  Can we fight our cases on our own?</p> <p>Various levels of courts could be discussed using the above questions.</p>	<p><b>Video link:</b></p> 

Classroom Inquiry Process	Resources
<p>The number of courts, where they are located, and their role will be shared with the students by the real time support of the teacher with the help of a video <a href="#">type of court in India</a>.</p> <p>Teachers will culminate the discussion by informing students about our country's judicial system which has three levels.</p> <p><b>Lower courts:</b> These are courts set up by the state government in each district or a group of districts. They are of different types eg. District Court, Sessions Court</p> <p><b>High courts:</b> These courts are set up at the state or union territory level. Except for some states, which share their high courts with other states or union territories, each state has its own high court. In India, there are 25 high courts.</p> <p><b>Supreme Court:</b> The Supreme Court is the country's highest court. There is only one supreme court, which is located in the country's capital.</p> <p><b>3. Activity Title: Tracking a case - Appellate System. (20 Min)</b></p> <p>This activity will trace the progress of an actual case through three layers of the judicial system and therefore make clear the appellate process. A summary of the case is provided, (Student Handout “<i>Appealing A Case</i>” modified from an original legal document. Students read that and then there is a class discussion</p> <p>Divide students into groups of 4-5. Give them the summary of the case to go over the case and what transpired in the courts. Invite the groups to discuss what the case is about with their peers.</p> <p>Before the students start reading, explain briefly what the case is about. Then go over the following points. The handout is a simplified version of an actual judgment by the Supreme Court in an actual case.</p> <p>On the first page:</p> <p>The case is described as “<b>State Delhi (Administration) vs Laxman Kumar &amp; Ors</b>” . Ors is short for ‘Others’. <b>The terms “Petitioner” and “Respondent” are used to describe the two sides.</b> In this case the State Government had brought the case to the Court. <b>“Bench”</b> is the group of judges hearing the case. The size of the Bench can vary a lot depending on the importance and complexity of the case. It can be a single judge bench also. The Chief Justice of the Supreme Court decides the bench which will hear each case before it. The <b>“Author”</b> is “Rangnath Mishra”. When hearing a case, the decision of the Court is called a <b>Judgment</b> and it is authored by one or more of the Justices hearing the case.</p> <p>Then discuss the case with the class by asking the following questions:</p> <ul style="list-style-type: none"> <li>● <i>What was the case about?</i></li> <li>● <i>In which court was the matter first heard?</i></li> <li>● <i>Who came to her aid and attempted to save her life?</i></li> </ul>	<p>Video link:</p> 

Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>● <i>Why did the accused go to the high court to appeal the trial court's decision?</i></li> <li>● <i>What decision did the Supreme Court reach?</i></li> <li>● <i>Was Sudha's family pleased with the high court's decision?</i></li> <li>● <i>What is the reason behind this? What's to stop you?</i></li> <li>● <i>What steps did they take to achieve justice if they weren't satisfied?</i></li> <li>● <i>What was the Supreme Court's ultimate ruling in 1985?</i></li> <li>● <i>The Supreme Court reached a final ruling that differed from that of the high court. Why?</i></li> </ul> <p>While closing the class, inform learners that if a person believes that the lower court's decision is unjust, they might appeal to a higher court. We have an integrated judicial system, which means that higher courts' judgements are binding on all lower courts in India.</p> <p><b>Note:</b> PW and DW as mentioned in the document is short for Prosecution Witness and Defence Witness</p> <p><b>Assignment (Optional):</b> Give students the handout with the assignment on looking for court cases in the media</p>	


**Lesson Plan: Week 1 Day 3**  
**Branches of the legal justice system**

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <p>In this session,</p> <ul style="list-style-type: none"> <li>- Learners will learn about lawyer jobs outside the court</li> <li>- Students will get an orientation to the Project for this module and the term 'moot court'.</li> </ul> <p><b>1. Activity Title: Warmup (10-15 minutes)</b></p> <p>Teacher will give learners the opportunity to begin the class with a discussion of the cases that the learners have read from the previous day's assignment. Students will be encouraged to talk about the cases they read about.</p> <p>Teacher will specifically focus on points:</p> <p><i>What is the case about?</i></p> <p><i>Is it resolved? How?</i></p> <p><i>What are the differences in the cases discussed?</i></p> <p>The learning on Civil and Criminal cases and the layers of the judicial system discussed in previous sessions can be used in this discussion</p> <p><b>2. Activity Title: Lawyer outside of a court (10 min)</b></p> <p><b>Video 1:</b> <a href="#">How to become Corporate Lawyer in India? (Hindi) Careers360</a></p> <p>View the video and have a short discussion afterwards.</p> <p>The teacher will help the students to realize that we need lawyers not only in courts and judiciary but for other purposes as well.</p> <p>During the activity, the teacher orients students about the kind of lawyer who argues cases in court is called a '<i>litigation lawyer</i>', and that there are other kinds of work for lawyers too, such as: <i>Corporate Lawyer</i> - A corporate lawyer, also known as a company lawyer, works on legal issues pertaining to corporate business practises. They frequently handle business, legal, and financial functions for their clients.</p> <p>A <i>real estate lawyer</i> is a licensed professional who supervises all real estate transactions involving real estate law. They are in charge of preparing and reviewing real estate legal documents, as well as negotiating their terms and conditions.</p> <p><i>Taxation lawyers</i> help clients navigate and comply with the complex system of tax codes, as well as take advantage of the numerous deductions, credits, and exemptions. They also represent clients in tax disputes. Individuals and businesses are both served by private practice tax lawyers.</p> <p><b>Culminate the activity by informing the students:</b></p>	<p><b>Video link:</b></p> 



Classroom Inquiry Process	Resources						
<p>The execution of legal services is a complex operation that often requires teams of specialists to give high-quality, efficient service. As a result, there are numerous positions in the legal industry that call for a variety of knowledge, expertise, and training. New employment prospects in law have also been made possible by technological and legal breakthroughs. There will always be a need for litigation lawyers. However, there are numerous career options in law besides appearing in court as a lawyer</p> <p><b>3. Activity Title: Moot Court - Introducing the project (60 minutes)</b></p> <p>Inform students that they will be taking part in a <i>4-week long project</i> called "the moot court." Orient them that a moot court is a courtroom simulation in which participants analyze a problem, research relevant law, prepare written submissions, and present oral arguments.</p> <p><b>Inform students about the structure of the project based on the overview given below:</b></p> <table border="1" data-bbox="113 853 1179 2107"> <thead> <tr> <th colspan="2" data-bbox="113 853 1179 925">Moot Court Case</th></tr> </thead> <tbody> <tr> <td data-bbox="113 925 312 1809"> <b>Introducing moot court (15 minutes)</b> </td><td data-bbox="312 925 1179 1809"> <ul style="list-style-type: none"> <li>Inform students of the structure of the project               <ul style="list-style-type: none"> <li>Students will listen to the facts of the case and make their own notes.</li> <li>Students will discuss the case as a whole class and their thoughts about it.</li> <li>Based on this, they will be divided into 2 groups.</li> <li>Groups will discuss their points.</li> <li>Groups will read other relevant information and make notes.</li> <li>Groups will use these notes to prepare their arguments.</li> <li>Groups will practise their arguments and get feedback from the teacher and their classmates.</li> <li>Each group will present their argument in front of the court.</li> <li>The judge or group of judges will pass a judgment based on these arguments.</li> </ul> </li> </ul> <p>All the above activity will take place over the 4 weeks of the module. The project will also form the base of the formative assessment. The formative assessment will be composed of components of class participation, written work and a video that students will make.</p> </td></tr> <tr> <td data-bbox="113 1809 312 2107"></td><td data-bbox="312 1809 1179 2107"> <ul style="list-style-type: none"> <li>Instruct students to listen carefully and take notes from the given layout of the case. There will be no handout provided so students should take detailed notes:  <i>An 8-year-old girl named Neda Paresh was playing at the City Center Garden maintained by the City Municipal Corporation, on 6 June 2022. There was a board at the entrance of the park, laying out certain rules, including a</i> </li> </ul> </td></tr> </tbody> </table>	Moot Court Case		<b>Introducing moot court (15 minutes)</b>	<ul style="list-style-type: none"> <li>Inform students of the structure of the project               <ul style="list-style-type: none"> <li>Students will listen to the facts of the case and make their own notes.</li> <li>Students will discuss the case as a whole class and their thoughts about it.</li> <li>Based on this, they will be divided into 2 groups.</li> <li>Groups will discuss their points.</li> <li>Groups will read other relevant information and make notes.</li> <li>Groups will use these notes to prepare their arguments.</li> <li>Groups will practise their arguments and get feedback from the teacher and their classmates.</li> <li>Each group will present their argument in front of the court.</li> <li>The judge or group of judges will pass a judgment based on these arguments.</li> </ul> </li> </ul> <p>All the above activity will take place over the 4 weeks of the module. The project will also form the base of the formative assessment. The formative assessment will be composed of components of class participation, written work and a video that students will make.</p>		<ul style="list-style-type: none"> <li>Instruct students to listen carefully and take notes from the given layout of the case. There will be no handout provided so students should take detailed notes:  <i>An 8-year-old girl named Neda Paresh was playing at the City Center Garden maintained by the City Municipal Corporation, on 6 June 2022. There was a board at the entrance of the park, laying out certain rules, including a</i> </li> </ul>	
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Classroom Inquiry Process		Resources
	<p><i>rule not to eat or ingest any leaf, flower or fruit in the park. At around 5:00pm, Neda walked towards a large tree with pink flowers and large red fruits. She picked up one of the fallen fruits and ate a few pieces. Then, she continued playing for a few minutes. At around 5:30pm, she complained to her mother about a severe stomach ache. She was given water and stomach medicine, but her condition kept worsening over the evening. At night, she was taken to Happy Children Hospital. Unfortunately, she lost her life within a few hours. The hospital informed the parents that the fruit that Neda had eaten was poisonous. The parents of the deceased child, Mr and Mrs Paresh, have filed a suit against the City Municipal Corporation. They hold the City Municipal Corporation responsible for the child's death, as they had not put up any signs warning citizens about the poisonous fruit. Additionally, they had been negligent in not fencing off the tree. They are demanding Rs. 25,00,000/- as damages.</i></p> <ul style="list-style-type: none"> <li>Encourage students to take detailed notes from the case and repeat the process of detailed note making if required.</li> </ul>	
<b>Discussing opinions (20 minutes)</b>	<ul style="list-style-type: none"> <li>Inform students that such a case falls with what is known as 'tort law'. A tort is a 'civil wrong'. It is not a breach of contract or a crime. Tort is when the act of one party causes some harm to the other party due to negligence or carelessness on the part of the first party. Tort allows people to hold the other person accountable for the injuries suffered by them.</li> <li>Conduct a discussion in class about the case. Ask students questions such as: Who do you think is responsible for the child's death? Can the City Municipal Corporation be held responsible? Should the parents be held responsible? Or do you think that no one is responsible as it was just an accident? Why?</li> <li>Encourage a healthy debate, asking students to share their opinions freely. Push students with questions such as: <ul style="list-style-type: none"> <li>Were the parents justified in filing the case?</li> <li>Is this tort or will it be a crime?</li> <li>The Corporation did not actively do anything to cause the child's death. Why is it responsible?</li> <li>The parents were not careful enough. Do you think they should be responsible?</li> </ul> </li> <li>Remind students to be respectful of others' opinions, to let every student complete their point before putting forth their own, and to take notes to structure their argument, as necessary.</li> <li>Divide students into 2 groups based on the opinions shared during the discussion: Group 1 will represent the child's</li> </ul>	

Classroom Inquiry Process		Resources
	<p>parents, and Group 2 will represent the City Municipal Corporation in the case. Each group can further be divided into sub-groups of 4-5 students each, as needed.</p>	
<p><b>Group Discussion (20 minutes)</b></p>	<p>Teacher asks students to sit with their group members or sub-group members and assigns one student to be the note-taker and another to be the discussion-facilitator.</p> <ul style="list-style-type: none"> <li>The aim of the group discussion is to make a note of all the points that students have that will help them create a strong argument on behalf of their client.</li> </ul> <p>After the sub-group discussions for about 10 minutes, the teacher will conclude the class by asking the sub-groups to come together as Group 1 and Group 2 and instruct them to share the points they have come up with amongst all group members.</p> <p>The note-takers assigned by the teachers shall be responsible for compiling all points of their group into a single, coherent document.</p>	
<p><b>Assignment (Optional):</b></p> <p><b>Give students the handout on the assignment which is to research Judicial delays and write an essay on it.</b></p> <p>Note: There are many good films/videos on the internet about delayed justice, please explore them. Here is one of the good resource: <a href="#">In Depth - Judicial Delays</a></p>		<p><a href="#">In Depth - Judicial Delays</a></p> 

## Week 2: The Life & Work of a Lawyer

### **Objectives of the week**

#### **Important Concepts:**

- The various fields of law
- A day in the life of a litigation lawyer
- Soft skills and mindsets of lawyers
- Technical skills of lawyers
- The art of cross questioning

#### **Learning Standards:**

During these sessions, the students will have the opportunities to -




- Explore the main fields of law in India.
- Explore the day-to-day work of a litigation lawyer.
- Practice a basic soft skill of lawyering by interacting with a client.
- Practice basic technical skills of a lawyer, such as reading Acts and drafting documents.
- Engage in interaction with a practitioner and seek clarification to get their questions answered.



#### **Summary:**

In the following week students delve into diverse subfields of law, gaining insights into criminal, contract, family, and intellectual property law. They interact with a litigation lawyer, learning about courtroom dynamics and client consultations. The interaction focuses on enhancing client interaction skills, while practical exercises refine legal document analysis. The week culminates in a project centered on the previous week, where students apply legal principles to formulate compelling arguments. This comprehensive approach bridges theory and practice, nurturing a deep understanding of legal dynamics and preparing students for a multifaceted legal career.

**Lesson Plan: Week 2 Day 1**  
**Soft Skills of a lawyer**



Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"> <li>• Students understand the various fields of law.</li> <li>• Students understand what the main duties of a lawyer are.</li> <li>• Students practise skills of managing conversations with clients.</li> <li>• Students understand the various stages of a case.</li> <li>• Students understand the tone and feel of a real case in the courtroom.</li> </ul> <p><b>Activity Title: The Fields of Law (15 minutes)</b></p> <p><b>Note: Do not distribute the two Field of Law handouts to the students or ask students to refer to it before this activity; distribute it after the activity</b></p> <ul style="list-style-type: none"> <li>• Prepare 2 chart papers before class with 4 terms written in large font on each: <i>Criminal Law, Environmental Law, Property Law, Family Law, Civil Rights Law, Labour Law, Intellectual Property Law, Corporate Law</i>. Do not display the chart papers.</li> <li>• Ask students what all the different problems are for which one might hire a lawyer. Students will share responses such as: <i>to defend them in case of a crime, to represent them in a family dispute, to fight for basic rights</i>. Write their responses on sticky notes.</li> <li>• Display the chart papers by sticking them to the blackboard. Read each response out and ask them under which category that problem should fall. Place the sticky note in the correct category: <i>criminal law, family law, civil rights law</i> (in case of above responses).</li> <li>• Distribute 3-4 sticky notes to each student. Push students to read the different categories carefully and write more problems on their sticky notes. Ask them to share.</li> <li>• Refer to the <b>Student Handout</b> titled <a href="#">Fields of Law Examples</a>. Use it to ask guiding questions such as: <ul style="list-style-type: none"> <li>◦ <i>Do we need a lawyer's help with property issues? What kind of property issues have you heard of?</i></li> <li>◦ <i>What about if someone uses an official video posted by a media company as their own video? Or steals someone's book manuscript and publishes it as their own?</i></li> </ul> </li> <li>• Collect sticky notes from students and place them in the correct categories.</li> <li>• Conclude that these are some of the main fields of law in India, dealing with the many different important issues that people and companies face.</li> <li>• Distribute the <b>Student Handouts</b> <a href="#">Fields Of Law Definitions</a> and <i>Fields of Law Examples</i> to the students.</li> </ul> <p><b>Time management tip: You can also facilitate this as a simple discussion and write the categories and students' responses on the board.</b></p>	<div data-bbox="1209 1323 1458 1357" data-label="Section-Header"> <p><b>Fields of Law ...</b></p> </div> <div data-bbox="1203 1366 1404 1568" data-label="Image"> </div> <div data-bbox="1189 1733 1377 1816" data-label="Text"> <p><a href="#">Fields Of Law Definitions</a></p> </div> <div data-bbox="1203 1827 1404 2033" data-label="Image"> </div>

Classroom Inquiry Process	Resources
<p><b>Activity Title: Working with Clients (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Inform students that we will start by understanding what a day in the life of a lawyer looks like and what kinds of soft skills a lawyer needs to do her job well.</li> <li>• Ask students what they imagine a lawyer's day looks like. Student responses will mainly include <i>arguing in court</i>, <i>talking to the judge</i>, <i>reading law books</i> and <i>writing documents</i>. Inform students that they are thinking about a specific type of lawyer (that they may have seen in movies or on the news) called <i>litigation lawyers</i>. These are the lawyers that attend court every day to represent their clients.</li> <li>• Ask what a litigation lawyer does when she is not in court. She has many, many conversations – with whom? With her clients. Let's understand what that involves.</li> <li>• Tell them that they will be imagining a situation in which they are the lawyer, sitting in their office; and a new client has come to meet them. The client is a young businessman. He seems very anxious and worried. As soon as the meeting begins, he tells you that he is extremely stressed, that he is worried he will lose a lot of money and that he is not sure what to do.</li> <li>• Distribute the <b>Student Handout</b> titled <a href="#">Mastering Client Conversation</a> to all students. Ask them to refer to it and carry out the conversation with you, while you play the role of the client. Students can focus on the first 3 points of the flowchart. You can refer to the <b>Student Handout</b> titled <i>Mastering Client Conversations_About The Case</i> to answer questions about the situation. Carry on the conversation for approximately 5 minutes.</li> <li>• Next, divide students into pairs. Assign the role of the lawyer to one student and the client to the other student in a pair. Distribute copies of the <b>Student Handout</b> titled <i>Mastering Client Conversations_About The Case</i> to the clients. Ask students to continue the conversation between themselves.</li> <li>• Once done, conduct a whole-class discussion. Ask students to list at least 3 main learnings they had about the art of holding client conversations. Focus on the interpersonal skills that they think are the most important.</li> </ul> <p><b>Time management tip:</b> Continue playing the role of the client, while students play the role of the lawyer for the entire activity, in case time does not permit dividing students into pairs.</p> <p><b>Activity Title: Understanding How Cases Progress (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Inform students that courts all over India begin at 11am. After client meetings, lawyers need to prepare for various things that they have to do at the court. This involves research, attention to detail, writing, and critical analysis.</li> <li>• Tell students that they will be doing an activity that has two aims: practising these skills of research and attention to detail, while at the same time understanding what the various aspects of cases are that lawyers must prepare for.</li> </ul>	<p><b>Mastering Client Conversations</b></p>  <p><a href="#">How Civil Cases Progress</a></p>  <p><a href="#">Stages of a Case</a></p>  <p><a href="#">How Civil Cases Progress Teacher Reference</a></p>





Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>• Divide students into groups of 4 or 5. Distribute the <b>Student Handout</b> titled <a href="#">How Civil Cases Progress</a> and the <b>Student Handout</b> titled <a href="#">Stages of a Case</a> to each group. Instruct each group to read through the case of <i>How Civil Cases Progress</i>. Based on their discussion and understanding, they must cut out and arrange the stages of cases in the correct order, from the handout <i>Stages of a Case</i>. You may refer to the <b>Teacher Reference Sheet</b> titled <a href="#">How Civil Cases Progress Teacher Reference</a> to help students as they discuss.</li> <li>• Conclude by informing students that lawyers must work with several clients on several different cases. A day in the court involves many conversations, filings, appearances before judges, and formalities. After returning from the court, lawyers usually spend a few more hours in their office, preparing documents for the next day, reading law books and cases, and meeting with more clients.</li> </ul> <p><b>Activity Title:</b> In the Courtroom (15 minutes)</p> <ul style="list-style-type: none"> <li>• Inform students that now that they have understood how a case progresses, they are going to watch a part of a real video from the Patna High Court to understand the look, feel and tone of a court.</li> <li>• Ask the following questions before starting the video: <ul style="list-style-type: none"> <li>o What kinds of clothes do litigation lawyers wear in court?</li> <li>o What do you think the atmosphere in the court is like?</li> <li>o What tone should lawyers use while presenting a case in court?</li> </ul> </li> <li>• Play <u>the first 5 minutes</u> of the following video:  <a href="https://www.youtube.com/watch?v=ShTusiPSDWc">https://www.youtube.com/watch?v=ShTusiPSDWc</a> </li> <li>• Ask students which stage of the case they think it is. Conclude by explaining that it is the argument stage, where each lawyer summarises the main points of the case, the laws that are relevant, and the evidence in front of the judge.</li> <li>• Finally, ask students to summarise what they heard in the video, as well as the look, feel and tone of the court.</li> </ul>	 <p>Video link:</p> 

## Lesson Plan: Week 2 Day 2

### Technical Skills of a Lawyer


Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"> <li>1. Students understand the objective and format of bare acts in India.</li> <li>2. Students practise the technical skills of legal reading and research.</li> <li>3. Students understand the format and contents of some common legal documents.</li> <li>4. Students practise the technical skill of drafting legal documents.</li> </ol> <p><b>Activity Title:</b> Reading and Research -1 (30 minutes)</p> <ul style="list-style-type: none"> <li>● Recap what students learnt in the previous lesson by asking them guiding questions, such as: <i>What are the main skills a lawyer needs to build to work effectively with clients? Is a litigation lawyer's job limited to arguing in the court? What other stages of a case does a lawyer need to be involved in?</i></li> <li>● Inform students that they will now be experiencing some technical aspects of a lawyer's work.</li> <li>● Say: In order to prepare for cases, lawyers need to read a lot. What do you think they need to read? (laws, previous judgements, case documents)</li> <li>● Inform students that Acts are an integral part of the legal system in India. An Act contains the text of the law passed by the Parliament.</li> <li>● Project the document titled <a href="#">The Indian Penal Code, 1860</a> on the screen. Explain and ask questions as follows: <ul style="list-style-type: none"> <li>○ Every Act begins with an index, just like your textbooks.</li> <li>○ An Act is divided into Chapters. Each Chapter has a heading.</li> <li>○ What is Chapter I about? <i>Introduction</i>. What about Chapter XVI? <i>Of offences affecting the human body</i>.</li> <li>○ Each Chapter contains Sections, which are numbered in order.</li> <li>○ What is Section 300 about? <i>Murder</i>. What about Section 306? <i>Abetment of suicide</i>.</li> <li>○ Let's have a look at Chapter I. When did this Act come into force? <i>1860</i>.</li> <li>○ Chapter I begins with a Preamble. It says that it is urgent and important to provide a <i>Penal Code</i> for India. What does the word <i>penal</i> mean? What do you think this Act deals with?</li> <li>○ <i>Penal</i> relates to punishments, and punishments are given for crimes. This Act defines various crimes and their punishments.</li> <li>○ Let's have a look at Chapter II. What is this chapter about? It gives explanations and definitions that help us read the Act clearly.</li> <li>○ According to this Chapter, what is the definition of a <i>person</i>? (Section 11) <i>Of dishonesty</i>? (Section 24)</li> </ul> </li> <li>● Divide students into pairs. Give each pair a printed version of the same pdf - the IPC.</li> <li>● Once students have had a chance to skim through the pdf, give each pair the <b>Student Handouts</b> titled <a href="#">Reading a Bare Act</a>. Instruct the pairs to go through the Acts once more, discuss and fill in the answers.</li> </ul>	<p><a href="#">The Indian Penal Code, 1860</a></p>  <p><a href="#">Reading a Bare Act</a></p> 





Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>Conclude by asking pairs to share what they wrote and summarising the steps of reading a Bare Act.</li> </ul> <p><b>Time management tip:</b> Conduct the activity around <i>Reading a Bare Act</i> as a whole-class activity, with the pdf projected on the classroom screen.</p> <p><b>Activity Title:</b> Reading and Research - 2(20 minutes)</p> <ul style="list-style-type: none"> <li>Inform students that apart from reading Bare Acts, lawyers must also read and draft documents. Ask them what are the different documents that lawyers may need to prepare (contracts, rent agreements, wills, complaints, written statements, etc).</li> <li>Divide students into groups of 4. Distribute copies of the <b>Student Handouts</b> titled <a href="#">Sample Complaint</a> and <a href="#">Sample Written Statement</a> to different groups – a couple of groups should receive the complaint, and a couple of groups should receive the written statement.</li> <li>Project each document on the screen, one at a time. Read through the complaint first, and then the written statement, helping students understand difficult terms.</li> <li>Instruct groups to go through the document they have received in detail. Inform them that after they have gone through them, they must present what they understood to the class as well as draft their own complaint/written statement based on a case that you will give them in the next section.</li> <li>Allow groups 10-15 minutes to skim through the documents. Ask each group to choose 1 representative who will present their understanding to the class in 2-3 minutes.</li> </ul>	<p><a href="#">Sample Complaint</a></p>  <p><a href="#">Sample Written Statement</a></p> 
<p><b>Time management tip:</b> Focus on the complaint in class and assign the written statement as homework.</p> <p><b>Activity Title:</b> Advising and Drafting (30 minutes)</p> <ul style="list-style-type: none"> <li>Now that students have gone through the documents, present the following hypothetical case to them: <i>X in Connaught Place regularly supplies newspapers, books and periodicals to business entities. Y is a consultancy having an office at Statesman House, Kasturba Gandhi Marg, New Delhi. Y approaches X on 28 June 2014 for supply of newspapers, magazines and periodicals beginning the month of July 2014. X insists on an advance before commencing supply. Y deposits an advance of Rs. 50,000/- through a post-dated cheque for July 29, 2014 which X accepts. On deposit the cheque is returned dishonoured by X's bankers. X does not want to do any more business with Y and wants a speedy remedy to recover the total outstanding amount of Rupees Seventy-five thousand from Y.</i></li> <li>Explain the meaning of the terms 'post-dated' and 'dishonoured' cheque. Explain that giving a cheque when you know there isn't enough money in your account is a crime.</li> <li>The groups who have read the complaint must draft a complaint on behalf of X. The groups who have read the written statement must draft a written statement in response on behalf of Y.</li> </ul>	<p><a href="#">Draft Complaint</a></p>  <p><a href="#">Draft Written Statement</a></p> 

Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>Distribute <b>Student Handouts</b> titled <a href="#">Draft Complaint</a> and <a href="#">Draft Written Statement</a> to respective students. Allow students 20 minutes to create their drafts. Ask them to focus more on the content of their documents and less on the language, grammar and presentation.</li> <li>Allot 2-3 minutes for each group to present their documents to the class.</li> </ul> <p><b>Time management tip:</b> Have all students draft the complaint in class and assign the drafting of the written statement as homework.</p>	

### Lesson Plan: Week 2 Day 3

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"> <li>Students talk to an experienced practising lawyer.</li> <li>Students understand the preparation needed for and the process of cross questioning.</li> <li>Students ask clarifying questions about the work and day-to-day life of a lawyer.</li> <li>Students continue preparing for their moot court.</li> </ul> <p><b>Activity Title:</b> The Art of Cross Questioning (35 minutes)</p> <ul style="list-style-type: none"> <li>Students will interact with a practising lawyer.</li> <li>The focus of the session will be ‘the art of cross questioning’ in court, including how lawyers prepare for it, what the aims of cross questioning are, what skills and mindsets are required, and what some real examples of cross-questioning are.</li> <li>Students should also be encouraged to ask questions about a lawyer’s work in the office and at court.</li> <li>Alternatively, play the following video in class:  <a href="#">Powerful Cross-Examination - Abe Hutt</a> </li> </ul> <p><b>Activity Title:</b> Moot Court Prep: Reading cases and structuring arguments (45 minutes)</p> <ul style="list-style-type: none"> <li>Inform students that they will now continue preparing for their argument in the tort case discussed in Week 1. Ask a few students to recap the facts of the case.</li> <li>Inform students that as a case progresses, more facts may emerge. Keeping with that, students are allowed to ask specific questions about the day on which Neda was poisoned, about expert opinions on the situation, and so on.</li> <li>To help students think more deeply about the case, push them with the following questions: <ul style="list-style-type: none"> <li>In this situation, the City Municipal Corporation and Neda’s parents are being held responsible by different groups. However, who were the others involved in the situation? (<i>bystanders, park security guards, paramedics in the ambulance, hospital staff, doctors and nurses</i>)</li> </ul> </li> </ul>	<p><a href="#">Powerful C...</a></p> 

Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>o Could any of these people have also played a role in how the situation unfolded? (<i>bystanders could have intervened, security guards could have paid more attention and taken immediate action, and so on</i>)</li> <li>o Who are some experts that could weigh in about the situation? (<i>legal experts, medical experts, child rights experts</i>)</li> <li>● As students begin to ask more specific questions, give them bits and pieces of the following information, <b><u>only when they ask for it.</u></b> Encourage students to take notes of any pertinent information for their argument. <ul style="list-style-type: none"> <li>o Was Neda a healthy child? Was she prone to illness? <i>Like any other child, Neda often caught colds and was prone to fevers. She had a weak stomach, and doctors had advised her parents to not feed her heavy foods.</i></li> <li>o Were Neda's parents responsible? Had there been any signs of previous negligence towards Neda? <i>Neda was well taken care of. Immediate family members and neighbours stand by the family, stating that Neda's parents were always extremely responsible and caring towards her.</i></li> <li>o Did anyone see Neda eat the fruit? All the bystanders interviewed claim that they did not see Neda eat the fruit.</li> <li>o What were the parents doing when Neda allegedly ate the fruit? <i>A bystander – a man named Satish Rawal, who was at the park with his two children – claimed that he noticed Mrs Paresh sitting at a bench with her laptop, quite far away from the tree with the poisonous fruit. She seemingly was busy in work meetings, as she had her headphones on and was occasionally typing.</i></li> <li>o Was Neda given medical attention immediately? <i>Another bystander – a woman named Fira Satpal, who was at the park for her yoga class – claimed that Neda complained to her mother for at least half an hour about the stomach ache before Mrs Paresh took notice and gave her water. She remembers this because her yoga class begins at 5:30pm and ends at 6pm, and she saw Neda crying throughout the class while trying to get her mother's attention.</i></li> <li>o When was Neda taken to the hospital? Did the doctors give her immediate medical attention? <i>A neighbour of Mr and Mrs Paresh – Seema Tapan – told the media that she had gone over to their house that night to help the family as Neda was in a lot of pain. She claims that the ambulance took over one-and-a-half hours to arrive, and the paramedics looked unconcerned. They told the family that it was "just a stomach ache" and "calling an ambulance for this was a waste of time".</i></li> <li>o Was Neda given the best medical help available? Was there any negligence on part of the hospital? <i>The National Commission for Protection of Child Rights (NCPCR) put out a statement a few weeks after the case began, stating that they had had several complaints from healthcare workers and NGOs about the terrible conditions of the chain of hospitals under the brand name Happy Children Hospital. Several reports written by the NCPCR on the topic of child healthcare included this and</i></li> </ul> </li> </ul>	

Classroom Inquiry Process	Resources
<p><i>other chains of hospitals, directing them to comply with the required standards of healthcare over the past few years.</i></p> <ul style="list-style-type: none"> <li>o Was the City Municipal Corporation aware of the presence of the poisonous fruit tree in the garden? <i>Yes, the Corporation has a register of all plants and their properties, as well as caretaking and safety regulations. Safety regulations include putting up warning signs at the entrance of the garden, indicating that no fruits, flowers or other items must be eaten or ingested.</i></li> <li>o Was the City Municipal Corporation aware of any danger to citizens in the garden? <i>An officer at the City Municipal Corporation, who prefers to remain anonymous, shared photos with the media of the several requests filed by citizens to improve the condition of the park and take care of safety hazards.</i></li> </ul> <p>● <b>Note:</b> If students ask for information that is not given in this lesson plan, inform them that “this information is not available.”</p> <p><b>Time management tip:</b> Restrict the question-answer session to 15 minutes, so students have enough time to work on their arguments. If some students have more questions, ask them to write them down on sticky notes and keep them on your desk. You can write answers to those questions on the board as students work on their arguments.</p> <ul style="list-style-type: none"> <li>● Tell students that they must keep any new and important facts learnt as they prepare their arguments.</li> <li>● Divide the students into Group 1 and Group 2.</li> <li>● Distribute copies of the <b>Student Handout</b> titled <a href="#">Law of Torts</a> to each group. You may ask students to read different sections of the document and summarise what they read for the rest of the group. Encourage students to highlight important points and take detailed notes.</li> <li>● Next, distribute the <b>Student Handout</b> titled <a href="#">Structuring the Argument</a> to all students. Ask groups/sub-groups to discuss and fill in 3 main legal arguments, supported by a short paragraph on how it relates to their case. Each student must fill in his/her sheet. All sheets within a group needn't be exactly the same. Encourage students to think critically and independently, and write down arguments that they think are the strongest.</li> <li>● Discuss an example: A legal argument that the group representing the parents can make is that of negligence. First, the group must define negligence and explain how a tort can be based on negligence. Next, the group must explain how the City Municipal Corporation was negligent, and how this directly led to the child's death.</li> </ul> <p>· You can share the following rubric with students and also use this to give feedback to students after they have framed their arguments:</p>	<p><a href="#">Law of Torts</a></p>  <p><a href="#">Structuring the Argument</a></p> 

Classroom Inquiry Process	Resources
<ol style="list-style-type: none"> <li>1. Use the Law: Base your arguments on the legal principles you've learned. Show that you know how legal principles apply to the case. Mention specific laws or cases that support your points.</li> <li>2. Stick to the Facts: Only talk about what's in the case. Don't make up things. Your arguments should be based on what really happened in the situation. Accurate details make your case stronger.</li> <li>3. Connect the Dots: Make sure your arguments make sense one after the other. Start with the basic ideas, and lead to your main points. This helps others follow your reasoning.</li> </ol> <p>Be Clear and Convincing: Write in a way that's easy to understand. Don't use complicated words if you don't have to. Try to make your points in a way that makes others believe what you're saying.</p>	

## Week 3: Concepts and Practice of Law

### **Objectives of the week**

#### **Important Concepts:**

- The need for principles in law
- Innocent until proven guilty
- Burden of proof
- Proof beyond reasonable doubt
- Mens rea
- Fair representation

#### **Learning Standards:**



During these sessions, the students will have the opportunities to -


- Explore some basic principles of a fair legal system.
- Explore the ethics that govern the legal profession.
- Recognize that every accused individual is presumed innocent until proven guilty.
- Recognise that the burden of proof always lies on the prosecution and never on the defense.
- Learn that for an individual to be pronounced guilty, the prosecution must prove to the court that no other reasonable explanation can be derived from the evidence presented.
- Recognise that a wrongful act in itself does not make one guilty and needs to be accompanied by wrongful intention, also known as mens rea.
- Recognize that every individual has the right to fair representation.

#### **Summary:**


In this week the students delve into fundamental principles of a just legal system, emphasizing ethics in the legal profession. They understand the core tenets, such as the presumption of innocence, burden of proof on the prosecution, and the need for compelling evidence to establish guilt. Students grasp the vital interplay between wrongful act and intent (mens rea) in determining guilt. The week underscores the importance of fair representation for all individuals, fostering an appreciation for the ethical underpinnings and balanced dynamics within the legal field.

**Lesson Plan: Week 3 Day 1**  
**Innocent Until Proven Guilty & Burden of Proof**


Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"> <li>Students understand that law is the codification of the moral principles and standards of a society.</li> <li>Students understand the legal principle ‘Innocent Until Proven Guilty’.</li> <li>Students understand the legal principle of ‘Burden of Proof’.</li> </ul> <p><b>Activity Title: The Principles of Law (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Inform students that they will be working on and creating their own legal system for their school.</li> <li>Tell students that a fair legal system is based on strong moral principles. Ask students what some moral principles are that they believe in. Note their responses on the board. For example: <i>It is important to always be honest. Every person deserves fairness and justice.</i> Inform students that they will be using such principles to form the basis of their legal system.</li> <li>Project the list of questions on the screen using the <b>Teacher Reference Sheet</b> titled <a href="#">Questions for legal principles</a>. You can also distribute copies of the <b>Teacher Reference Sheet</b> to each student, so they have the questions with them to refer to.</li> <li>Divide students into groups of 5. Ask each group to discuss each question in detail. Based on what they discuss, each group must write a principle that they all agree on. For example: A person cannot be pronounced guilty by anyone other than the court of law. A person who is accused of a crime cannot be punished until he/she has been proven to be guilty in a court of law.</li> <li>Walk around the class to observe and listen to discussions. You may prompt students with your own questions, while ensuring that they are not worded in a way that biases students towards any particular answer.</li> <li>Conclude the activity by asking each group to share what they discussed and noting down all principles agreed upon on a chart paper, which can be displayed in class.</li> </ul> <p><b>Time management tip: Assign any 2 questions to each group, such that all questions are assigned across the class. Ask each group to focus on just their 2 questions and come up with a principle based on each.</b></p> <p><b>Activity Title: Innocent Until Proven Guilty (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Write the following question on the board once more: <i>People who commit heinous crimes are often killed in police encounters without a trial. Do you think this is right?</i></li> <li>Ask a few students to share their thoughts about this question.</li> <li>Distribute the <b>Student Handout</b> titled <a href="#">Hyderabad encounter</a> to all students. Ask them to keep the question on the board in mind as they read.</li> </ul>	<p><a href="#">Questions for legal principles</a></p>  <p><a href="#">Hyderabad encounter</a></p> 






Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>You could also play <b>the first 6.5 minutes</b> of following video in class:  <a href="#">Hyderabad 2019 Police Encounter was fake says Supreme Court, Hold Police...</a></li> <li>Continue the discussion on the question posed. Push students' thinking by asking: <ul style="list-style-type: none"> <li>What if one of the four accused was actually innocent?</li> <li>How would you feel if someone you knew well had been falsely accused and then punished in this manner without a court trial?</li> </ul> </li> <li>Conclude by explaining: The principle of 'innocent until proven guilty' is not just a legal principle in India but one of the most important principles of criminal justice systems across the world. In fact, it is known as 'the golden principle' because it is believed that it is better for a guilty person to go free than an innocent person to be punished. Equally importantly, it ensures that a person accused of a crime is treated with dignity and does not lose his/her liberty until it has been proven that he/she has committed the crime.</li> </ul> <p><b>Time management tip:</b> As the discussion progresses, remind students that the focus of the discussion is on the legal principle of 'innocent until proven guilty'. If the focus keeps shifting to the rape in the case, state that rape is and always will be a heinous crime that has no justification. Then, bring the discussion back to the legal principle.</p> <p><b>Activity Title: Burden of Proof (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Write the following question on the board once more: If a person has been accused of a crime, do you think it is their responsibility to prove that they are innocent? Why or why not?</li> <li>Ask a few students to share their thoughts about this question. Ask them to keep in mind the principle of 'Innocent Until Proven Guilty' as they think about this question.</li> <li>Conclude the discussion by explaining that if we go by this principle, we know that it is the responsibility of the person making the accusation to prove that the other person is guilty. It is <b>not</b> the responsibility of the accused person to prove that he/she is innocent, but he/she is presumed innocent under law.</li> <li>Say: 'Imagine a crime scene where a person has been murdered. There are blood stains, fingerprints and shoe prints found at this crime scene. In legal terms, what will these be called?' Inform students that these are called <i>evidence</i> or <i>proof</i>, as they help prove who committed the crime and in what manner.</li> <li>Inform students that they will be learning two new terms in this section: The Indian Evidence Act, 1872 and Burden of Proof.</li> <li>Ask students what they think <b>The Indian Evidence Act, 1872</b> deals with. Allow a few students to share their thoughts. Conclude by explaining that it talks about the different types of evidences that can be used in Indian courts of law.</li> <li>Next, ask students what they think the term '<b>Burden of Proof</b>' means. Ask the following guiding questions: <ul style="list-style-type: none"> <li>What is proof in a court case?</li> <li>What does the word 'burden' mean?</li> <li>Who do you think has the responsibility to prove things in a court case? Whom does the <i>burden</i> of proving things fall on?</li> </ul> </li> </ul>	<p><a href="#">Hyderabad...</a></p> 




Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>• Inform students that they will be watching a short video to understand who the burden of proof falls on. Inform them that certain sections of The Indian Evidence Act (101 – 105) deal with the concept of Burden of Proof.</li> <li>• Play <b>the first 7 minutes</b> of the following video:  <a href="#">▶ Burden of proof (Indian Evidence Act,1872) Section 101-105</a></li> <li>• Conclude by asking: What is the burden of proof? Whom does it fall on? Explain that the burden of proof is the responsibility of proving something to be true in a court case. This burden falls on the person making the accusation or claim.</li> </ul>	<p><a href="#">▶ Burden of ...</a></p> 



**Lesson Plan: Week 3 Day 2**  
**Proof Beyond Reasonable Doubt & Mens Rea**

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"> <li>• Students understand the legal principle ‘Proof Beyond Reasonable Doubt’.</li> <li>• Students understand the legal principle of ‘Mens Rea’.</li> </ul> <p><b>Activity Title: Proof Beyond Reasonable Doubt (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Recap the legal principles of ‘Innocent until proven guilty’ and ‘Burden of proof’ with students.</li> <li>• Inform students that they will be understanding two new legal principles today. Explain that legal principles apply to most criminal justice systems across the world, and so today, they will be reading about a case that happened in the United States of America to understand the next principle.</li> <li>• Distribute the <b>Student Handout</b> titled <a href="#">The OJ Simpson Case</a> to all students. Allow them 10 minutes to read it carefully.</li> <li>• Divide students into pairs and ask them to discuss their thoughts on the given question with each other.</li> <li>• Ask a few students to summarise the facts of the case.</li> <li>• Ask what they think <b>proof beyond reasonable doubt</b> means. Push students to think about and explain each individual word in this phrase. Provide the following hint: Even if there is a bit of doubt that a person is innocent, should he/she be punished?</li> <li>• Explain that in order to pronounce someone ‘guilty’ in a criminal case, the prosecution needs to meet a very high standard of proof. The evidence must be so convincing that no reasonable or sensible person can deny that the person is guilty.</li> <li>• Ask students whether, according to them, this legal principle is important. If students say no, remind them of the principle of ‘innocent until proven guilty’. Ask them if it is right to use flimsy evidence to convict a person, especially if there is a chance that he/she is innocent.</li> <li>• Explain that just like with the principle ‘innocent until proven guilty’, this principle also ensures that no innocent person is pronounced guilty and punished. A criminal conviction can deprive a person of his/her freedom and sometimes even life. So, the proof must be so strong that no one can deny the person’s guilt.</li> </ul> <p><b>Activity Title: Mens Rea (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Inform students that there is a separate Act under Indian Law called the Indian Penal Code, 1860 which lays out definitions of all crimes as well as their punishments. Tell them that they will be looking at some definitions of crimes from the Indian Penal Code.</li> </ul>	<p><a href="#">The OJ Simpson Case</a></p> 

Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>● Project the <b>Teacher Reference Sheet</b> titled <a href="#">IPC Definitions</a> on the screen. Give students 3-4 minutes to read through it.</li> <li>● Next, ask students to focus on the <u>underlined</u> terms. Ask them what the terms mean and what their significance is. Allow students to share.</li> <li>● Push the discussion forward by asking the following questions: <ul style="list-style-type: none"> <li>○ Read the definition of <i>theft</i>. What if you take something that you mistakenly believe belongs to you? Will that be considered theft? Why not?</li> <li>○ Parul and Arav have had a fight and are now driving on the road. Out of anger, Arav suddenly applies brakes on his motorcycle, right in front of Parul's car. Parul cannot stop her car on time and runs over Arav, resulting in Arav's death. Has Parul committed murder? Why not?</li> </ul> </li> <li>● Conclude by explaining that the underlined terms are significant. A person must have a wrongful intention and only then can be considered guilty of a crime. In criminal law, this is called 'mens rea' or 'guilty mind'. In a court of law, the prosecution has to prove that the accused had the wrong intentions, knew what he/she was doing and did it deliberately to cause harm to another person.</li> <li>● You may also summarise this by playing the following video, <b><u>beginning at the 1:45 mark</u></b>:  What is Mens Rea? (Hindi)</li> <li>● Inform students that they will now read a few situations in pairs and identify if 'mens rea' or a 'guilty mind' was present. Distribute the <b>Student Handout</b> titled <a href="#">Mens Rea</a> to students. Allow them time to read, discuss and fill in the worksheet in pairs. Conclude by discussing each situation and students' responses.</li> </ul>	<p><a href="#">IPC Definitions</a></p>   <p>Video link:</p> 
<p><b>Activity Title: Moot Court Prep: Preparing the argument (20 minutes)</b></p>	
<ul style="list-style-type: none"> <li>● Inform students that they will now continue preparing for their argument in the tort case discussed in Week previous weeks. Ask a few students to recap the facts of the case.</li> <li>● Ask students to sit in their groups/sub-groups. Distribute the <b>Student Handout</b> titled <a href="#">Structure of a Moot Court Argument</a> to all students. Ask students to read it carefully, discuss within their groups, and fill in their arguments into the sheet in the way they want to present it.</li> <li>● Remind students to use clear and respectful language.</li> </ul>	<p><a href="#">Mens Rea</a></p>   <p><a href="#">Structure of a Moot Court Argument</a></p> 

**Lesson Plan: Week 3 Day 3**  
**Fair Representation & Reasoned Judgments**

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"> <li>• Students understand the legal principle of 'Fair Representation'.</li> <li>• Students understand the legal principle of 'Reasoned Judgments'.</li> <li>• Students continue preparing for their moot court.</li> </ul> <p><b>Activity Title: Fair Representation (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Recap the 4 legal principles discussed so far. Inform students that they will be learning about a new principle today – fair representation.</li> <li>• Hold a discussion with students about the 2008 Mumbai attacks – a series of terrorist attacks that took place in November 2008, when 10 members of Lashkar-e-Taiba, a terrorist organisation from Pakistan, carried out 12 coordinated shooting and bombing attacks lasting four days across Mumbai. A total of 175 people died, including nine attackers, and more than 300 were wounded. A young man named Ajmal Amir Kasab was the sole surviving <i>attacker</i>, and a criminal trial was started against him.</li> <li>• Inform students that here is where the next legal principle comes into play – Kasab's trial was delayed due to legal issues, as many Indian lawyers were unwilling to represent him. When crimes are particularly heinous, many lawyers may not want to represent the accused due to their moral, ethical and emotional stand. Ask students if they think this is okay.</li> <li>• Project the <b>Teacher Reference Sheet</b> titled <a href="#">Articles 14 and 21</a> on the screen. Ask students to read these two articles of the Indian Constitution carefully. Push them to think about the right of people accused of heinous crimes to be represented fairly, and also about the legal principle of innocence until proven guilty.</li> <li>• Conclude by explaining that it is not the job of the lawyer to decide if a person is innocent or guilty. An accused person must be presumed innocent and represent the accused fairly in the court of law. When a lawyer refuses to represent an accused due to the heinousness of the crime, it shows that the lawyer is presuming him to be guilty. This principle is called the principle of fair representation.</li> </ul> <p><b>Activity Title: Summarising Legal Principles (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Divide students into 5 groups. Assign 1 legal principle to each group.</li> <li>• Instruct each group to discuss the legal principle assigned to them. The objective is to come up with 2 situations – 1 in which the legal principle has been followed and 1 in which it has not been followed. Allow groups 10-12 minutes to discuss.</li> <li>• Next, ask each group to present: 1) their understanding of the legal principle in 4-5 sentences and 2) the 2 situations they discussed and came up with.</li> </ul>	<p><a href="#">Articles 14 and 21</a></p> 

Classroom Inquiry Process	Resources
<ul style="list-style-type: none"> <li>● Conclude with a quick summary of all 5 legal principles. Inform students that they must keep these legal principles in mind as they start their next activity, that is, preparing for the moot court.</li> </ul> <p><b>Activity Title: Moot Court Prep: Practising the argument (30 minutes)</b></p> <ul style="list-style-type: none"> <li>● Instruct the group to choose 2-3 students who will present the final argument in the next week. This can be done by a vote so that all voices are heard. The groups must also decide which parts of the argument will be presented by whom.</li> <li>● Instruct the groups to spend the next 20 minutes practising presenting the argument. Other students in the group can ask questions for clarification and give feedback on clarity. Distribute the <b>Student Handout</b> titled <a href="#">Checklist for Presenting</a> to all students, which can be referred to while practising and while giving feedback.</li> <li>● Inform students that for the final arguments next week, they must all come dressed in formal black-and-white clothes.</li> <li>● Assign the following <u>homework</u> to all students: Each student must complete filling in the <b>Student Handout</b> titled <a href="#">Structure of a Moot Court Argument</a>. Using that, each student must record a 1-minute video of himself/herself, presenting the 1 main argument from the sheet. It must be presented in a clear, formal manner, just as practiced in class for the final argument. All students must send the 1-minute video to the teacher for evaluation.</li> </ul>	<p><a href="#">Checklist for Presenting</a></p>  <p><a href="#">Structure of a Moot Court Argument</a></p> 

## **Week 4: More about career in field of Law**

### **Objectives of the week**

#### **Important Concepts:**

- Litigation and non-litigation careers
- Moot Court
- Ethics of a lawyer

#### **Learning Standards:**




During these sessions, the students will have the opportunities to -

- Identify diverse fields of practice in law.
- Recognize the aptitudes and personality aspects that are favorable to a career in law.
- Recognize the ethics in the law profession.
- Experience the feel of a courtroom

#### **Summary:**

In these sessions, students explore various domains within law, fostering a comprehensive understanding of legal practice. They identify key aptitudes and personality traits essential for a successful legal career, enhancing self-awareness. Ethical considerations in the legal profession are emphasized, cultivating a sense of professional responsibility. Through immersive experiences, students gain insights into the courtroom environment, bridging theory with practical realities. These sessions collectively provide a holistic glimpse into the multifaceted world of law, preparing students for informed career choices and ethical engagement within the legal domain.




**Lesson Plan: Week 4 Day 1**  
**Rationale and Values of Lawyering**

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"> <li>Students understand the diversity of careers related to the field of law.</li> <li>Students will understand the ethics of the profession</li> </ul> <p><b>Activity Title: Diverse Opportunities in Law (40 Min)</b></p> <p>Teacher will play the below videos about different kinds of law jobs. After each video teacher will lead a discussion related to the contents of the video just shown. Teacher will also add points from the handout (Lawyering, Litigation and Beyond) to widen the discussion.</p> <p><b>Video 1: A day in the life of a lawyer:</b> <a href="#">A day in the life of a lawyer In India</a>  (Duration: <b>15:00</b> till <b>17:41</b> &amp; <b>19:49</b> till <b>22:00</b>)</p> <p>This video provides an inside look into the life of a litigation lawyer. Some questions that the teacher can use in the discussion are below:</p> <ul style="list-style-type: none"> <li>From what you have seen, what kind of skills do you think would be useful, to be a good litigation lawyer.</li> <li>The lawyer in the video tried sharing several aspects from the life of a litigation lawyer. What aspects did you like the most from the video and why?</li> <li>If you know someone who is a litigation lawyer in your neighborhood or in your family, ask them about their own experiences of being a litigation lawyer and make detailed notes about their experience. Share your learnings with the peers in the classroom.</li> </ul> <p><b>Video 2: A day in the Life of a Corporate Lawyer   Salaries of corporate lawyers working at law firm in India</b>  <b>Duration: (16:30 - 19:12 &amp; 22:26 - 26:50)</b></p> <p>Inform students that an inside look at the daily activities of a corporate lawyer is given in the second video.  Based on the information shared in the video. Here are a few questions the teacher can use in the discussion with students:</p> <ul style="list-style-type: none"> <li>Did you like the job of a corporate lawyer? Why or why not</li> <li>From this video, what are the key skills required to become a corporate lawyer?</li> <li>How does the work of a litigation lawyer differ from a corporate lawyer?</li> </ul> <p>End by handing out the student handout “<a href="#">Career Opportunities in the Legal Field</a>”</p> <p><b>Activity Title: Lawyering Ethics (Group work) (40 Min)</b></p> <p>Introduce the activity by introducing the term “Ethics” and briefly explaining what it is. Explain that ‘Professional Ethics’ are ethics related to a profession and many professions have these. Remind the students that they studied professional ethics of Journalism in the Journalism module.</p>	<p><b>Video Link:</b></p>  <p><b>Video Link:</b></p>  <p><a href="#">Career Opportunities in the Legal Field</a></p> 






**Lesson Plan: Week 4 Day 2**  
**Potential Career Paths in Lawyering**

Classroom Inquiry Process	Resources
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"> <li>1. Students will learn about the law degree and various colleges and universities offering courses in lawyering.</li> <li>2. Students have an opportunity to reflect about the profession of law either as someone who is interested in a career in it, or as a general citizen.</li> </ol> <p><b>Activity Title: Reflections on lawyering (40 mins)</b></p> <p>Ask students to fill out the given <a href="#">Handout Link - Reflections on Lawyering</a>. While giving instructions, reassure them that you are not asking them to make a life decision now.</p> <p>Have a discussion after they have filled out the handout. Ask how many students showed some interest and based on the response, ask follow up questions.</p> <p><b>Activity Title: Law Education &amp; Entrances in India (40 Min)</b></p> <p>Teachers will inform students that they will be exploring the education for law and several admission tests available in India to study law. Inform them that the handout <a href="#">Law admission tests</a> will be helpful for giving them some basic information and they should find out more on their own.</p> <p>Ask students if they already know something about the topic. They may have a sibling or otherwise know someone who went through a law degree or entrance test. If so, ask them to share that.</p> <p><a href="#">5 Year LLB Program Vs 3 Year LLB Program   LLB Course all details in hindi  </a>  <i>(Show video from 1:01 till 3:11 &amp; 8:50 till 12:00)</i></p> <p>The video gives a lot of useful information about the Law degree. After viewing, motivate learners to share at least one learning they took away from this video.</p> <p>Now divide the students into groups of 4-5 students and assign these law entrance tests to each group. Give the groups 5 minutes to gather some information on these tests and ask each group to present to the class after that.</p> <p><b>Common Law Admission Test (Group 1)</b>  <b>Law School Admission Test LSAT India (Group 2)</b>  <b>All India Law Entrance Test aka AILET (Group 3)</b>  <b>Lloyd Entrance Test aka LET (Group 4)</b>  <b>Department of Law, Delhi University Entrance Exam (Group 5)</b></p> <p>Close the discussion with any relevant points. Suggest that they should identify a trusted friend/member with whom they can discuss or seek more clarity about these admission tests if in case a career in lawyering is of their further interest.</p>	<p><a href="#">Reflections on Lawyering</a></p>  <p><a href="#">Law admission tests</a></p>  <p><b>Video link:</b></p> 

**Lesson Plan: Week 4 Day 3**  
**Project Culmination**

Classroom Inquiry Process	Resources				
<p><b>Activity Title: Moot Court - Project Culmination (60 minutes)</b></p> <p>Remind students that it's time to culminate the project work which got started during week 1 of the lawyering module under the project "the moot court". Encourage students to arrange classroom space in a form of court on the day of culmination. Motivate the group of participants to explain the rules of presentation to the audience well.</p> <p><b>Inform students about the structure of culminating the project based on the overview given below:</b></p> <table border="1" data-bbox="140 663 1153 2085"> <thead> <tr> <th colspan="2" data-bbox="140 663 1153 734">Moot Court - Culmination</th></tr> </thead> <tbody> <tr> <td data-bbox="140 734 392 2085"> <p><b>The final argument</b></p> </td><td data-bbox="392 734 1153 2085"> <ul style="list-style-type: none"> <li>● Set up the classroom like a court. <ul style="list-style-type: none"> <li>○ Arrange a row of tables at the front of the classroom. Arrange 5-6 chairs behind it. This is the space for the judges. Judges could include the teacher, other adults, and a few students from the classroom.</li> <li>○ Arrange chairs for other students around the edges of the classroom, so that there is empty space in the middle.</li> <li>○ Place a podium in the center of the classroom, for the students to stand behind while presenting their arguments.</li> </ul> </li> <li>● When students arrive, inform them of the rules of presentation. <ul style="list-style-type: none"> <li>○ Everyone must behave respectfully and professionally, like they would in a courtroom.</li> <li>○ Each group gets 10 minutes to present their argument.</li> <li>○ The next 5 minutes are for "rebuttals" by the other party, including students in the audience. This means that the other party can bring up counter-arguments, and the presenting group must respond to these counter-arguments immediately.</li> <li>○ Next, 5 more minutes will be allotted to questions from the judges.</li> <li>○ At the end, the judges will have a discussion and pass their final order. This will be based on the checklist used earlier as well as the strength of the argument.</li> </ul> </li> <li>● Begin the moot court, following the steps mentioned above. Refer to the <b>Teacher Resource Sheet</b> titled <a href="#">Key Arguments</a>.</li> </ul> </td></tr> </tbody> </table>	Moot Court - Culmination		<p><b>The final argument</b></p>	<ul style="list-style-type: none"> <li>● Set up the classroom like a court. <ul style="list-style-type: none"> <li>○ Arrange a row of tables at the front of the classroom. Arrange 5-6 chairs behind it. This is the space for the judges. Judges could include the teacher, other adults, and a few students from the classroom.</li> <li>○ Arrange chairs for other students around the edges of the classroom, so that there is empty space in the middle.</li> <li>○ Place a podium in the center of the classroom, for the students to stand behind while presenting their arguments.</li> </ul> </li> <li>● When students arrive, inform them of the rules of presentation. <ul style="list-style-type: none"> <li>○ Everyone must behave respectfully and professionally, like they would in a courtroom.</li> <li>○ Each group gets 10 minutes to present their argument.</li> <li>○ The next 5 minutes are for "rebuttals" by the other party, including students in the audience. This means that the other party can bring up counter-arguments, and the presenting group must respond to these counter-arguments immediately.</li> <li>○ Next, 5 more minutes will be allotted to questions from the judges.</li> <li>○ At the end, the judges will have a discussion and pass their final order. This will be based on the checklist used earlier as well as the strength of the argument.</li> </ul> </li> <li>● Begin the moot court, following the steps mentioned above. Refer to the <b>Teacher Resource Sheet</b> titled <a href="#">Key Arguments</a>.</li> </ul>	<p><a href="#">Key Arguments</a></p> 
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Classroom Inquiry Process			Resources
	<ul style="list-style-type: none"> <li>Once the final order has been announced, congratulate all students on their hard work and dedication.</li> </ul>		

## 2.3 Module Project

Project-based learning (PBL) provides learners with practical exposure and approaches that allow them to not only learn many things at once but also prepare themselves for real-life situations. The primary goal of developing PBL is to provide students with the knowledge, skills, and attitudes necessary to meet the demands of today's dynamic world (21st century). In the lawyering module there will be a project called the “Moot Court”. This is a common practice in law education, it is a simulation of a real court scenario. Our Moot Court exercise will run through all 4 weeks of the module. Students will be introduced to the details of a fictitious case and will be introduced to the relevant law. They will get more information regarding the case, understand the law and formulate legal arguments. In the final session they will present the arguments in a courtroom setting. There will be cross-questioning and a final decision by an external panel. This project will form the basis of internal assessment which will happen based on student participation, their writing and their argumentation which they will submit in the form of a recorded video.

The teacher's role during the project is to help the learner by facilitating them and assisting them as needed. The teacher as a **facilitator** must motivate the learners while also keeping track of the time allotted to each learner. Each learner must be assessed by the facilitator based on their daily activities as well as their weekly assessment. A facilitator, too, must evaluate the groups. For group activities, the facilitator will evaluate students as a team over the course of four weeks.

The learners will be able to understand the concept of mooting with the help of this month-long project, and most importantly, they will learn how to work with peers, solve any situation via leadership and productive teamwork.

## 2.4 Formative Assessment Rubric

### Sub-task 1 (Classroom Participation) Rubric

Competency	Evidence	Level			7-8
		1-2	3-4	5-6	
<b>Criterion A: Inquiry and Exploration</b>	<p>Through the 3 sessions of the project work in each of the three weeks, students are actively involved in classroom discussion as evidenced by the following:</p> <p>1) They are speaking up in class and responding to teachers questions</p> <p>2) They are asking questions to clarify their understanding. In Week 2 they are asking questions to gather more information about the case</p> <p>3) They are seen taking notes where required (eg. Week 1 when the case information is given)</p> <p>They can be seen participating actively in their groups discussions eg. when preparing arguments in Week 3</p>	Learners are minimally engaged – they are seen exhibiting the behaviors mentioned in the “Evidence” to a rudimentary level	Learners are participating to some extent – they may speak occasionally or speak when called upon. Other behaviors mentioned are seen to a limited extent	Learners are seen to speak at least once per session. They are alert and taking notes, they are contributing to the discussion in their groups	Learners are very active and contribute to others’ learning too. They are the ones’ driving the activity in their group

**Sub-task 2 (Video Presentation)) Rubric**

Competency	Evidence	Level			7-8
		1-2	3-4	5-6	
<b>Criterion C: Critical Thinking and Decision Making</b>	<p>Student records a 1-2 minute video of himself/herself presenting one main argument., The argument is made clearly and convincingly. As required, the following is brought up:</p> <ul style="list-style-type: none"> <li>-relevant case information</li> <li>-relevant tort law provision</li> <li>-moral or fairness arguments</li> </ul> <p>The argument is to be presented in the clear formal manner as the final argument to be made in class during moot court.</p>	<p>learner's video shows the points mentioned under “Evidence” to a rudimentary level. The argument is not made clearly and convincingly and much of the supporting case information and legal points are left out</p>	<p>Learners make the argument and provide some of the relevant case information and legal points. The overall argument is only partially effective.</p>	<p>Most of the points under Evidence are present. The argument is clear</p>	<p>The argument is very well-made and convincing. All the points mentioned in the “Evidence” column are present with high quality</p>
<b>Criterion D: Presentation and Communication</b>	<p>The argument is presented in a clear, formal manner like the final argument to be made in class during moot court.</p> <p>Student speaks fluently and is comfortable on camera.</p>	<p>Learner speaks in an informal way. Learners show a low level of fluency in speaking, there may be many pauses and mis-speaking. Learner may look ill at ease</p>	<p>Learner speaks in an informal way.</p> <p>Learner shows some fluency and comfort in speaking</p>	<p>Learner speaks formally and is clear in making the arguments. Learner speaks fluently and is comfortable in front of the camera.</p>	

### Sub-task 3 (Moot Court) Rubric

Competency	Evidence	Level			7-8
		1-2	3-4	5-6	
Critical Thinking and Understanding	<p>Arguments made by the group are strong and delivered well.</p> <p>The time limit is adhered to.</p> <p>The manner of speaking is professional and lawyerly.</p> <p>Group brings up good counter arguments.</p> <p>Group's response to counter-arguments from the other side is strong.</p>	The points mentioned in Evidence are seen in the students' work at a minimum level	The points mentioned in Evidence are seen in the students' work to some extent	The points mentioned in the Evidence are seen in the students' work to a large extent	Students' work covers all the points in the Evidence

## 2.5 Teacher Professional Development Guidelines

This Teacher Professional Development Guide is designed to assist with the delivery of professional development sessions about Lawyering.

### Objectives -

Objectives of the TPD Training in Lawyering -

- To introduce teachers to the world and career of Lawyering.
- To explain the module structure, assessment and evaluation of the module
- To explain the idea of the module project ("Moot Court") and how it is to be conducted
- To give teachers sufficient background information about Lawyering to enhance their effectiveness in transacting the module
- To refresh and deepen the teachers' understanding of the Judicial system in India
- To introduce to the teachers key foundational principles of the law which are going to be transacted in the classroom
- To introduce the teachers to the way one gets qualified to be a lawyer, the career directions open to a lawyer, the skills and interests that would make one a good lawyer
- To support the teachers each week in delivering the sessions and managing the transacting of this module in the classroom, including evaluation

### Schedule of the training -

The TPD sessions are designed as 9 hours of initial training before the start of the module, followed by 2 hour sessions before each of the 4 weeks of the module. The flow is as follows:

Session	Themes	Duration (hours)
1	<b>Basics of Lawyering</b> <i>Session will include discussion and orientation on themes such as the political system of India, idea of democracy, purpose of having a Constitution. Session will also be focused on reading 'bare acts'.</i>	1.5
2	<b>Practitioner Interaction:</b> <i>An opportunity to interact with a practising lawyer and learn first hand about the life of a lawyer and have the questions they might have answered.</i>	1.5
3	<b>Legal Process</b> <i>Session will introduce teachers to key terms - court, advocate, argument, witness, cross-questioning, judge. This session on legal process will also help teachers in understanding the different stages of a case.</i>	1.5
4	<b>Legal Principles</b> <i>This session will comprise important concepts related to lawyering through small group discussions on these ideas: Innocent Until Proven Guilty, Burden of Proof, Proof Beyond Reasonable Doubt, Mens Rea, Fair Representation.</i>	1.5
5	<b>Lawyer Career</b> <i>This session will be based on a discussion about career options in law - Litigation lawyer, Taxation Lawyer, Real estate lawyer, Corporate lawyer and more career</i>	1.5



	<i>opportunities in detail. It will talk about the educational pathways to become a lawyer</i>	
<b>6</b>	<b>Module Overview</b> <i>Session will include objectives of the lawyering module and orientation of the week wise distribution of the subject content.</i>	<b>1</b>
<b>7</b>	<b>Project</b> <i>Session will include week wise preparation and readiness for the project culmination. Expectations from the teacher as a facilitator during the entire moot court project will be discussed.</i>	<b>0.5</b>

### **Detailed description of the training sessions:**

#### **Basics of lawyering (1.5 hours)**

##### **Legal Terminology (30 minutes)**

- Inform teachers about the topic for the session.
- Ask teachers to share all the terms they know related to the legal process and court cases. Note down key terms they share, on the board, such as: court, advocate, argument, witness, cross-questioning, judge, and so on.
- Ask teachers to share what they know about the different stages of a case in a court of law. Encourage teachers to share based on news they may have watched or read, and even movies they may be familiar with. Push them to share a one- or two-word phrase, specifying stages of a court case. For example, an argument.
- Write the various stages on the board, as shared by teachers.

##### **Fundamental Rights (20 minutes)**

- Explain that the Constitution of India is made up of Articles. State that we will have a look at the Articles that lay out fundamental rights.
- Divide teachers into pairs. Distribute the Resource Sheet titled Fundamental Rights to all teachers. Ask them to read the Resource Sheet and do the exercise at the end.
- Walk around the classroom and clarify any questions or misconceptions.
- Ask teachers to share the responses they wrote in the table.
- Explain that teachers must keep the fundamental rights in mind throughout the lawyering module, as many laws and decisions find their roots in these fundamental rights.

##### **Reading A Bare Act (40 minutes)**

- Inform teachers that they will now be experiencing some technical aspects of a lawyer's work.
- Say: "In order to prepare for cases, lawyers need to read a lot. What do you think they need to read?" (laws, previous judgments, case documents)
- Inform teachers that Acts are an integral part of the legal system in India. An Act contains the text of the law passed by the Parliament.
- Project the Resource Sheet titled The Indian Penal Code, 1860 on the screen. Explain and ask questions as follows:
  - Every Act begins with an index, just like textbooks.
  - An Act is divided into Chapters. Each Chapter has a heading.

- What is Chapter I about? Introduction. What about Chapter XVI? Of offences affecting the human body.
- Each Chapter contains Sections, which are numbered in order.
- What is Section 300 about? Murder. What about Section 306? Abetment of suicide.
- Let's have a look at Chapter I. When did this Act come into force? 1860.
- Chapter I begins with a Preamble. It says that it is urgent and important to provide a Penal Code for India. What does the word penal mean? What do you think this Act deals with? The word Penal relates to punishments, and punishments are given for crimes. This Act defines various crimes and their punishments.
- Let's have a look at Chapter II. What is this chapter about? It gives explanations and definitions that help us read the Act clearly.
- According to this Chapter, what is the definition of a person? (Section 11) Is it dishonest? (Section 24)

- Divide teachers into pairs. Give each pair a printed version or soft copy of the pdf.
- Once teachers have had a chance to skim through the pdf, give each pair the Resource Sheet titled Reading a Bare Act. Instruct the pairs to go through the Act once more, discuss and fill in the answers.
- Conclude by asking pairs to share what they wrote and summarize the steps of reading a Bare Act.

### **Practitioner Interaction (1.5 hours)**

This interaction should be with a litigation lawyer ie. someone who argues cases in Court

The lawyer can share from the following:

- Their life journey
- Their motivations to become a lawyer and the reason behind the various career decisions they took
- 'A day in the life' - how their day to day life looks
- What they like about the profession, what they find difficult and challenging
- What are important skills that a good lawyer needs to possess
- How can teachers guide students in thinking about law as a potential career
- The education of lawyer
- How the field is likely to change in the future

Sufficient time should be given for Q&A

Note: An additional interaction with a corporate lawyer will give the teachers a well-rounded understanding of the different directions in the lawyer profession

### **Legal process (1.5 hours)**

#### **Introduction (10 minutes)**

- Inform teachers about the topic for the session.
- Ask teachers to share all the terms they know related to the legal process and court cases. Note down key terms they share, on the board, such as: court, advocate, argument, witness, cross-questioning, judge, and so on.

- Ask teachers to share what they know about the different stages of a case in a court of law. Encourage teachers to share based on news they may have watched or read, and even movies they may be familiar with. Push them to share a one- or two-word phrase, specifying stages of a court case. For example, an argument.

### **The Civil Procedure Code (10 minutes)**

- Write the various stages on the board, as shared by teachers.
- Specify once more that in today's session, we will be talking about how civil cases progress, and not how criminal cases progress.
- Display the image of The Code of Civil Procedure cover on the screen. Ask teachers what they think this Code deals with. Conclude by explaining that it is this Code that lays out in detail the entire procedure for civil cases.

### **How Civil Cases Progress Part 1 (20 minutes)**

- Inform teachers that they will now be participating in an activity to understand the flow of civil cases. Let them know that they will be conducting the same activity with students in the classroom.
- Inform teachers that courts all over India begin at 11 am. Before that, lawyers are usually busy in client meetings and preparation for various things that they have to do at the court. This involves research, attention to detail, writing, and critical analysis.
- Divide teachers into pairs. Distribute the Resource Sheet titled How Civil Cases Progress and the Resource Sheet titled Stages of a Case to each pair.
- Instruct each pair to read through the Handout of 'How Civil Cases progress'. Based on their discussion and understanding, they must cut out and arrange the stages of a case in the correct order, from the sheet Stages of a Case.
- Once done, conduct a discussion to summarize the stages of a case. Write the stages on the board.

### **Defining Key Terms (25 minutes)**

- Ask teachers to continue working in pairs.
- Distribute 12 index cards to each teacher.
- Ask teachers to discuss and come up with simple, easy-to-understand meanings of the following terms - plaintiff, defendant, summons, plaint, written statement, allegations, evidence, examination of parties, framing of issues, cross-examination, argument & judgment.
- They must write the meaning of each term on a card, to be kept with them for easy reference later. Ask teachers to share the meanings they wrote.
- Clarify any misconceptions and share with them the exact meaning of these terms.

### **How Civil Cases Progress Part 2 (15 minutes)**

- Based on their understanding, each pair must now discuss and write a one-paragraph summary of how a civil case progresses, using the technical terms they read about in the sheet Stages of a Case.
- Ask a few teachers to share what they wrote. Distribute the Resource Sheet titled Explanation to all teachers. Ask them to check and cross-verify what they wrote in their summaries.
- Conclude the session by answering any questions.

## **Legal Principles (1.5 hours)**

### **Introduction (20 minutes)**

- Inform teachers about the topic for the session.
- Tell teachers that a fair legal system is based on strong moral principles.
- Ask teachers what some moral principles are that they believe in. Note their responses on the board. For example: It is important to always be honest. Every person deserves fairness and justice.
- Project the list of questions on the screen using the **Resource Sheet** titled *Questions for legal principles*. You can also distribute copies of the **Resource Sheet** to each teacher, so they have the questions with them to refer to.
- Conduct a discussion with teachers, asking them for the general thoughts about each question. Note some general principles on the board, as shared by teachers.

### **Small Group Discussion (40 minutes)**

- Inform teachers that they will be working in 5 groups – 1 group for each legal principle. After the small group work, each group will present their legal principle to the rest of the teachers.
- Distribute the following Resource Sheets to each group:

1. Innocent Until Proven Guilty

2. Burden of Proof: Keep the following video ready for this group to watch (first 7 minutes):

<https://www.youtube.com/watch?v=mdrpF4QjQ-o>

3. Proof Beyond Reasonable Doubt

4. Mens Rea

5. Fair Representation

Walk around the classroom and engage in discussions with the teachers. Push them with guiding questions and clarify misconceptions.

### **Large Group Discussion (40 minutes)**

- Assign approximately 5 minutes to each group to share with others what they read and what their understanding of the legal principle is.
- Summarize as needed, and clarify misconceptions that arise.
- Distribute the Resource Sheet titled Legal Principles to all teachers as a ready reference.

## **Lawyer career (1.5 hours)**

- Use the videos and the information in the lesson plans and supporting materials of Week 4 to have a discussion with the teacher group about the education and career of law. Make sure to cover the following important points:
  - You can get a law degree by joining a 5-year BA LLB after 12th or a 3 Year LLB after a degree.
  - The best law colleges in India are the National Law Universities in various locations and admission to all of them is through a common entrance exam.
  - Litigation Lawyer is the most visible of lawyer professions. They handle all phases of the litigation, from examination, pleadings, and discovery to pre-trial, trial, settlement, and appeal. To become a litigation lawyer, one is required to first finish their LLB (3 yr or 5 yr course) then enroll with any State Bar Council and then appear for the All India Bar Exam- to receive a Certificate of Practice.

- There are other types of lawyer jobs. One prominent one is when lawyers work in a large or small company like Reliance, Tata, etc. These are corporate lawyers. A corporate lawyer works on legal issues concerning corporate business practices. Also, let them know that a corporate lawyer frequently handles their client's business, legal, and financial functions. A corporate lawyer, for example, may be in charge of corporate taxes or may appraise and supervise mergers and acquisitions on the behalf of a corporate company.
- A real estate lawyer is another common job. A real estate lawyer is a licensed professional who oversees all real estate transactions involving real estate law. A real estate lawyer has the onus of preparing and reviewing legal documents for real estate transactions, as well as negotiating their terms and conditions.
- A taxation lawyer is another kind of job. They help in assisting clients in navigating and complying with the complex system of tax codes, as well as counseling their clients in legally taking advantage of the numerous deductions, credits, and exemptions. They represent clients in tax disputes.
- Other kinds of lawyer jobs also exist, for example, a patent lawyer
- Lawyers often organize themselves into law firms that specialize in any of the above areas.
- Inform the teachers that the path to becoming a Judge is difficult and time-consuming, but it can lead to a rewarding career. Inform them that a judge's position is at the top of the jurisprudential order and is one of the most prestigious professions.
- A mediator is also called an arbitrator, someone who handles alternative dispute resolution (ADR), which many states require before a civil lawsuit can proceed to trial. A mediator meets with and attempts to guide opposing parties to compromise or settlement. They don't "represent" either side and may or may not be an employee of the government.

### **Module overview (1 hour)**

In this session, walk the teachers through the 4 weeks of the module and explain the logic of the organization of the module. Cover these key points:

- The Lawyering module uses the following tools, contents, and methods:  
a.) Introduction and description of legal concepts and principles etc. b.) discussions on real or hypothetical court cases c.) an introduction to legal studies and career d.) a project that will run through the 4 weeks of the module e.) actual legal documents like Acts and Judgments f.) videos

A key part of the lawyer job is critical thinking and analytical skills. Lawyers need to apply the legal principles to the case at hand and make a strong argument. They need to refute the argument of the opposing side. So communication both verbal and written are important parts of the job. The module also will focus on these aspects.

- Week 1 will explore the legal system and its role in dispute resolution. It will cover the specific role of the lawyer in the court system. It will introduce the independence of the judiciary and the other kinds of lawyer jobs. The last session of Week 1 will introduce the Moot Court project

- Week 2 will go into the life of a litigation lawyer. There will be some work around client interaction and the reading of legal documents. The project will look at 'tort law' in week 2 and introduce the hypothetical case to be discussed.

- Week 3 will introduce and discuss some fundamental legal principles. The principles include Mens Rea, Fair Representation, Innocent Until Proven Guilty, etc. These principles are morality-based, rather than written in an Act somewhere. In the project, students will refine their arguments and prepare for presentation in a live session in week 4.

- Week 4 will go in-depth into the education and career of a lawyer. It will introduce 2 ways to get the LLB degree that qualifies you as a lawyer. It will explore the entrance exams to join a law course. It will build on the discussion in week 1 of different avenues for lawyers other than as a litigation lawyer. The final session of the module will be the simulation of a courtroom where student groups will make arguments and have an opportunity to cross-examine and a jury will be present.

- Formative assessment will be through a combination of classroom observation of the student groups, their written assignments, and their verbal delivery of arguments through a recorded video. Summative assessment will be through a written exam.

### **Project (1.5 hours)**

#### **Project Orientation (10 minutes)**

- Orient teachers that the module project, namely “moot court” is a simulation of a genuine court scene and all four weeks’ ending sessions (session 3, session 6, session 9 & session 12) of the module will be devoted to the Moot Court activity of the project.

#### **Experiencing the project activity (1 hour)**

- Introduce and explain the idea of torts, and explain that the case will be based on tort law. Give the teachers the handout related to tort law from the lesson plan. Give the teachers 10 minutes to go through the handout and have a discussion on it.

- Give the teachers a handout containing the details of the case. Have a discussion with the teachers on arguments that could be made for and against the two sides.

- Encourage the teachers to ask for additional information and provide the additional information as mentioned in the lesson plan.

- Break the teachers into 2 groups and ask them to come up with and present arguments for the two sides. Allow time for cross-examination after that. Conclude the activity with any points the teachers might have missed in making their arguments. Ask teachers for their impressions and feedback on running this activity in the classroom.

#### **Assessment (10 minutes)**

- Explain the assessment format for the project.

#### **Project-Based Learning and Facilitation (10 minutes)**

- Have a discussion about how to enhance project-based learning in the project. When students are working in groups, the teacher should be moving around and listening in and facilitating or moderating. The teacher should observe student participation and encourage the quieter ones to speak up. The groups should be a safe space for students to say their opinions and ideas.

- Ask teachers to share their ideas on making the project an effective learning activity.

## **2.6 Student Workbook**

### **Introduction**

#### **I.I World of Work**

One of the components of the vision for Schools of Specialized Excellence (SoSE) is increasing exposure of students to careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9<sup>th</sup> and 10<sup>th</sup> grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers (‘masterclasses’), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is challenging and rewarding. The teacher is not an expert in the subject material, even though there is extensive teacher training. Therefore they act more as facilitators for the students’ learning. They do need to stretch their boundaries to familiarise themselves with all the skills and careers in the course. Group and individual projects are an integral part of the course and facilitating these and managing the ambiguity inherent in evaluation of projects is a new skill to be learnt. Classroom discussions are a vital part of the course. The teacher must adapt to all these new formats of running a class. They have to give up their tried-and-tested methods of teaching and try on new ones – a humbling experience. The rewards for the teacher are in the tangible growth and development of the students in areas like confidence, presentation and communication. The teacher will also experience significant personal and professional growth in the process.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of “Knowledge and Understanding”, “Inquiry and Exploration”, “Critical Thinking and Decision Making” and “Presentation and Communication”. Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

## I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with People and Communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.



Below shows the classroom time allocation for the modules and the number of instructional days they will require.

S.No.	Modules	Suggested time allocation/Instructional days
<b>Grade 9</b>		
	Unit 1: Transmedia Storytelling	16 hours/12 days
	Unit 2: Journalism	16 hours/12 days
	Unit 3: Content Creation	16 hours/12 days
	Unit 4: Mapping & Visual Representation	16 hours/12 days
	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
	Unit 6: Urban Planner	16 hours/12 days
	Unit 7: Working with People & Communities	12 hours/ 9 days
	Unit 8: Social Work	12 hours/9 days
<b>Grade 10</b>		
	Unit 9: Enabling Learning	12 hours/ 9 days
	Unit 10: Teaching	12 hours/ 9 days
	Unit 11: Justice and Constitution	16 hours/12 days
	Unit 12: Lawyering	16 hours/12 days
	Unit 13: Public Policy	16 hours/12 days
	Unit 14: Research and Critical Thinking	16 hours /12 days
	Unit 15: Academic Research	16 hours/12 days
	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, “Working with People and Communities” and “Enabling Learning”, there is a single career module associated with the skill module. In these two cases, the skill module runs for three weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

### I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.

- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students' presentation skills in different modes and media.

## I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

**Skills:** The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

**Career Roadmap:** The career module will talk about a way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

**'A Day in the Life':** The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

**Is this for me?':** The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

## **I.V About this handbook**

This Handbook is written to provide you with all information, support and guidance you need as you work through World of Work modules. This handbook guides you through the Lawyering module under the Justice and Constitution cluster. The module familiarises students with the legal field and various careers that exist outside the courtroom. It also develops the skills and ethics required in the field of law and they are essential to the occupation. This student handbook contains the handouts and worksheets that the students will use while going through the modules.

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## **Cluster V Module 2: Lawyering**

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## Student Planner

Session	Topic	Objectives and Description	Readings
<b>Week 1</b>			
Session 1	To comprehend the meaning and functioning of the judicial system	<ul style="list-style-type: none"> <li>- To learn about the judiciary (also known as the judicial system or court system) as a court system that interprets and applies the law on behalf of society.</li> <li>- To learn about the role and significance of lawyers in the courtroom.</li> </ul> <p><i>This session is concluded when the teacher informs students that the Judiciary is a court system that interprets and applies the law on behalf of the state. The teacher will also inform students that the judiciary is a means of resolving disagreements and conflicts between citizens, citizens and the government, or two governments.</i></p>	
Session 2	To understand the importance and purpose of an independent judiciary.	<ul style="list-style-type: none"> <li>-To help students understand the concept of Independent Judiciary.</li> <li>-To help students learn about the independence of Judiciary and “Rule of law”.</li> </ul> <p><i>During the session, the teacher will present a scenario demonstrating how justice cannot be delivered if the judiciary is not independent. The teacher leads a discussion based on the situation and concludes that India's court system is designed to be independent of powerful people's influence.</i></p>	Appealing A Case
Session 3	To gain a better understanding of the various branches of the legal system.	<ul style="list-style-type: none"> <li>- To understand the two branches of the legal system - civil and criminal.</li> <li>- To understand that there are other jobs outside of a court that are open to graduates of law.</li> </ul> <p><i>The third session will contemplate how to provide high-quality, cost-effective legal services. Legal service delivery is a complex process that typically</i></p>	



		<i>necessitates teams of skilled professionals. As a result, many legal jobs necessitate a diverse set of skills, experience, and education.</i>	
<b>Week 2</b>			
Session 4	Soft Skills of a Lawyer	<ul style="list-style-type: none"> <li>- To help students understand the various fields of law.</li> <li>- To help students learn about the main duties of a lawyer.</li> <li>- To help students practise skills of managing conversations with clients.</li> <li>-To help students understand the various stages of a legal case.</li> <li>-To help students experience the real feel and the tone of a real case in the courtroom.</li> </ul> <p><i>Week 2 begins by the activity "Fields of Law," the teacher creates two chart papers with four terms written in large font: Criminal Law, Environmental Law, Property Law, Family Law, Civil Rights Law, Labor Law, Intellectual Property Law, and Corporate Law.</i></p>	<p>Fields of law</p> <p>Mastering client conversation</p> <p>Mastering Client Conversations About The Case</p> <p>How civil cases progress</p> <p>Stages of a case</p>
Session 5	Technical Skills of a Lawyer	<ul style="list-style-type: none"> <li>- To understand the objectives and format of bare acts in India.</li> <li>- To explore the technical skills of legal reading and research.</li> <li>- To learn the contents of some common legal documents.</li> <li>- To explore the technical skill of drafting legal documents.</li> </ul> <p><i>The second session focuses closely on reading Acts and drafting documents are two of a lawyer's basic technical skills.</i></p>	<p>The Indian penal code Reading A Bare Act.</p> <p>Sample plaint &amp; sample written statement/</p> <p>Draft plaint &amp; draft written statement.</p>
Session 6	Practitioner Session	<ul style="list-style-type: none"> <li>- To interact with an experienced practicing lawyer.</li> </ul>	<p>Law of Torts.</p> <p>Structuring the arguments.</p>

		<ul style="list-style-type: none"> <li>- To understand the preparation needed for and the process of cross questioning.</li> <li>- To formulate &amp; ask clarifying questions about the work and day-to-day life of a lawyer.</li> </ul> <p><i>Session 3 continues with an invitation to a practising lawyer (litigation law) to join the class in person or virtually. The practitioner discusses their professional experiences as a lawyer. The lawyer is specifically asked to concentrate on the art of cross-examination.</i></p>	
<b>Week 3</b>			
Session 7	Innocent Until Proven Guilty & Burden of Proof	<ul style="list-style-type: none"> <li>- To understand that law is the codification of the moral principles and standards of a society.</li> <li>- To understand the legal principle 'Innocent Until Proven Guilty'.</li> <li>- To understand the legal principle of 'Burden of Proof'.</li> </ul> <p><i>During week 3, the teacher informs students about designing their own legal system for their school and explains to students that the legal system is founded on strong moral principles and everyone is entitled to fairness and justice.</i></p>	<p>Questions for legal principles.</p> <p>Hyderabad Encounter.</p>
Session 8	Proof Beyond Reasonable Doubt & Mens Rea	<ul style="list-style-type: none"> <li>- To understand the legal principle 'Proof Beyond Reasonable Doubt'.</li> <li>- To understand the legal principle 'Mens Rea'.</li> </ul> <p><i>Session 8 focuses on familiarising students with the "Indian Penal Code, 1860." The teacher assists the students in tracing some definitions of crimes from the Indian Penal Code, such as "theft."</i></p>	<p>The OJ Simpson Case.</p> <p>IPC Definitions.</p> <p>Mens Rea.</p>
Session 9	Fair Representation & Reasoned Judgments	<ul style="list-style-type: none"> <li>- To understand the legal doctrine "Fair Representation."</li> <li>- To understand the legal doctrine "Reasoned judgments."</li> </ul> <p><i>Session 9 starts by assigning the students</i></p>	

		<p><i>one legal principle in each group. Teacher encourages the group to debate the assigned legal principle.</i></p> <p><i>The teacher also encourages each group to present their understanding of the legal principle in a few sentences.</i></p>	
<b>Week 4</b>			
Session 10	Understand the rationale and values of lawyering	<p><i>Session 10 prepares students in composing their first draft of stories. Students may also work in groups to create collaborative story projects. Nuances of writing, overcoming writer's block and the importance of revisions and editing are introduced to them. Students now synthesise the ideas from weeks 1-3 to create story-worlds that are detailed, incorporating narrative features to create memorable tales.</i></p>	
Session 11		<ol style="list-style-type: none"> <li>1. Students see that their work improves significantly through multiple iterations</li> <li>2. Students visualize their final performance and work back to identify logistical or other requirements to reach their goal</li> <li>3. Students work well in a team and all members of the team participate</li> </ol> <p><i>The process of editing continues in this session, as students experience the way their stories improve with peer and teacher feedback and multiple iterations. Students also begin preparing for their final performances, actively incorporating the relevant elements of stories, world building, detailing through descriptors and commentaries.</i></p>	
Session 12		<ol style="list-style-type: none"> <li>1. To experience performing/presentation</li> <li>2. To experience fulfillment and accomplishment of bringing a piece of storytelling to life</li> <li>3. To get good feedback on their performance</li> </ol>	

		<p>4. To get validation for their efforts, to gain confidence, and to feel positive about their experience of the project</p> <p>5. To learn from the ideas and approaches of the other groups</p> <p><i>The final session is a sharing and feedback session where students perform/present their stories. They listen to each other and give constructive feedback based on elements and stylistic features of the narratives that can help them improve their stories.</i></p>	
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## Appealing A Case

### Appeal against acquittal and appeal against conviction, scope of and the powers of the Supreme Court to intervene

This is an activity - To demonstrate the appellate procedure by following a real case's development through three levels of the legal system. Case mentioned below, has been changed from the original legal document and gives a synopsis of it.

#### SUMMARY OF THE CASE

Shakuntala and Srinivas have four sons, Subhash, Laxman, Vinod, and Ram Avtar, along with two daughters. On February 16, 1980, Laxman Kumar married Sudha, now deceased, and they resided in one of the rooms in flat No. 9B. Sudha, pregnant at the time, was anticipating childbirth towards the end of the first week of December 1980. Disturbingly, after 9 p.m on December 1, 1980, a lady's cry for help was heard from flat No. 9B- she was loudly crying "Bachao Bachao", prompting neighbours like Jaspal Singh (PW1), Satish Chopra (PW2), and Ishwari Devi (PW4) to rush to the scene. Tarsem Jain (PW5) who was nearby also joined them. PW1 witnessed Laxman standing at the entrance door, attempting to close the door, and Subhash with his hand on the latch of the door that opened in the courtyard.

PW1 and others who had gathered there forced themselves inside to discover Sudha standing but set on fire. The witnesses pulled out the saree from her body, put a gunny bag lying nearby on the burning body and later wrapped Sudha in a blanket.

After extinguishing the fire, they brought Sudha to the room where Shakuntala's mother-in-law was standing. Here Sudha made a statement to the effect that it was her mother-in-law who had set her on fire after pouring kerosene on her body. The accused then took Sudha for treatment to the Hindu Rao Hospital.

Sudha made another statement affirming the same details regarding the authorship of the crime. Furthermore, while en route, when they picked up Gayatri, one of Sudha's sisters (PW3) and her husband, Sudha reiterated the accusation against her mother-in-law upon seeing her sister. Subsequently, she was transported to St. Stephen's Hospital. Following the distress call for help, a telephone message reporting that a lady had been set on fire was dispatched to the police Control Room using telephone number 100.

At the hospital a written declaration is said to have been made which was proved and relied on by the defence. Sudha died in the early hours of December 2, 1980.

After due investigation the respondents were prosecuted on a charge of murder. There is no eye witness to testify to the act of setting fire to Sudha which is the prosecution case, or to the fact that Sudha's saree catching fire accidentally as alleged by the defence. **21 witnesses were examined.**

#### Defence Argument

According to the defence the deceased caught fire when she was trying to light the kerosene stove to heat up milk for one of Subhash's children who was feeling hungry. The defense claims that her saree caught fire from the stove, leading to the incident. They also say that Laxman, her husband, was not at home as he had accompanied the deceased's sister to the bus stand. Subhash and Shakuntala, according to the defense, did their best to put out the fire. To support this argument, they brought in witnesses like PW1, the hospital doctor, DW2 (same as PW18), who is the Record Keeper of the hospital, DW3- a neighbor, DW4- the taxi driver, and DW5- Subhash's wife. They also referred to certain documents.

### **Argument Advanced by Prosecution**

The relationship of Sudha with Laxman and members of his family had become strained on account of demands for more dowry and the accused had decided to do away with her before the child was born. Sudha was about to deliver a child on account of the advanced stage of pregnancy had become somewhat immobile. Kerosene had been sprinkled on her body by her husband's family with a view to killing her and fire was set to her clothes at the time alleged.

### **Judgement by Trial Court**

The judge accepted the prosecution version. Accepting the charge and convicting the respondents of murder, he was of the view that the appropriate punishment to be meted was death. He accordingly sentenced all the respondents to death and as required by law, referred the matter to the High Court of Delhi for confirmation of the death sentence.

### **Appeal to High Court**

The defendant challenged their conviction by preferring an appeal. The reference and the appeal were taken up together for hearing by the High Court and the High Court discharged the reference and allowed the appeal. The respondents thus came to be acquitted as the High Court determined deceased death as an Accident.

### **Appeal to Supreme Court**

After considering the following evidence

- (i) that the relationship of the deceased with the members of the husbands' family had become strained and that she had been subjected to physical as well as mental torture for some time before the incident; The physical torture was the outcome of indifference to her health and the mental torture was on account of demand of dowry;
- (ii) that the deceased had not lighted the kerosene stove that evening and her wearing apparel had not caught fire accidentally but kerosene had been sprinkled on her clothes and she had been brought into the open space where fire was lit to her clothes;
- (iii) that the deceased died not as an outcome of an accidental fire but on account of a designed move on the part of the members of the family of the accused persons to put an end to her life; and
- (iv) that the husband and mother-in-law or the deceased are responsible for the killing of the deceased by setting her on fire and therefore committed the Offence of murder and are liable to be convicted for the offence punishable under section 302 I.P.C., while the brother-in-law Subhash is entitled to the benefit of doubt.

The court observed that

- (i) The Deceased having been burnt is not in dispute;
- (ii) the plea of suicide has not been advanced either by the prosecution or by the defence.
- (a) the kerosene stove was in the open space

(b) there was a gas stove in the kitchen and the same was in order but there was no evidence why the gas stove was not used

(c) around 9 p.m. of December it would be unbearably cold outside the house in Delhi. To work the kerosene stove would take some time and if milk for the crying child was immediately necessary, the kerosene stove would not be the proper heating medium.

(d) the deceased did not have any warm clothings on her person and had only a nylon saree. Being pregnant lady at an advanced stage she was expected to keep properly robed to avert getting ill from exposure to cold, and therefore, it is not likely that she would have ventured going out to operate the kerosene stove;

(e) the deceased being in an advanced stage of pregnancy would have found it difficult to squat on the floor; and

(f) it would be natural human conduct for the deceased to have gone to the gas stove in preference to the kerosene stove.

A dying declaration enjoys almost a sacrosanct status as a piece of evidence as it comes from the mouth of a person who is about to die and at that stage of life s/he is not likely to make a false statement.

The Supreme Court gave the final verdict which accused Laxman and his mother and sent them to life imprisonment and acquitted Subash.

- What was the case about?
- In which court was the matter first heard?
- Who came to her aid and attempted to save her life?
- Why did the accused go to the high court to appeal the trial court's decision?
- What decision did the Supreme Court reach?
- Was Sudha's family pleased with the high court's decision?
- What is the reason behind this? What's to stop you?
- What steps did they take to achieve justice if they weren't satisfied?
- What was the Supreme Court's ultimate ruling in 1985?
- The Supreme Court reached a final ruling that differed from that of the high court. Why?

## Justice Delayed

This is a short reflective piece of writing based activity upon the idea of - Justice delayed is justice denied.

***In India, it takes a long time for court cases to get decided and a judgement passed. Find out about this topic from books or online searches. Write a 500 word essay on the topic “Justice delayed is justice denied”***

[illegible]



## Media Search

### Activity Description:

For this activity , you will explore real-world legal cases that have undergone appeals, delving into the details of each case, understanding the grounds for appeal, and analyzing the arguments put forth by the parties involved. Follow the steps below-

### Selection of Legal Case:

- Find and choose at least one legal case that has been appealed. Prefer a case that is recent and relevant to current events.
- You can search for news articles, legal websites- like ***livelaw,bar and bench,legally india,ipleaders lawoctopus, scconline*** and similar ones to identify cases. Ensure that the information is recent and provides details about the appeal process.

### Understanding the Case:

- Once you have chosen a legal case, thoroughly read the articles or reports to understand the background, initial verdict, and the reasons behind the appeal.
- Take note of key details such as the parties involved, legal issues at stake, and any significant reasons that led to the appeal.

### Analysis of Grounds for Appeal :

- Identify and analyze the grounds on which the case is being appealed. Consider aspects such as legal errors, new evidence, or procedural irregularities.
- Note the arguments presented by both sides and how they differ from the initial court proceedings.

**Prepare notes on all the above mentioned points for a class discussion.**

## Field of law - Cases

### Case 1 - Criminal Law

Rashi accused her friend Dhriti of stealing money and gold jewellery from her house, and she filed an FIR against Dhriti at the nearest police station. Now, there is a case of theft against Dhriti. Theft is a crime under Indian law. Dhriti hired a lawyer to defend her. Other crimes include fraud, assault, murder, and so on.

### Case 2- Environmental Law

In 2002, 50 hunters were found with traps and other equipment, camping inside the Nagarhole National Park in Karnataka. This was after a tourist shot a video of an adult tiger limping in the forest with a steel jaw trap attached to its leg. 6 hunters were finally convicted under the Wildlife Protection Act, 1972 and the Karnataka Forest Act. They were imprisoned and also had to pay fines.

### Case 3- Property Law

Mr Ajay Sahu, Mrs Bina Sahu and their two daughters live in a 4-bedroom house in Pune. Due to financial difficulties, Ajay's younger brother Sahil moves into their house, along with his wife and son. A few months later, Ajay, Bina and their elder daughter have to move to Kolkata for a few months. They leave their younger daughter behind with Sahil and his family.

Sahil is now refusing to move out of the house, claiming that it is his house. He is asking Ajay to take his older daughter away. Ajay has filed a suit against Sahil so that he can gain back possession of the house. A lawyer well-versed in property law will assist Ajay in this case.

### Case 4- Family Law

Seemant and Soni have been married for over 10 years and have two children. They are now unhappy in the marriage and have decided to begin divorce proceedings. Since Soni had to give up her career on Seemant's insistence, he will have to pay her alimony after the divorce. However, Seemant does not want to pay the amount that Soni is asking for. He insists on keeping custody of both the children, and says that if he takes care of them, Soni does not deserve any alimony. However, Soni wants sole custody of both children, claiming that Seemant does not know how to take care of them. Lawyers well-versed in family law will be able to help both Seemant and Soni.

### Case 5- Civil Rights Law

In the case of *Air India v Nargesh Meerza*, [1978], Air India, a state-owned company, required female flight attendants to retire under three circumstances: (1) upon reaching 35 years of age, (2) upon getting married, or (3) upon first pregnancy. The same rules were not applicable to male attendants. The Supreme Court struck the rules down, holding that these requirements violated Article 14 of the Indian Constitution, which guarantees every person the right to equality.

Civil rights lawyers defend the basic rights of people, such as the right to equality, education, freedom of religion, freedom from discrimination and so on, especially of marginalised groups, refugees, women and children.

#### **Case 6- Labour Law**

A small NGO in Haryana discovered that hundreds of bonded laborers were being forced to work under deplorable conditions in quarries, brick kilns, and mining establishments. The workers were severely underpaid and worked very long hours in hazardous conditions. The workers were forced to work long hours and their daily wages were withheld as part of their earlier debts to the contractors. They were provided no rest breaks or lunch and were often denied basic amenities like clean drinking water as a punishment by the goons of the contractors.

#### **Case 7- Intellectual Property Law**

Krishna writes several blogs about her travel experiences and posts them on her website. She has several thousand readers, and she is earning well from her blog. A reputed publishing company copied all her blogs and printed them into a book. The book now has over a million sales. Krishna has sued the company for stealing her work and for making profits out of it.

Intellectual property lawyers file cases on behalf of clients when their copyright, trademark, patent or other intellectual property has been used by someone else without permission.

#### **Case 8- Corporate Law**

A multinational company based in the USA wants to set up a business in India. Corporate lawyers based in the US and India are now working together to draft contracts for business agreements. They also oversee deals involving mergers between corporations or purchase of companies and advice on complex regulations relating to registration, documentation, tax, etc



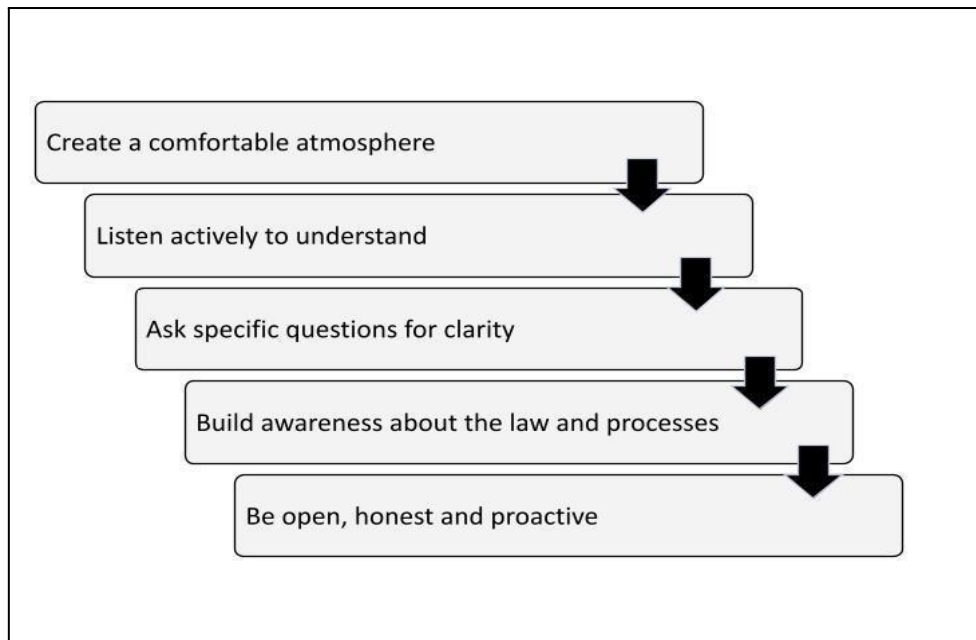
## Mastering Client Conversation - Case

Imagine that you are a lawyer and that you are meeting with a new client at your office. The customer is a businessperson. He exudes a lot of worry and anxiety. He tells you he is quite concerned, worried he will lose a lot of money, and unsure of what to do as soon as the meeting starts. Below is the narration in detail!

- I own a chain of shops called 'Woodzy Enterprises' that sells wooden toys.
- I entered into a contract with a manufacturer 'A to Z Woodmakers'.
- Under the contract, the manufacturer was to supply 40,000 pieces of Toy A and 40,000 pieces of Toy B over a period of 6 months, from 1 July 2021 to 31 December 2021.
- I gave very specific instructions to the manufacturer about size, details, components, colours, etc. These were included in the contract.
- I was to pay the contractor Rs. 8 lakh in installments for these.
- The first 2000 pieces of Toy A were of the wrong size.
- The next 3000 pieces of Toy A had missing components.
- A total of 8000 pieces of Toy B had similar defects.
- A total of 15,000 pieces of both toys were delivered only in May 2022.
- 10,000 pieces of Toy A and 6000 pieces of Toy B were never delivered.
- I paid the manufacturer for all pieces that met the specifications, in spite of the delay.
- The manufacturer has threatened me several times because I have refused to pay him for the defective and undelivered toys.

**Here are some things you can do to have good communication with a client**

- ★ **Create a comfortable atmosphere:** Reassure the client that he or she has done the right thing by contacting a lawyer. Remain calm yourself so that the client is calm too. Ask the client friendly questions and build a connection by starting with a light conversation.
- ★ **Listen actively to understand:** Encourage the client to share as much as he or she can. Begin by simply listening to understand all the facts of the case. Make detailed notes, and do not jump to conclusions till you have all the facts.
- ★ **Ask specific questions for clarity:** Once the client has shared, ask specific *what, where, when, and how* questions to get a clearer picture of the situation.
- ★ **Build awareness about the law and processes:** Give the client a short overview of what the law says, how the law can help him or her, and what the next steps will be. Explain this in simple words so that the client understands clearly. Answer all questions that the client has in a respectful way.
- ★ **Be open, honest and proactive:** Be honest about all aspects of the case and what the client can expect. The client must know that he or she can rely on you to be transparent and that you will do your best to help them.



## **Stages Of A Case**

*Here are the several mentioned stages through which most of the cases go through, with the help of these stages cut out and arrange the stages of cases in the correct order from the case shared under the title “progression of a civil case” on page no 19 of the handbook.*

**Stage 1-FRAMING OF ISSUES**

**Stage 2-EXAMINATION OF PARTIES**

**Stage 3-FILING OF THE WRITTEN STATEMENT**

**Stage 4-LEADING OF EVIDENCE BY DEFENDANT**

**Stage 5-SERVING OF SUMMONS**

**Stage 6-CROSS-EXAMINATION OF PLAINTIFF**

**Stage 7-PASSING OF JUDGEMENT**

**Stage 8-FILING OF DOCUMENTS**

**Stage 9- FILING OF THE PLAINT**

**stage 10-FIRST APPEARANCE OF BOTH PARTIES**

**Stage 11-LEADING OF EVIDENCE BY PLAINTIFF**

**Stage12-PRESENTING CLOSING ARGUMENTS**

**Stage 13 -CROSS-EXAMINATION OF DEFENDANT**

## Progression Of A Civil Case

Ms. Manya Joshi is an independent fashion designer. A leading fashion brand, Sara Fashion Ltd., contracted her services to design gowns and jewellery for a high-profile fashion show to be held in Mumbai. The contract between Ms. Manya Joshi and Sara Fashions Ltd. specified a payment of Rs. 3,00,000/- for the design of 30 gowns and 40 pieces of jewellery.

Ms. Manya Joshi has now approached her lawyer, claiming that Sara Fashion Ltd. has breached the contract and is refusing to pay her the money. She has reached out to them several times and even visited their offices for meetings, but no payment has been made. The lawyer decides to send them a legal notice, but after several notices, no response is received.

On 30th May 2019, Ms. Manya Joshi's lawyer filed a complaint in the court, which explains why she is filing the case. Based on this, the court sends a letter to Sara Fashion Ltd. to inform them that a case has been started against them, and they are required to present their defence in the court on 20 July 2019. Sara Fashion Ltd. is now required to file a reply within 30 days of receiving this letter, with their response to the allegations and claims made by Ms. Manya Joshi. Both parties have to appear in court on the specified date. On that day, they must also file all documents they have, such as the contract, receipts, emails, and so on, that will help their case. At the first hearing of the case, the court "examines each party," that is, ascertains from each party whether they admit or deny allegations made. Next, the judge goes through the whole matter and "frames the issues," specifying who needs to prove what.

Next, Ms. Manya Joshi has to stand in the witness box in court, state the details of the case and prove the documents that have been filed. She will then be asked questions by the lawyer for Sara Fashion Ltd. to ascertain if she is telling the truth. All other witnesses for Ms. Manya Joshi will also have to stand in the witness box and will be questioned. Then, Sara Fashion Ltd. must present their side of the case, followed by questioning by Ms. Manya Joshi's lawyer.

In the final stage of the case, both sides "argue" by presenting a summary of the case, the laws that are relevant, and the evidence to the judge. Finally, based on all this, the judge passes the judgement.

**Note: This is a fictional case**



## Reading A Bare Act

<b>1.</b> What is the name of the Act you are reading?	
<b>2.</b> What is the purpose of the Act?	
<b>3.</b> What are the different parts of the Act?	
<b>4.</b> How does the index help you read the Act?	
<b>5.</b> What is the purpose of the Interpretation/Definition clause or Explanation section?	
<b>6.</b> Choose any Section of the Act you are reading. Read it carefully and write its literal meaning.	

## Sample Plaints & Sample Written Statement

### IN THE HIGH COURT OF DELHI AT NEW DELHI

#### Between:

The Chancellor, Master and Scholars of The University of Oxford

*trading as* Oxford University Press

1<sup>st</sup> Floor, YMCA Library,

1 Jai Singh Road,

New Delhi, 110001

...Plaintiff

#### *Versus*

Rameshwari Photocopy Service

Delhi School of Economics,

University of Delhi,

Delhi, 110007

...Defendant

### **SUIT FOR RESTRAINING INFRINGEMENT OF COPYRIGHTS, RENDITION OF ACCOUNTS OF PROFITS**

1. The Plaintiff is trading as Oxford University Press, established in the 16<sup>th</sup> century and has a presence in more than 50 countries.
2. The present suit is primarily to address the unauthorized reproduction and issuance of copies of the academic publications of the Plaintiff.
3. The Plaintiff submits that 134 academic publications of the Plaintiff, including titles such as Ideologies of the Raj, Bringing the State Back In, Despotism of Law, and Working a Democratic Constitution (the entire list has been included in the Annexure) constitute “literary works” as defined in Section 2(o) of the Copyright Act, 1957.
4. The Plaintiff submits that in April 2022, the Plaintiff became aware that the Defendant is engaged in the unauthorized photocopying, reproduction and distribution of copies of the Plaintiff’s publications. In order to verify the aforementioned information, the Plaintiff deputed Mr. Rajesh Mishra to visit the premises of the Defendant and purchase samples of the infringing copies of the Plaintiff’s publications.
5. The Plaintiff submits that by these actions, the Defendant is infringing on the copyright of the Plaintiff and is wrongfully making financial gains, resulting in financial losses for the Plaintiff.
6. The Plaintiff humbly prays that this Hon’ble Court be pleased to grant the following reliefs to the Plaintiff:
  - (a) An order for restraining the Defendant from photocopying/reproducing and issuing illegal and unauthorised copies of the Plaintiff’s publication.
  - (b) An order for the rendition of accounts of profits directly or indirectly earned by the Defendants from their infringing activities, to be paid to the Plaintiff.

**University of Oxford v. Rameshwari Photocopy Services, 2016 SCC OnLine Del 6229**

## **Sample Written Statement**

### **IN THE HIGH COURT OF DELHI AT NEW DELHI**

In the matter of:

The Chancellor, Master and Scholars of The University of Oxford                      ...Plaintiff

Versus

Rameshwari Photocopy Service    ...Defendant

### **WRITTEN STATEMENT ON BEHALF OF DEFENDANT**

That the present suit filed by the Plaintiff for infringement of copyright is not maintainable as the Plaintiff has completely failed to disclose the essential ingredients of the copyright.

The Defendant submits that the Plaintiff is asserting infringement on the basis of unregistered copyright.

The Defendant submits that the Plaintiff is not the author and owner of the work in question, and the Plaintiff has not disclosed their relationship with the authors.

The Defendant submits that the present suit is barred under Section 52 (zb) of the Copyright (Amended) Act, 1957 which lays out that the reproduction or issue of any work in any format, to facilitate persons with disabilities to access the work, provided that the copies are made available on a non-profit basis, and provided that the copies are used only by persons with disabilities, does not amount to copyright infringement. The buyers of the Defendant's copies include persons with disabilities.

In light of the aforesaid facts and circumstances, it is humbly prayed that the suit of the plaintiff be dismissed.

**University of Oxford v. Rameshwari Photocopy Services, 2016 SCC OnLine Del 6229**

## Draft Complaint & Draft Written Statement

IN THE HIGH COURT OF DELHI AT NEW DELHI

Between:

...Plaintiff

*Versus*

...Defendant

### **SUIT FOR**

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1. The Plaintiff is
2. The present suit is primarily to address
3. The Plaintiff submits that
4. The Plaintiff submits that
5. The Plaintiff submits that
6. The Plaintiff humbly prays that this Hon'ble Court be pleased to grant the following reliefs to the Plaintiff:
  - (a) An order for
  - (b) An order for

IN THE HIGH COURT OF DELHI AT NEW DELHI

In the matter of:

...Plaintiff

*Versus*

...Defendant

**WRITTEN STATEMENT ON BEHALF OF DEFENDANT**

1. That the present suit filed by the Plaintiff
2. The Defendant submits that
3. The Defendant submits that
4. The Defendant submits that
5. In light of the aforesaid facts and circumstances, it is humbly prayed that the suit of the plaintiff be dismissed.

# Law Of Torts In India

*In this article, Krati Bhardwaj of New Law College, Bharti Vidyapeeth, discusses Law of Torts in India.*

Source: [Common Law of Torts - Development in India - iPleaders](#)



## Introduction

One moment you are walking on the road and the other you slip into the pit left open by the Municipal Corporation. Without having a glance around, you stand up quickly to cover up the embarrassment you have faced. But what can you do? This happens every now and then especially in a country like India. Is there anyone who could be blamed for this? I have sustained injuries so I should be more careful next time. Isn't it? No, there was a responsibility of the Municipality in this situation. They were negligent in fulfilling their duty. This is what law of torts talks about and much more.

## What is Tort?

The word tort has been derived from a Latin word "tortum" which means twisted or crooked. According to Salmond, "Tort is a civil wrong for which the remedy is a common law action for unliquidated damages, and which is not exclusively the breach of contract, or, the breach of trust, or, other merely equitable obligation."

It is different from breach of contract and trust. Tort is when the act of one party causes some harm to the other party due to negligence, carelessness on the part of another party. The one who sues is known as 'plaintiff' and the one who is sued is known as 'defendant'.

The person who causes such harm shall be made liable to pay compensation to the injured party (plaintiff), this compensation can be in the form of money. This money received in the form of compensation is known as 'damages'. In order to claim damages, there must be some breach of duty towards the plaintiff which resulted in such injury.

Even if the harm which is caused was not intentional but due to carelessness or negligence, then also the other party can be sued. Tort allows people to hold the other person accountable for the injuries suffered by them.

## Essentials of Law of Tort

- **Act/omission:** To constitute a tort there must be an act, which can either be negative or positive. There must be some breach of duty to constitute such wrongful act or omission. It means there was a duty to do or not to do a certain action, or to behave in a particular manner which a reasonable man is expected to act under certain circumstances. A person cannot be held liable for social or moral wrong. For example, if somebody fails to help a starving man then he cannot be held liable because it is a moral wrong unless some legal duty can be proved.
- **Legal Damage:** In order to constitute tort, breach of legal duty must be there. The legal right vested with the plaintiff should have been breached i.e certain act or omission have resulted in the breach of legal duty. The action can be instituted if there is a breach of legal right. For the injury sustained by the

plaintiff, damages could be claimed by him. Legal damage could be understood more clearly with the help of following maxims:

- o *Injuria sine damnum*: “*Injuria*” means unauthorised interference with the right of the plaintiff. “*Damnum*” means harm or loss suffered in terms of comfort, money, health etc. When there is violation of a legal right without any harm to the plaintiff, the plaintiff can approach the court.

In *Ashby v. White*, the plaintiff was detained by the defendant, a returning officer. The plaintiff was a qualified voter at the parliamentary election but due to detention, his voting right was violated. The plaintiff sued the defendant for violation of his legal right. Since there is a right there is also a remedy available for it.

Similarly, in *Bhim Singh v. State of J&K*, plaintiff was an MLA of J&K who was detained wrongfully by the police officer while he was going to attend an Assembly session. The fundamental right of personal liberty was violated and moreover, he was not presented before the magistrate within the requisite period. Here the wrongful and malicious act of the defendant was actionable so the court awarded exemplary damages of Rs 50,000 to Bhim Singh.

- o *Damnum sine injuria*: According to this maxim, there is some injury caused to the plaintiff without any unauthorised interference to the plaintiff's legal right. A person cannot claim damages in law even if the injury is caused due to the deliberate act of the defendant, as long as the other party is exercising his legal right. For example, a defendant set up a school exactly in front of the school of the plaintiff. The plaintiff suffered loss because of the rival school as he has to lower the fees and many students took admission in the defendant's school. There is no remedy available for the loss suffered by him. The defendant has not done anything in excess of his legal right.

## **Development of law of torts in India**

To deal with the malicious behavior of the people, tort existed in Hindu and Muslim law but it can be said that tort was formally introduced by the Crown in India. It is based on the principles of equity, justice, and good conscience. The law of torts is based on the principles of ‘common law’ which is mainly the English law of torts. The application of the law of tort is applied selectively in Indian courts keeping in mind if it suits the circumstances of Indian society.

Justice Bhagwati in *M.C Mehta v. Union of India* observed that:

“We have to evolve new principles and lay down new norms which will adequately deal with new problems which arise in a highly industrialized economy. We cannot allow our judicial thinking to be constructed by reference to the law as it prevails in England or for that matter in any foreign country. We are certainly prepared to receive light from whatever source it comes but we have to build our own jurisprudence.”

## **Tort based on Negligence**

Negligence is the absence of reasonable care which is imposed on all persons so as not to place the other person at foreseeable risk of harm through his conduct. It is the failure to act in a particular way by taking into account the apprehended injury that could be sustained due to carelessness to one party.

## **Elements of negligence are:**

**Duty:** There must be some duty or an obligation which one person owes to another. If the defendant fails to fulfill the duty which he owes to the plaintiff in the eyes of law then he can be held liable. So at first, it

should be assessed whether the defendant owes any duty of care to the plaintiff or not. Sometimes the relationship between the plaintiff and defendant creates a legal duty or obligation to act in a certain manner. For instance, the doctor owes a duty of care to the plaintiff i.e to treat the patient in an appropriate manner. If the doctor while treating the patient left a ring in his abdomen, then he can be said to be negligent in giving appropriate medical treatment. The doctor owed a duty of care towards his patient which he failed to do.

**Breach:** once it has been assessed that the defendant owes a duty of care to the plaintiff, it should be further established that there was some breach of duty i.e one person failed to exercise a take. “Amount of care” means the care which a reasonable person would have taken in those circumstances. Whether there was any breach of duty is both a subjective and objective test. The defendant can be said to be negligent if he knew that his action would affect the other person if he does not act in a particular way, for eg. If the owner of the dog knows that his dog is of ferocious nature then he should put some warning on the gate like “Beware of dog” or “Enter at your own risk”. If he fails to do so then he can be held negligent in taking such care.

**Causation (cause in fact):** This element aims at establishing that there should be some negligence on the part of the defendant which caused such injury or harm to the plaintiff. The plaintiff should prove that the loss suffered was caused by the defendant. The (but for) rule is used in proving the causation i.e whether the injury suffered would have happened but for the action of the target of your suit.

**Proximate cause:** If a person cannot foresee that something bad could happen to another person then how could he be held liable. To make the person liable for alleged action it should be proved that his action was the remote/closest cause for the injuries sustained. If the act is foreseeable then only the person is liable otherwise not, for eg. If a motorcyclist hit the pedestrian on the road due to which he suffered a severe injury on the head. Seeing the sight on the internet, a woman whose house was on the road had a heart failure. The motorcyclist was liable to the pedestrian as he failed to take reasonable care while driving. But he is not liable to the woman who had a heart attack because that was not foreseeable.

**Damages:** The last element of negligence is damages. The person who had sustained injury should be compensated for such harm. The test of (reasonable person) is important to decide if the plaintiff is entitled to compensation or not. The compensation given to the plaintiff should be capable of putting him back in the position in which he was before the incident took place. For eg., if the car driver hit the motorcyclist due to which he sustained injuries and had to miss work, the compensation that the car driver could be made to pay should bear his medical expenses, lost earnings and the pain and suffering endured by him.

#### **Defenses:**

**i) Volenti non fit injuria:** If a person acts voluntarily and is aware of the risk associated, he cannot recover damages if he suffers harm. This is the voluntary acceptance of risk. The person should be free to make a choice when the employer forces an employee to take the risk of which he is aware but is not willing to undertake. Here, the defense cannot be used by the employer if an injury is sustained by the employee because the employer had forced the employee to undertake the risk against his will.

Essential of Volenti non fit injuria:

There was knowledge of risk by the plaintiff

He voluntarily undertook such risk

**ii) Contributory negligence:** When the damage which the plaintiff has suffered was partly due to his fault and partly due to the fault of the defendant, this constitutes contributory negligence. In order to prove



contributory negligence, it must be proved that the plaintiff failed to take reasonable care for his safety. In a collision between two cars, the defendant was driving negligently at high speed. It was discovered that the plaintiff was not wearing a seat belt due to which he sustained a higher amount of injuries than if he had been wearing a seatbelt. The plaintiff failed to take reasonable care which was expected on his part. So he is liable for contributory negligence.

**iii) Exturpi causa:** It means no defense or legal remedy can be initiated if the cause of action which arose was due to the illegal conduct of the plaintiff i.e no action can be found on a bad cause.

For example, Mr. Anil took a lift in a car which he knew was stolen by another person. Later, the car met with an accident, Mr. Anil cannot initiate an action against the other party under this principle.

#### How law of torts is different from crime

#	Tort	Crime
1	The person who commits a tort is known as 'tortfeasor'.	The person who commits a crime is known as an 'offender'.
2	Proceedings take place in Civil Court.	Proceedings take place in Criminal Court.
3	The remedy in tort is unliquidated damages.	The remedy is to punish the offender.
4	It is not codified as it depends on judge-made laws.	Criminal law is codified as the punishments are defined.
5	Private rights of the individuals are violated.	Public rights and duties are violated which affects the whole community.

## Structuring The Argument

**Who are you representing?**

**Legal argument I** (*write 1-2 sentences*)

**How it relates to your case** (*write a short paragraph*)

**Legal argument II** (*write 1-2 sentences*)

**How it relates to your case** (*write a short paragraph*)

<b>Legal argument III</b> ( <i>write 1-2 sentences</i> )
<b>How it relates to your case</b> ( <i>write a short paragraph</i> )

## Hyderabad Encounter

Rape is one of the most common crimes against women in India. On 27 November 2019, four men ambushed, raped and murdered a 26-year-old vet in Shamshabad, near Hyderabad. This heinous crime sparked immediate outrage across India.

The police arrested the four accused based on the evidence gathered from CCTV cameras, an eyewitness, and the victim's mobile phone. It was reported that they were drunk during the rape and murder.

In the early hours of 6 December 2019, the four accused were taken to the location for a reconstruction of the crime scene, where two of them snatched guns and attacked the police. According to reports in The Indian Express, police alleged that one of four accused had gestured to the other three to flee after attacking the police. The four tried to run towards a deserted pathway when police opened fire in what they described as self-defence. All four were killed in this police encounter at around 3:30 am.

While thousands of people across the country celebrated this encounter and sent their congratulations to the police, the families of the accused and several human rights activists condemned this act.

In May 2022, a commission set up by the Supreme Court of India submitted a report stating that it believes the police deliberately fired on the accused “with an intent to cause their death” — and recommended action against ten police officers and personnel under various charges, including murder.

*Sources:*

[2019 Hyderabad gang rape and murder - Wikipedia](#)



<https://indianexpress.com/article/cities/hyderabad/hyderabad-encounter-2019-gangrape-accused-sc-commission-7927755/>



## THE OJ SIMPSON CASE

OJ Simpson is a former American football player, who was extremely popular due to his skills on the field. He was married to a woman named Nicole Brown.

On the night of 12 June 1994, Nicole Brown and her friend Ron Goldman were found stabbed to death at Nicole's house. OJ Simpson was suspected of committing the murders and was asked to surrender to the police. Instead, he fled in a white car and was chased by police cars and news helicopters for several hours, until he eventually surrendered.

There was a lot of evidence to prove that OJ Simpson had committed the murders.

- He had a history of violence against his wife.
- He was in the area when the murders were committed.
- Critical pieces of evidence were a pair of bloody gloves. The left-handed glove was found outside Nicole Brown's house, and the right-handed glove was recovered from O.J. Simpson's house.
- Tests on the gloves showed the presence of DNA from OJ Simpson, Nicole Brown and Ron Goldman.
- Hairs consistent with OJ Simpson were found on Ron Goldman's shirt.
- OJ Simpson had fresh cuts on his left hand a day after the murders.
- Blood drops with the same blood type as his were found at the scene of the crime.
- Blood drops found at the crime scene had OJ Simpson's DNA.
- Blood found on socks in OJ Simpson's house matched Nicole's blood.

In spite of all this evidence and a strong case against him, the court found OJ Simpson 'not guilty' and allowed him to walk free. How did this happen?

This happened because OJ Simpson's lawyer convinced the court that the proof was not beyond reasonable doubt.

- The bloody glove outside Nicole Brown's house was a key piece of evidence against him. It was found 7 hours after the murder but was still moist. So, the lawyer argued that that evidence cannot be believed.
- When OJ Simpson tried on the glove in court, it did not fit his hand very well.
- There was no blood or fibre evidence found near the area where the glove had been found.
- OJ Simpson's lawyers presented witnesses who testified that much of the evidence was either mishandled, contaminated or lost by the police and investigating team.

People v. Simpson , 43 Cal.2d 553

For a person to be pronounced 'guilty', there must be proof beyond reasonable doubt. What do you think this legal principle means?

## Mens Rea

SITUATION	IS MENS REA PRESENT? WHAT MAKES YOU SAY SO?
<p>The accused applied for admission to LL.B. (Final) class in Benaras University alleging that he had attended LL.B. (Previous) class in Lucknow Canning College. He was admitted and required to produce a certificate in support of proof of having passed LL.B. (Previous) examination. He produced a forged certificate.</p>	
<p>The accused was using a chainsaw to cut down a tree. On hearing an odd sound, he left the chainsaw on the ground while it was still on, and he went to check what caused the sound. His co-worker was walking by, tripped on the chainsaw's wire and fell onto the chainsaw. His left arm was completely cut off.</p>	
<p>A woman had two large dogs that had the habit of attacking people, especially when they were not on a leash. The woman had continuous arguments with her neighbour, and often she hit, kicked or slapped them. One morning, as the neighbour was watering plants in the garden, the woman brought her two dogs out for a walk. As she was locking her doors, she let go of their leashes, and they attacked the neighbour.</p>	
<p>At a restaurant, two minor boys (below the age of 18) order alcohol. Restaurants not allowed to serve alcohol to minors in that state. The restaurant asks for ID cards, and the boys produce 2 fake ID cards that show that they are above 18. The server who served them alcohol has now been accused of committing a crime.</p>	

**Note: The given situations are fictional**

## Checklist For Presenting

CRITERIA	YES/NO
<ul style="list-style-type: none"> <li>● Take a deep breath before starting your argument. Do not begin until you are ready.</li> <li>● Stand up straight and maintain a professional posture.</li> <li>● Speak slowly, clearly, calmly and confidently.</li> <li>● Never use the pronouns <i>I</i> or <i>Me</i>. Use <i>We</i>, <i>Us</i> and <i>Our</i>.</li> <li>● Maintain eye contact with the judges.</li> <li>● Use a respectful tone. Be careful not to use a flustered or angry tone.</li> <li>● Use gestures to emphasise your point.</li> <li>● When you are asked a question, answer it immediately and effectively. Maintain eye contact with the judge who asked the question.</li> <li>● If the Judges are male, use the term <i>Your Lordships</i>.</li> <li>● If the Judges are female, use the term <i>Your Ladyships</i>.</li> <li>● If you aren't sure what the judge is asking, seek clarification. "Your honour, I want to make certain I understand your question, would you mind rephrasing?"</li> <li>● If you obviously and/or materially misspeak, say "rather, ____" OR "pardon me your honours, what I mean to say is ____" and correct yourself.</li> <li>● If you are really hard-pressed for a transition, say, "which brings me to my second/third point" and find a way to fit what you were talking about into that point.</li> </ul>	

## Structure Of A Moot Court Argument

### Introduction

May it please the court, my name is \_\_\_\_\_ and I represent the Petitioner/Respondent  
\_\_\_\_\_ *<name>*.

### Roadmap

Your honours, the Petitioner humbly submits the facts of the case.

We submit that the Petitioner/Respondent \_\_\_\_\_ *<name>* is liable/is not liable for  
the death of Ms Neda Paresh and petition the honourable court to

\_\_\_\_\_  
\_\_\_\_\_ *<what order the court should pass>*.

We will now present our arguments.

### ARGUMENT 1



<b>ARGUMENT 2</b>
<b>ARGUMENT 3</b>

## Introduction To Law Degrees In India

In India, formal legal education, which is taught at several levels including undergraduate, postgraduate, and PhD, is gaining a lot of popularity. Both UG and PG levels provide a variety of legal degrees. The Law degree at the undergraduate level is called LL.B. (Bachelor in Law). This can be pursued in two ways. A 3 year LLB is an undergraduate course that can be pursued **after** doing any other undergraduate degree like B.A. or B.Sc. and focuses on the core subjects related to law. Whereas a 5-year LLB is an integrated program that gives you an undergraduate degree such as B.A., simultaneously with the core LLB program. The degree after such a course is called B.A, LL.B. The postgraduate degree in law is called LL.M. There are different specializations available in LLM courses at a higher level like Cyber law, Criminal law, Business law, Taxation law, Intellectual Property Rights, and others.

### How do you get admission to a B.A., LL.B. course?

#### Common Law Admission Test

The Common Law Admission Test (CLAT) is a national level entrance exam for undergraduate (UG) and postgraduate (PG) law programmes offered by the country's various **National Law Universities** in India. The National Law Universities are some of the best colleges to study law in India.

Entrance for -Admission in B.A., LL.B (Hons)

Eligibility- Class 12, 12+

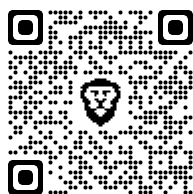
Application mode -Online, By Post

Source: <https://consortiumofnlus.ac.in/clat-2022/ug-eligibility.html>

List of National Law Schools - Across India

1.The West Bengal National University of Juridical Sciences, Kolkata

Website: [www.nujs.edu](http://www.nujs.edu)



2. National Law University, Bhopal

Website: [NLIU Bhopal](http://NLIU Bhopal)



3. National Law University, Jodhpur

Website: <http://www.nlujodhpur.ac.in/index-main.php>



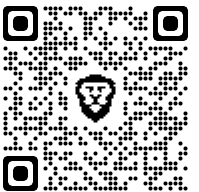
4. V. NALSAR University of Law, Hyderabad

Website: [NALSAR University of Law](http://www.nalsar.ac.in)



5. Gujarat National Law University, Gandhinagar

Website: [Gujarat National Law University](http://www.gnlulaw.ac.in)



6. Hidayatullah National Law University, Raipur

Website: [www.hnlu.ac.in](http://www.hnlu.ac.in)



7. National University of Advanced Legal Studies, Kochi

Website: [www.nuals.ac.in](http://www.nuals.ac.in)



8. Ram Manohar Lohia National Law University, Lucknow

Website: [RMLNLU](http://RMLNLU)



9. Rajiv Gandhi National University of Law, Patiala

Website: [Rajiv Gandhi National University of Law](http://Rajiv Gandhi National University of Law)



10. Chanakya National Law University, Patna

Website: [CHANAKYA NATIONAL LAW UNIVERSITY](http://CHANAKYA NATIONAL LAW UNIVERSITY)



11. National Law University, Delhi (NLU, Delhi has its own admission test, see below)

Website: [National Law University Delhi](http://National Law University Delhi)



### **Law School Admission Test LSAT India**

The LSAT—India is an admissions test for law schools in India. It is based on the world-famous LSAT, which is used by law schools in North America and Australia. The LSAT—India assesses the critical thinking skills required for success in law school.

Purpose-Admission in B.A. LL.B (Hons)

Eligibility - Class 12, Graduates

Application mode - Online

**LSAT—India** Affiliated Law Colleges:

*Kalinga University*

*Indore Institute of Law*

*Asian law college*

*VIT - School of law*

*CMR University*

*Amity University*

Source: [www.pearsonvueindia.com/lSATindia/](http://www.pearsonvueindia.com/lSATindia/)



### **All India Law Entrance Test (AILET)**

National Law University, Delhi (NLU Delhi) administers the All India Law Entrance Test (AILET) for admission to undergraduate (UG), postgraduate (PG), and doctorate (PhD) level law courses. This is a national-level entrance exam for admission to law programmes only at NLU Delhi. The exam is conducted on a pen-and-paper basis.

Purpose-Admission in B.A., LL.B. (Hons.), LL.M, PhD

Eligibility-Class 12, 12+, LL.B, LL.M

Apply-Online, By Post

Source: [ailet](http://ailet.nlu.edu.in)



### **Lloyd Entrance Test (LET)**

Purpose-Admission in B.A.,LL.B- 5-year integrated course at Lloyd Law College

Eligibility-Class 12, 12+

Application mode -Online, By Post

Source: [www.lloydlawcollege.com](http://www.lloydlawcollege.com)

## **Law Colleges in Delhi**

### **Faculty of Law, University of Delhi**

The University of Delhi established the Faculty of Law in 1924, and it is an accredited legal institution by the Bar Council of India for its LL.B. degree.

The Faculty of Law has a single department, the Department of Law, which teaches LL.B. classes and oversees LL.M. and Ph.D. programmes.

Entrance for: Admissions in B.A.,LL.B , LL.M. & Ph.D

Eligibility - Class 12, 12+

Application mode - Online

Source: [Faculty of Law](#)



### **Guru Gobind Singh Indraprastha University, Delhi(GGSIP)**

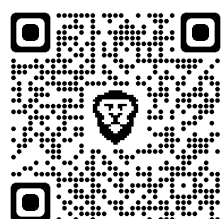
The law programmes that Guru Gobind Singh Indraprastha University's colleges provide to their contemporaries have earned the university a distinguished position. One can join GGSIPU colleges if they wish to pursue legal studies as a career.

Entrance for: Admissions in B.A.,LL.B , LL.M.

Eligibility - Class 12, 12+

Application mode - Online

Website: <http://www.ipu.ac.in/>



*Colleges under GGSIP in the Delhi region offering BA - LLB*

1. UNIVERSITY SCHOOL OF LAW AND LEGAL STUDIES

2. VIVEKANANDA INSTITUTE OF PROFESSIONAL STUDIES
3. MAHARAJA AGRASEN INSTITUTE OF MANAGEMENT AND TECHNOLOGY
4. TRINITY INSTITUTE OF PROFESSIONAL STUDIES
5. IDEAL INSTITUTE OF MANAGEMENT AND TECHNOLOGY
6. FAIRFIELD INSTITUTE OF MANAGEMENT AND TECHNOLOGY
7. CHANDERPRABHU JAIN COLLEGE OF HIGHER STUDIES & SCHOOL OF LAW
8. DELHI METROPOLITAN EDUCATION
9. TRINITY INSTITUTE OF INNOVATIONS IN PROFESSIONAL STUDIES
10. JIMS ENGINEERING MANAGEMENT TECHNICAL CAMPUS
11. SANT VIVEKANAND COLLEGE OF LAW AND HIGHER STUDIES

**Faculty of Law, Jamia Millia Islamia University**

Website: [Faculty Of Law - Jamia](#)



Entrance for: Admissions in B.A.,LL.B , LL.M. & Ph.D

Eligibility - Class 12, 12+

Application mode - Online

In 1989, Jamia Millia Islamia opened its law school. A three-year LL.B. programme was first launched. In order to properly emphasize the legal profession's expanding horizons over the past 20 years, the Faculty has made significant strides in the areas of course and curriculum restructuring, the addition of new courses, experimenting with cutting-edge methods of delivering legal education, and strengthening its clinical programme.

Since then, the Faculty has developed a five year integrated B.A., LL.B (Hons.) Program, replacing the three year LL.B Course as part of its ongoing efforts in three specialized streams of Personal Laws, Corporate Laws and Criminal Laws.

## Reflections On Lawyering

Name:

Date:

*Pick one of the two sections below. If you are considering law as a career after this module, answer Section 1, if not answer Section 2. Don't worry, we are not asking you to make a serious choice or decision for your life! Pick whichever you feel more comfortable with right now.*

*Give brief reflective responses for the questions(short answers of up to a paragraph)*

### ***Section 1: If you are open to a career in law***

**What would you like to accomplish with your life if given a chance to pursue law as a career?**

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**What do you find interesting in law?**

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**What type of work interests you in a career in law? Court work or non-Court work? Area of law (like criminal, environmental, corporate)? Any other?**

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**Did you become interested in lawyering during the lawyering module or before it?**

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**What do you think are the skills you believe you will require to pursue your interests in law. How would you like to hone those abilities?**

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**What challenges did you face while engaging with the lawyering module or you would likely face in case you pursue your interests in lawyering?**

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**What kind of assistance/support will you think you require to achieve your objectives as an aspirant lawyer once this module gets over?**

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***Section 2: If you don't think a career in law is right for you***

**What did you find interesting in the law module?**

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**How do you think the profession of law is useful to society ?**

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**In what way do you think that whatever you have learnt in the Law module can help you in your life or your career goal?**

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**Why do you think a career in law is not suitable for you?**

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## **Career Opportunities In The Legal Field**

### **Litigation Lawyer**

We have studied a lot about litigation lawyers in this module.

Litigation lawyers, also known as litigators or trial lawyers, represent both plaintiffs and defendants in civil and criminal lawsuits. They handle all phases of the litigation, from examination, pleadings, and discovery to pre-trial, trial, settlement, and appeal. To become a litigation lawyer one must clear All India Bar Examination (AIBE) after two years of an enrollment as an Advocate.

To enroll as an Advocate, eligible individuals are admitted to the rolls of the State Bar Councils. The Advocates Act of 1961 gives State Bar Councils the authority to set their own standards for the enrollment of advocates. This could include an examination. Certificate of enrolment is given to those who have been admitted as advocates by any State Bar Council.

Under Section 24 (1) (f) of the Advocates Act, 1961, all applicants for enrolment as advocates pay an enrolment fee of Rs.600/- (Rupees Six Hundred Only) to the relevant State Bar Council and Rs.150/- (Rupees One Hundred Fifty Only) to the Bar Council of India.

While litigation lawyers are the most well-known career, there are many other jobs you can do with a degree in law that do not require you to argue cases in Court. Some of these are described below:

### **Corporate Lawyer**

Also known as a company lawyer, works on legal issues concerning corporate business practices. They frequently handle business, legal, and financial functions of a company.. A corporate lawyer, for example, may be in charge of corporate taxes or may appraise and supervise mergers and acquisitions.

### **Real Estate Lawyer**

Real Estate refers to land or buildings. A real estate lawyer is a licensed professional who oversees all real estate transactions involving real estate law. iThey are in charge of preparing and reviewing legal documents for real estate transactions like buying and selling of land or houses, as well as negotiating their terms and conditions.

### **Taxation Lawyer**

Taxation lawyers assist clients in navigating and complying with the complex system of tax codes, as well as legally taking advantage of the numerous deductions, credits, and exemptions. In addition, they represent clients in tax disputes. Private practice tax lawyers assist both individuals and businesses.

Below are some areas of law in which a person with a law degree can work. You can work in these areas either as a litigation lawyer or a non-litigation lawyer:

- a) **Labor Law** - Labor lawyers specialize in employment law and can represent both employers and employees. They work with clients in labor-unionized industries such as education and law enforcement. These attorneys are knowledgeable about union laws and regulations and how they affect businesses and union members.
- b) **International Law** - International lawyers are involved in contract negotiations, international dispute resolution, mergers, and other activities. It necessitates knowledge of various legal systems as well as a grasp of the source of international law. An international tax lawyer, for example, must determine the tax consequences of cross-border transactions and aid clients in lowering their worldwide effective tax rates.
- c) **Family Law** - Family lawyers are legal practitioners who specialize in family law issues. They deal with legal matters involving family members. Divorce, child custody, and guardianship are examples of legal challenges.
- d) **Constitutional Law** - Constitutional lawyers advise clients on the viability of legal courses under Indian Constitutional principles. They initiate legal proceedings under the provisions of the Indian Constitution, beginning with a formal notice seeking redress for a wrong or grievance.
- e) **Administration Law** - An administrative lawyer handles problems with municipal, state, or federal government entities. An administrative lawyer may be able to assist you if they pass policies that negatively impact your business or if you believe an agency has harmed you personally.
- f) **Patent Law** - The patent lawyers serve as the primary point of contact for industrial property rights legal protection. They advise clients on how to protect software products and plant varieties, as well as inventions, designs, trademarks, and know-how.
- g) **Human Rights Law** - A Human Rights Law represents in court or otherwise supports victims of human rights violations. It is the job of these lawyers to preserve persons' fundamental human rights.

## **Judge**

The path to becoming a Judge is difficult and time-consuming, but it can lead to a rewarding career. A judge's position is at the top of the jurisprudential order and is one of the most prestigious professions.

## **Law Professor**

Law school professors not only teach classes but are typically involved in research as well. Many schools also require that they periodically publish in law journals.

## **Legal Journalist**

Legal Journalists are people who write on matters that are fully relevant to the law. Their mission is to provide specialized reporting on all legal-related issues. They can write for popular or specialist magazines or for websites like [livelaw.in](http://livelaw.in)

## **Judge Advocate General (JAG)**

This is a career that combines the military and the law. JAG are employees of the army with a legal degree who provide legal assistance to the military in all aspects related to the law. The military run their own courts which handle crimes committed by soldiers or actions by soldiers that go against their code of conduct. In addition there may be other matters like cases brought by civilians against the army, acquisition of land etc. The JAG supports in all these matters.

## **Professions Related To Law But That Do Not Require A Degree In Law**

### **Policeman**

Being a policeman/policewoman is also a career in law! We can call it a career in law enforcement. It will typically wear a law enforcement uniform. Besides the normal work of the police that we are aware of, police help to maintain order in the court. They may accompany criminal defendants to and from the courtroom or intercede between counsel. For example, they may pass an item of discovery from one table to the next or the judge.

### **Mediators/ Arbitrator**

Also called an arbitrator—handle alternative dispute resolution (ADR), which many states require before a civil lawsuit can proceed to trial. The mediator meets with and attempts to guide opposing parties to compromise or settlement. They don't "represent" either side and may or may not be an employee of the government.

## Professional Ethics For Lawyers

*(Excerpted and adapted from “Professional Ethics for Lawyers” Retrieved June 16, 2022, from <https://www.lawjure.com/professional-ethics-for-lawyers/> )*

Professional ethics are principles that govern the behaviour of a person or group in a business environment. Like values, professional ethics provide rules on how a person should act towards other people and institutions in such an environment. The professional ethics of lawyers is a code of conduct which lawyers have to observe with the public at large, with their associates, with their clients and in the court.

The following is a simplified and shortened version of the official professional ethics for lawyers laid down by the Bar Council of India

### Group 1: Lawyer’s duty to the Court

*Under section 1 of the Bar Council of India Rules provide for advocate’s duties to the court.*

1. An advocate should present his case with dignity and self-respect.
2. An advocate should maintain a respectful attitude towards the court
3. An advocate should not influence the decision of the court by an illegal or improper means. Private communications with a judge relating to a pending case are forbidden.
5. An advocate should appear in proper dress in the court.
6. An advocate should not wear bands or gown in public places other than courts.
7. An advocate should not act in any matter in which he is himself pecuniarily (ie. financially) interested.

### Group 2: Lawyer’s duty to the client

Under section 2 of the Bar Council of India Rules provide the duties of advocate toward their clients.

1. An advocate shall not ordinarily withdraw from engagements, once accepted, without sufficient cause and unless reasonable and sufficient notices are given to the client. Upon his withdrawal from a case, he shall refund such part of the fee as has not been earned.
2. . An advocate's behaviour towards his client should be kind and polite.
3. An advocate should never manipulate a client and give proper advice to the client.
4. An advocate should try his best to get justice for his client.

5. An advocate appearing for the prosecution in a criminal trial shall so conduct the prosecution, that it does not lead to conviction of the innocent.
6. It is the duty of an advocate to fearlessly uphold the interests of his client using all the fair and honourable means.
7. An advocate should not come close to the opposite party.
8. An advocate should not give any improper advice to his client that will affect negatively.
9. An advocate should keep accounts of the clients' money entrusted to him.
10. Proper accounting of everything is important in the case and for the client.
11. An advocate should not disclose any weaknesses of his client and should not reveal any material or document to the opposite party.
12. An advocate should not accept any bribe, gifts, and fees from the opposition party.

#### Group 3: Lawyer's duty to the Opponent

*Section 3 of Bar Council of India rules provide for the duties of an advocate to the opponent party.*

1. An advocate should not open negotiations with the opposing party directly.
2. An advocate should do his best to carry out all legitimate promises made to the opposite party.
3. An advocate should be fair to his opponent.
4. An advocate should give due importance to his opponent Advocate and never mislead the facts of the case to the opponent Advocate.

#### Group 4: Lawyer's duty to Colleagues

*Section 4 of the Bar Council of India rules provide for the duties of an advocate to the colleagues.*

1. An advocate cannot appear in a case where a memo is filed by the name of the other advocate. If he is having the consent then only he can appear.
2. An advocate sign-board or name-plate should be of reasonable size.
3. An advocate has to keep goodwill among his fellow advocates.
4. An advocate should not promote unauthorized practice.



## Seven Lamps Of Advocacy

*Thakur, Y. (2021, December 31). Seven lamps of advocacy –. Legal Study Material. Retrieved June 17, 2022, from <https://legalstudymaterial.com/seven-lamps-of-advocacy/>*

### Seven lamps of advocacy

You may have heard the phrase **“ASATO MA SADGAMAYA TAMASO MA JYOTIRGAMAYA”**. What does this mean? It means to take a person from untruth to truth and to lead from darkness to light. When a client comes to the chamber of an advocate, expect to take his case from the darkness to light and untruth to truth. But to take a case from darkness to light, an advocate must be aware of the seven lamps of advocacy.

Seven lamps of advocacy are a very interesting topic of professional ethics. The rights of an advocate under the **Advocates Act 1961** also help a lawyer to use these lamps of advocacy in his profession.

### History of seven lamps of advocacy

It was Judge Edward Abbott Parry who brought the theory into existence. He gave the seven lamps of advocacy. After that, the 8th lamp of advocacy was added by justice V Krishnaswamy Aiyar in his legal book of “professional conduct and advocacy”. He named the 8th lamp of advocacy TACT.

- **HIGH COURT IS WITH EVERY JUDICIAL FELLOW.**

The qualities given under the seven lamps of advocacy are the best and essential qualities of an advocate which must be followed by an advocate to succeed in his legal profession while practicing in the court anywhere. Let’s know about each and every lamp of advocacy.

- **Honesty**

Honesty in a profession is the official policy that should be used by every person while interacting with another person. Honesty should reflect in the thoughts, words and behavior of an advocate. It is honesty that increases the personal and professional reputation of the person in a society. The reputation of an advocate is the thing that includes his fame and trust with his clients and bar.

An advocate is expected to be honest while dealing with the case and making arguments and producing oral and documentary evidence in the court of law. The judge decides the case on the basis of the submission and arguments done by an advocate on the behalf of his client. If a wrong fact represented by an advocate can punish an innocent person. An advocate should be:

- **Honest with his client-**

He must tell his client about the position of the case every time.

An advocate must tell about the merits of the case

He must tell about the demerits of the case or any consequences which can lead to the loss of his client.

If an advocate is going to lose the case in court, he should talk about this.

Honest with opposition-

An advocate should be honest even with his opposition party. He should not give any false facts to take the case in the opposite direction.

Deceiving a person in a case should not be the purpose of an advocate.

- **Honest to law-**

The person who is filing the case in the court is here to take justice, not to check the talent of an advocate. Honest with the law means an advocate should give the truthful fact in front of the judge, not any false statements. Telling the truth in front of the judge is the best practice for honesty.

- **Courage**

Courage is one of the important factors in seven lamps of advocacy. Courage means the ability to stand in front of the court without any fear. An advocate should feel proud and confident while arguing in a case. It builds the ability of an advocate to convince the judge that his true and honest facts represent on the behalf of his client.

A lawyer faces many problems while dealing with civil litigation or criminal litigation. He should have the courage to stand in that case and remove these problems fearlessly. He should have been ready to fight all the problems and social evils. Advocates can use courage as their weapon, but for that, they must have a deep knowledge of the law.

Not all cases are easy for dealing with, an advocate can get the case related to murder, marital rape, abatement, Child labour etc. He should have the courage to take every kind of case.

- **Industry**

Ignorance of the law is not an excuse. He must have the knowledge of the law for which he is dealing in a case. We all know that the law is like an ocean; no one can be the master of law. But an advocate should know about the law used in the case in which he is dealing for.

Advocates should have knowledge, attitude and skill while dealing with the case. To get the knowledge of the law and understand the law he should have given sufficient time for that.

No advocate can win the case without sufficient knowledge of the law. He must have given the time for the case so that he could deal perfectly with that case and increase his chance to win the case. Our law is not static, it keeps changing with the need of society every time to solve the various new problems of the society. An advocate should update himself with these new laws. Even if a lawyer was good enough to deal with all the cases in the previous time, and now he does not stay up to date with new laws, he will face difficulties while dealing with the case in the present time. There is no way other than hard work.

- **Wit**

Being a professional lawyer in the field of law, a lawyer should have wit and a sense of humour. It is the humour that keeps us calm and active. A person without a sense of humour will fight the case with anger which isn't good for providing justice. Judges also like the advocates and witnesses which help them to provide justice in a case.

The wit is a necessary lamp to lighten the darkness of advocacy. A wit helps the advocates to stay focused on his work and reduce the workload so that he can remain relaxed. It automatically removes the mental strain of an advocate so that he can think beyond the limits of his mind.

A well-prepared speech by an advocate in front of the Judge will not always work. An advocate has to answer the questions of a Judge and that question will check the wit and presence of mind of a lawyer. The questions asked by judges check the intelligence and knowledge of advocates related to the case.

It happens many times that an advocate forgets to produce something in the court or fails to answer some questions in the court. At that time, it is the wit of an advocate which helps him to fill that gap.

- **Eloquence**

The lamp of eloquence is the art of speaking. Every advocate delivers his argument in front of the judge. But eloquence is the way to give the arguments in a way that holds a long-lasting effect on the judge as well as the clients and listeners in the courtroom.

Eloquence is an oral art that is used by an advocate for fluent and skilful use of communication which touches the soul of a judge.

An advocate who has a good knowledge of advocacy can use the eloquence language for fluent speaking. There are some important points related to eloquence as follow:

An advocate should be a skilled speaker

He should stay confident while giving the speech in front of the judge

He should be fluent while giving this speech.

The language used by an advocate should be error-free

He should have the ability to pause himself at the right moment

This speech given by an advocate should be effective, not dramatic.

He should give this speech in a way that leaves an impression on the judge.

The language should be used in a way that should help the judge while writing his judgement.

The language should influence people towards the point of discussion.

Use of the right law phrase and law maxim.

An advocate can use the power of eloquence by:

noticing the faults made by the opposite party

Presence of mind in the case

Knowledge and practice

By setting the relation between arguments and justification

The skill to develop the equivalence in Hindi speech needs more and more knowledge.

- **Judgement**

The lamp of judgment means the deep study of the present case and then making an informed opinion for that case. An advocate should think from two sides of the case because it will help him to understand the consequences of the case. By understanding the case from both sides the advocates know the merits and demerits of that case. It helps him to anticipate the problems and tackle the same with his other lamps of advocacy.

A good advocate knows what will be the consequences after representing a witness in court. He should be aware of what questions can be asked by the judges and the opposite party after the witness. And he should be ready to counter these arguments and questions from the opposite party and judges of the case as well.

- **Fellowship**

Fellowship is one of the most important lamps of advocacy. An advocate must carry fellowship with his colleagues. When an advocate takes the case and argues, he argues against an opposite advocate. But it does not make them opposite to each other, they are just making arguments for the sake of justice only. After finishing the argument in the court hall, the advocate should respect his opposite advocate. Even while doing an argument in court, an advocate should respect his opposite lawyer as well. The reason is, it is not the fight between both of them but it is the fight for justice only.

After the judgement of the case, even if an advocate lost the case, he should respect the advocate who wins the case. If an advocate starts fighting with each and every advocate who is opposing him in the case, he will make all the advocates his enemy which is not professional ethics.

A case must not bother his friendly relationship with other advocates. An advocate should while referring to the opposite advocate use the term as a learned friend or learned counsel.

Advocates should also use the lamp of fellowship for judges also. It is the arguments of an advocate which leads his case. The advocate should respect the judge even if he gave the opposite decision. An advocate should refer to a judge as:

Learned Judge or Your Honour

High court- your lordship or my lord

These are the terms that show respect towards the other advocates and judges. It builds a friendship with another colleague.

8th lamp of advocacy

TACT is the 8th lamp of advocacy. An Indian lawyer and former judge of Madras High Court “V Krishnaswamy Iyer” has written the TACT in his book of PROFESSIONAL CONDUCT AND ADVOCACY as the 8th lamp of advocacy.

Sometimes it happens that the courtroom becomes a mess due to the heavy and serious arguments by advocates. In those circumstances, advocates should know how to tackle the situation. An advocate should know how to:

control his client in that situation

Control over the opponent advocate in the case.

Persuade the judge

An advocate should use a great technique that will be able to control the messy situation in the courtroom.

### **FAQ related to the Seven Lamps of Advocacy**

What are the seven lamps of advocacy?

Honesty, carriage, Wit, industry, eloquence, judgment and fellowship are the seven lamps of advocacy.

What is the 8th lamp of advocacy?

Tact is known as the 8th lamp of advocacy. It is the ability and quality of an advocate to deal with a messy situation in the courtroom.

Who gave the 8th lamp of advocacy?

It was V K Iyer who has written TACT as the 8th lamp of advocacy in his book PROFESSIONAL CONDUCT AND ADVOCACY. He said that an advocate should know how to tackle a messy situation and take control over that situation.

### **Conclusion**

Advocates should keep burning these seven lamps of advocacy. Advocacy is not a way to make money but it is the profession that helps the person to provide justice.

Advocacy is a profession and duty of an advocate towards society. Every lawyer is expected to deal with the case by using these seven lamps of advocacy. An honest advocate builds a strong bond with his clients and colleagues. Every lamp of advocacy has its own benefits which make the advocate confident and strong to deal with the case.

The seven lamps of advocacy are the qualities of a successful lawyer. If you are going to practice in court, you must obey the seven lamps of advocacy.

## **Cluster V Module 3: Public Policy**

## Credits

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### 3.1 Public Policy: An Introduction

The framework for the development of public policies and their implementation emanates from the constitution of India. Students will be introduced to various aspects of the constitution in a preceding module called: Justice and Constitutional values.

The 'Development and Implementation of Public Policy' module orients students to different aspects of policy development and implementation relevant to possible careers in government, as well as citizens and consulting organisations that work with government in different capacities to build, implement and review policy. The module introduces students to the skills and abilities necessary for these careers through hands-on activities. The module will familiarise them with eligibility criteria and the possible preparation for these careers.

The course will use excerpts from policy documents, data, program reports, life stories and case studies of institutions and functionaries and allow students to perform analytical tasks on these. This will help students understand the concepts embedded in policy and practice some of the skills in a limited way. At the end of the course, the students should be in a better position to assess what career paths they would like to pursue.

#### Focus Area of the module:

Understanding what public policies are and why they are important. They will be introduced to various institutions involved in policy development and implementation.

- Understanding aspects of a policy on the basis of reading excerpts of policy documents.
- Important data sources in India - the Census, NFHS, NCRB etc.
- Career opportunities in the public policy sector

#### Prior Knowledge required for the module:

- Good knowledge of English reading, comprehension and writing at class 8th level
- Some idea and familiarity with constitution and policy making institutions.
- Some familiarity with handling data - averages, ratios etc.
- A passion for engaging in issues and seeking and questioning knowledge.

#### Student Learning Outcome :

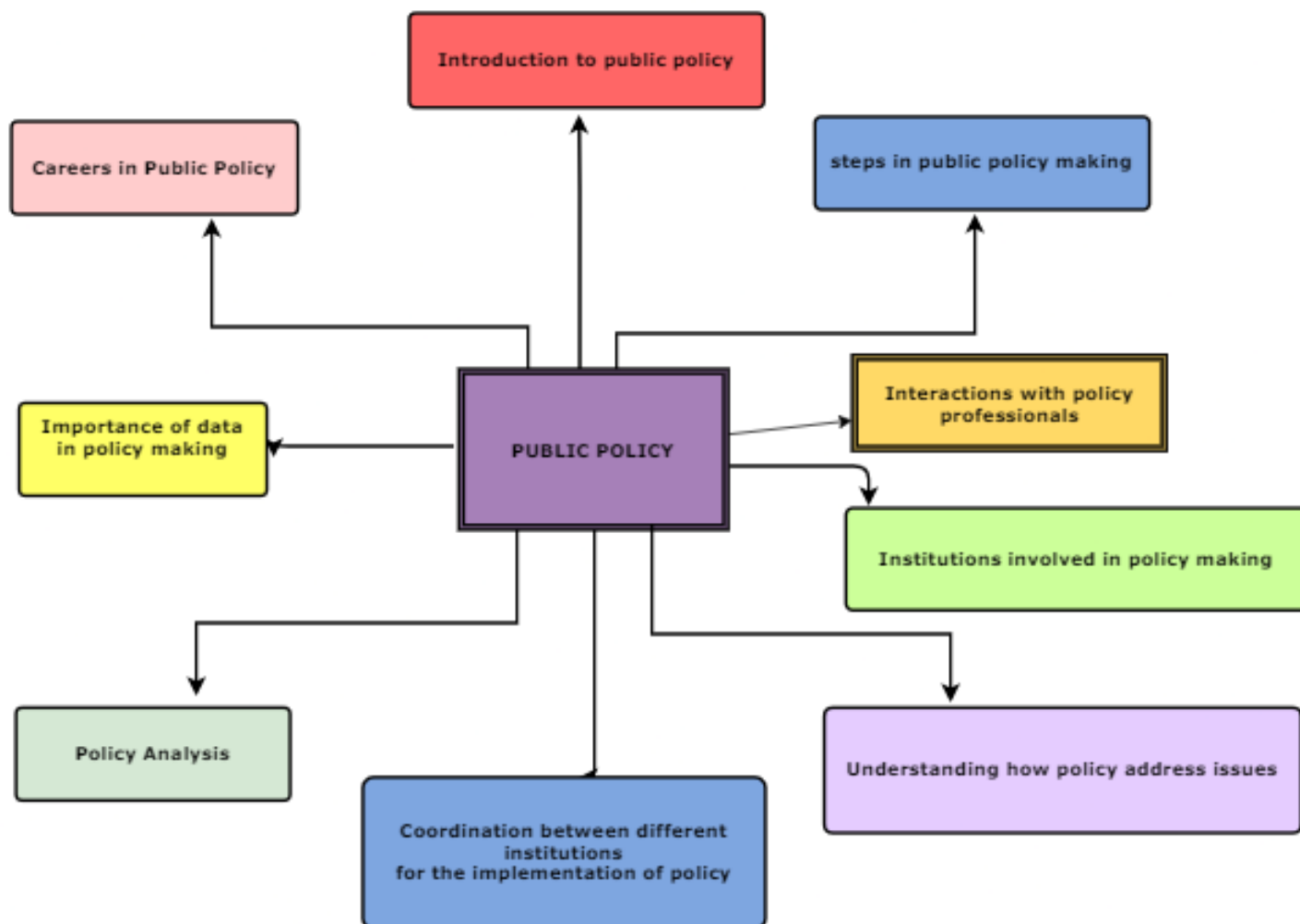
- Students will be able to describe what public policies are and identify the actors involved in the development and implementation of public policy.
- Students will be able to understand aspects of a policy on the basis of reading excerpts of the policy document.
- Students will be able to identify the stakeholders in a particular policy.
- students will be able to name the official data sources in India and their objectives.
- Students will be able to describe the career opportunities in the public policy sector.



## Concepts in the module:

- Public Policy documents
- institutions involved in public policy
- Policy analysis, stakeholders, data sources, and public policy careers.

## Module Overview:



## Recommended Texts:

The module will be transacted through specifically developed text and narratives situated in relevant case studies, using excerpts from policy and review documents and experiences of policy developers and implementers. The literature developed will be developed in both textual and audio-visual forms.

## Additional Readings:

Chikermane, G. (2018). *70 POLICIES THAT SHAPED INDIA 1947 to 2017, Independence to \$2.5 Trillion*. Observer Research Foundation.

[https://www.orfonline.org/wp-content/uploads/2018/07/70\\_Policies.pdf](https://www.orfonline.org/wp-content/uploads/2018/07/70_Policies.pdf)

Dhingra, S., & Basu, N. (2021, July 21). More visible & vocal—India's homegrown think tanks are booming, influencing debate & policy. *ThePrint*.

<https://theprint.in/india/governance/more-visible-vocal-indias-homegrown-think-tanks-are-booming-influencing-debate-policy/69098>

## **3.2 Lesson Plans**

## **Week 1: Introduction to Public Policy**

### **Objectives of the week**

#### **Important Concepts:**

- Definition of public policy
- Constitution as the framework guiding public policy
- Actors involved in the development and implementation of public policy

#### **Learning Standards:**

In these sessions:


- Students will be able to describe what public policies are.
- Students will be able to identify the actors involved in the development and implementation of public policy.

#### **Summary:**

This segment of the module will introduce students to a comprehensive exploration of public policy and its intricate dynamics. They will initially grasp the significance of public policies and their historical evolution, discerning various policy document types. Moving forward, students will delve into the constitutional foundation underpinning policy formulation, dissecting how fundamental rights, directive principles, and the quasi-federal government structure shape policy creation. The week advances with an insightful exploration of the Policy Making Cycle's stages, providing a nuanced understanding of policy development, implementation, and evaluation. Further, students will unravel the key players in policy-making, distinguishing between state and non-state actors, and cultivating the ability to identify their roles and contributions. The week culminates in a collaborative analysis of election manifestos from diverse political parties, affording students practical experience in dissecting policy commitments.

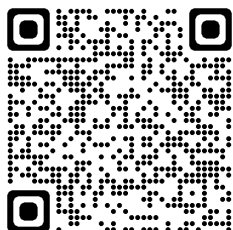
## Lesson Plan: Week 1 Day 1

### Introduction to public policy

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"><li>1. To understand what Public Policy is and why it is important.</li><li>2. Examining the conceptual evolution of the discipline and practice of public policy.</li></ol> <p><u>Inform the students that in this module we will be learning about the components and need for public policies, how policies are developed, the different institutions and actors involved and the careers related to the development and implementation of public policy.</u></p> <p><b>Activity 1 - Introduction to Public Policy (20 mins)</b></p> <p>The aim of this activity is to build on students' previous knowledge to arrive at an understanding of 'what is public policy' through the use of effective questioning. The teacher will take an example from a real-life context to initiate a full-class discussion.</p>  <p>(Handout on COVID policy for teacher's reference (this is part of PRS India annual policy review))</p> <p><b>Suggested Example:</b> During the COVID-19 pandemic, different interventions were initiated at different levels - international, national, state, district and sub-district, in order to stem the spread of infection.</p> <p>Suggested points for discussion:</p> <ul style="list-style-type: none"><li>• What are/were some of those measures that were introduced or imposed by the <b>government</b> in response to the COVID-19 pandemic? (as students have read in earlier classes - government operates at different geographical levels and has different departments - covid was a crisis situation that brought together the need for all departments to work together at all levels.)</li><li>• Different contexts would include – Rules and guidelines in the contexts of hospitals, medical research organisations, plan for developing and implementing vaccination etc. police, schools, banks, transport hubs, restaurants/hotels, shopping complexes/malls, and food security for migrants who were stuck in cities without work, industry, food department etc.</li></ul>	<p>Handout on COVID policy for teacher's reference (this is part of PRS India annual policy review)- <a href="#">w1d1 policies during COVID 19 PRS APR 2021-22.pdf</a></p>

- The circulars pertain to lockdown, prevention safety measures viz.- distancing, masks, hygiene, identification and isolation, treatment, facilitation of movement, provision of food due to lack of earnings...
- Why do you think such interventions were important? What was their goal or what were they trying to achieve?

Based on the responses, the teacher will help students understand what public policy is –



(Reference for teachers - Different types of policy documents )

**The teacher can cover the following points in the conclusion:**

*Public policy encompasses a set of documents, institutions and processes to address various problems and demands of the citizens. They guide the actions of the government.*

*The set of documents includes policy documents (such as [National Health Policy 2017](#), [National Education Policy 2020](#), [Industrial Policy for Delhi](#) etc. ), acts (eg - [RTE Act 2009](#)), rules and regulations, cabinet resolutions, executive orders, program documents, mission documents etc. Each of them outlines in different levels of detail the framework to address the issues. They determine the programs and actions implemented by the government.*

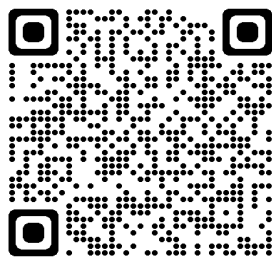
*There are two types of documents - one which sets the objectives, the general direction and plans on the one side and the other type are the programs, projects, missions, acts, rules and regulations and circulars to achieve those objectives. Since there are so many different documents, for effectiveness, consistency needs to be established between them. For this consistency, certain documents may need to be modified. Periodic review leads to identification of the needs for modification and appropriate modification. Review and modification is a very crucial part of the policy process.*

*Sometimes the policy document is not equipped to address an issue like the covid crisis. In such cases, the governments handle the situation by emergency measures and coordination.*

Then there are institutions which work to implement what is there in the above documents. There are processes by which it is done. These institutions work at the national, state, district and sub-district levels, and also at the international level. Therefore careers in public policy also range from the sub-district to the international level.

Reference for teachers -  
Different types of policy documents -  
[w1d1\\_Different types of policy documents.pdf](#)

Excerpt from health policy for teachers reference -  
[w1d1\\_excerpts from national health policy.pdf](#)



(Excerpt from health policy for teachers reference )

### Optional activity

- ❖ The teacher may open the website - [Major Notifications](#) – to show that the different departments of the government released a large number of notifications during the COVID pandemic to demonstrate the vastness of decisions that the government has to take. In this dashboard, teachers could use the filter to show the notifications made by the central government and state government and also by different sectors/ministries.

### Activity 2: Policy-making bodies (20 min)

Here are a few guidelines and directions passed at different levels. Divide the class into 4 groups and give each group a circular - ask them to go through one circular and discuss and fill the following table

Circular number and date	Issued by	Deals with (subject)	Content What does it say

**Actors involved** - The teacher can add the names of key policy-making bodies or groups at different levels of the government – Legislature and the Executive; department of health, education; bureaucrats.

The teacher will encourage students to give more examples of policies from their previous knowledge (such as the Right to Education Act, National Education Policy, MGNREGA etc) highlighting the point where the policy was trying to address an issue.



(Link to circulars for the group activity )



(<https://prsindia.org/covid-19/notifications>)

Link to circulars for the group activity - [https://drive.google.com/drive/folders/1Y\\_J6RZXFb8gJdkJ9Binx-tVGJgGRjh87?usp=sharing](https://drive.google.com/drive/folders/1Y_J6RZXFb8gJdkJ9Binx-tVGJgGRjh87?usp=sharing)

**Activity 3 – Evolution of Public Policy and its significance** (teacher can use the PPT for discussion) (20 min)

**Teacher to discuss the following points:**

- Explain how public policies are as old as governments - example of *Arthashastra* and Machiavelli's Prince - and how it evolved to the current framework.
- Public policy has evolved into a discipline and many universities offer Masters in Public Policy. (*ask students to explore the curriculum of public policy courses offered by universities on their own*)
- Governments are increasingly relying upon think tanks and research institutes for research, data analyses and come up with policy options. There are many new opportunities that have opened up in the public policy domain which will be discussed later in the module.

**Concluding remark -**

**Why is policy important?**

Based on the examples and policies taken up in the class, the teacher will steer the discussion to point out the scenario that would take place in the absence of public policies.

The teacher will emphasize that almost every decision of public life is affected by the policies that are formulated, hence it is extremely critical that policies are thoroughly thought-through, carefully evaluated and implemented.



(Evolution of Public policy PPT )

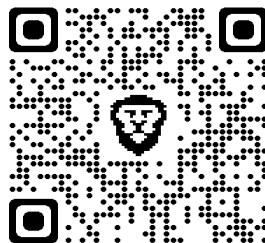
Evolution of Public  
policy PPT  
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Public Policy.pptx](#)

## Lesson Plan: Week 1 Day 2

### What guides our public policies and what are the steps in public policy making?

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ul style="list-style-type: none"> <li>- Students will understand that constitution is the framework that guides public policies of our country</li> <li>- Students will understand the steps in the policy cycle</li> </ul> <p><b>Activity 1: Discussion - Constitution as the framework guiding public policy (20 min)</b></p> <p>Teachers can facilitate a discussion on the functions of the Constitution and how the constitution, particularly the preamble and part IV 'Directive Principles of State Policy' guides our public policies. This will also be a revision of the constitution and justice module.</p> <p>Some Inquiry questions could be:</p> <ul style="list-style-type: none"> <li>- Why do we need a constitution?</li> <li>- Does the Constitution state how the policy should be formed?</li> <li>- How is the government formed in our country? Does the government have the power to impose anything on the citizens?</li> <li>- What is the difference between state and central government? Do they have the same authority to frame policies?</li> </ul> <p>The following points can be covered.</p> <ul style="list-style-type: none"> <li>- <i>The constitution is the framework that guides the public policies of our country. The Constitution provides the basic rules that allow coordination among members of society. It specifies who has the power to make decisions/new rules in a society. It decides how the government will be constituted. It also sets limits on what a government can impose on citizens. The constitution enables the government to fulfill the aspiration of society and create conditions for a just society. The constitution lays down the rules for various institutions including the parliament, prime minister and cabinet ministers, and courts.</i></li> <li>- <i>Article 12-35 lays down the fundamental rights of the citizens, which are justiciable and the government is mandated to ensure. The Directive Principles of State Policy in part IV of the constitution lays down the principles that guide the public policy of our country.</i></li> <li>- <i>The Indian constitutional system is quasi-federal in nature. By listing the topics in the central list, state list, and concurrent list, an effort has been made to demarcate clearly the domains of policy-making between the central and state governments (refer seventh schedule of constitution <a href="https://www.mea.gov.in/Images/pdf1/S7.pdf">https://www.mea.gov.in/Images/pdf1/S7.pdf</a> ). Typically, the central government has extensive authority to create policies for the economy's development sectors. However, the central and state governments are both involved in the implementation of programmes, and both are jointly responsible for the outcomes.</i></li> </ul>	





(Seventh Schedule)



(Reference for Directive Principles of State Policy)

Reference for  
Directive  
Principles of  
State Policy  
<https://www.me.a.gov.in/Images/pdf1/Part4.pdf>

### Activity 2 - Understanding policy cycle (25 min)

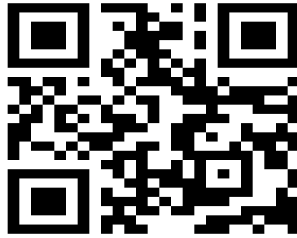
- Teacher can use the PPT and [video](#) to introduce the different stages in the policy cycle,

1. **Identifying issues and agenda setting** - The first stage is to identify problems and issues that are to be solved and defining the goals and objectives to achieve.  
  
For example - How to decrease air pollution in Delhi?
2. **Policy Formulation** - Once the problem is identified, the next stage is to formulate policy strategies. There could be multiple courses of actions possible. Experts in the domain will consider the costs and benefits of taking each policy alternative and arrive at a policy decision.
3. **Policy Adoption or Legitimation** - The next step in the policy cycle is the adoption of the policy. The government does this by releasing a policy document, passing an act in the parliament, executive orders by ministries etc.
4. **Policy Implementation** - After adoption of the policy, it has to be implemented by the respective institutions, agencies, civil servants etc.
5. **Policy Evaluation** - Once the policy is implemented we have to evaluate if it has achieved the stated objectives and solved the problems. Sometimes there can be unintended consequences due to a policy, which can lead to new issues or wastage of resources. If there are changes to be made to the policy, then it has to be done

Policy cycle  
video to be  
shown to  
students:  
<https://youtu.be/ipm5Bk10Fio>

*(While introducing this topic, students can be divided into small groups and each group could simultaneously think of an issue, formulate a simple policy solution for the issue,*

*and think about how the policy will be implemented (who will be responsible?) and how the policy will be evaluated)*



(Policy cycle video to be shown to students)

### **Activity 3 - Understanding Policy Components (15 mins)**

Teacher can tell students that policy has objectives, plans, and strategies, and may also state the institutions, budgets, and time period to achieve it. Simply stating the objective does not make a policy.

Policy aims to achieve specific objectives

#### **Example 1**

- o Improving environment sustainability – objective
- o The household waste has to be segregated between wet waste and dry waste before discarding – policy strategies

#### **Example 2**

- o Reduce obesity and lifestyle diseases - objective
- o All packaged foods have to disclose the calories and ingredients in the food products - policy strategies

Using the practice of collaboration, the teacher will make the students work in pairs for the next activity. The teacher will give a worksheet which has objectives and a jumbled list of policy strategies. The students will have to put the policy strategy under the correct objectives.



(QR Code: understanding policy components)

PPT on steps in policy cycle:  
[w1d1\\_Evolution of Public Policy.pptx](#)



[w1d2\\_understanding policy components.docx](#)

**Lesson Plan: Week 1 Day 3**  
**Institutions involved in Policy Making**

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims</b></p> <ul style="list-style-type: none"> <li>- Students will be able to describe all the institutions and actors that are involved in policy-making</li> <li>- Students will analyse the election manifestos of different political parties</li> </ul> <p><b>Activity 1 - Discussion - main Institutions/actors involved in policy making (30 min)</b>  Teachers may start the discussion by asking students about who are the MLAs and MPs from their constituency and what they think their role is.</p> <ol style="list-style-type: none"> <li><b>1. The prime minister's office and the cabinet</b> <ul style="list-style-type: none"> <li>- The prime minister's office and the cabinet take most of the major policy decisions of the government</li> <li>- The prime minister is supported by advisors such as the Economic Advisory Council to the Prime Minister, and Security Advisor which includes domain experts and top bureaucrats.</li> <li>- The cabinet is assisted by the Cabinet secretariat headed by the cabinet secretary - who is the highest-ranking permanent executive Indian government. The Cabinet secretary is the senior most cadre position in the Indian Administrative Service.</li> </ul> </li> <li><b>2. Ministries/Departments</b> - There are different ministries and departments such as Ministry of Road Transport and Highways, Ministry of Finance, Ministry of Panchayati Raj, Department of Atomic Energy etc headed by Ministers. The administrative head of a ministry or department is a secretary to the Government of India, a civil servant who is typically an Indian Administrative Service (IAS) officer. The secretary serves as the minister's top policy and administrative adviser.</li> </ol> <p><i>(Note - at the state level also there is a similar institutional set-up, with the chief minister as the head of the council of ministers and different state ministries and departments)</i></p> <ol style="list-style-type: none"> <li><b>3. Parliament</b> - One of the important ways in which the government puts its policies into action is by creating acts in the parliament.</li> <li><b>4. National Institution for Transforming India - NITI Aayog</b> (previously planning commission)  It is the public policy think tank of the Government of India, and the nodal agency tasked with catalysing economic development and fostering cooperative federalism through the involvement of State Governments of India in the economic policy-making process using a bottom-up approach.  <i>(Tell students that NITI Aayog employs young professionals to assist in policy making, and new career opportunities are emerging in the sector. Ask students to check out NITI Aayog website on their own - <a href="https://www.niti.aov.in/">https://www.niti.aov.in/</a> )</i> <div data-bbox="593 1749 791 1948" data-label="Image"> </div> </li> <li><b>5. Judiciary</b> - Generally judiciary does not interfere with policy formulation, unless the policy is against the constitution. Through its authority to conduct judicial reviews and through judicial rulings, the judiciary in India participates in forming and influencing public policies.</li> </ol>	<p>For reference - council of ministers - <a href="#">Council of Ministers</a>   <a href="#">National Portal of India</a></p> <p><b>PPT to discuss institutions - <a href="#">w1d3_instituions_in_policy_making.pptx</a></b></p>

Ex - Judiciary played a significant role in CNG policy in Delhi and RTE Act.



(For reference - council of ministers)

Other non-state actors: - *making of public-policy is not just about government, public officials and bodies, but involves a range of non-officials, groups or private actors who play an active role.*

1. **Media** - Media play an important role in highlighting issues and problems faced by the people.
2. **Civil Society Organisations** - NGOs, research institutions, think tanks, religious and professional organisations, and people's movements can all play a role in raising issues for policy formulation. The government also reaches out to research organisations and think tanks in the domain area to help in drafting policies and assist the government in implementation and evaluation of policies (*Teacher to inform students that research think tanks and lobbying groups also are employing a lot of public policy professionals*)
3. **Political Parties** - Political parties, and particularly the ones in power, play a significant role in influencing policies. Political parties also put their intended policies in their election manifestos. Opposition party also keeps a check on the policies implemented by the government by raising issues in the legislative assembly, media debates or holding protests.

(Students have to write in their workbook the different actors that are involved in the policy-making and the role they play)



(PPT to discuss institutions)

### Activity 2: Analyzing election manifestos (30 min)

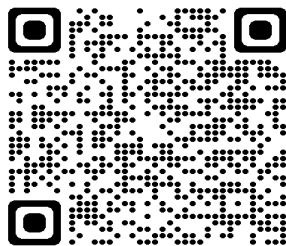
- Divide the class into three groups to analyze the election manifesto of three political parties.

(Note - the election manifesto of BJP is long, hence there can be subgroups for analyzing it and the students can look at only the salient features from pg 5-9)

- The focus of the discussion should be on the different issues that the policies in each manifesto try to address and how they are similar or different in approaches.
- Students are reminded that the political party which has the majority gets to form the government and the leader becomes PM/CM and decides the major policy decisions.

Folder containing election manifestos:

<https://drive.google.com/drive/folders/1FFE-jt8zxmEU7NveIRzGcLkA8CL1aqJo?usp=sharing>



(Folder containing election manifestos)

## **Week 2: Understanding the roles and responsibilities of institutions by reading policy documents**

### **Objectives of the week**

#### **Important Concepts:**

- Policy statements and prioritization
- Roles and responsibilities of institutions and individuals for each component.
- Identifying stakeholders

#### **Learning Standards:**

In these sessions:

- Students will be able to understand aspects of a policy on the basis of reading excerpts of the policy document.
- Students will be able to look at visuals and videos and connect to policy texts and experience
- Students will be able to identify the stakeholders in particular policy

#### **Summary:**

This segment of the module will introduce students to the nuanced world of policy-making. They will dissect real-life issues like road safety, analyzing how policies address such challenges. Through group work, they'll grasp the significance of coordination among institutions in policy implementation. Concepts like roles, power dynamics, and conflict resolution will be examined. Applying these skills, students will delve into water policy, dissecting Delhi's Water Policy, identifying stakeholders, and conducting policy assessments. This week equips them with a holistic understanding of policy intricacies, enhancing their ability to engage in meaningful policy discussions and contribute effectively to shaping public policies.

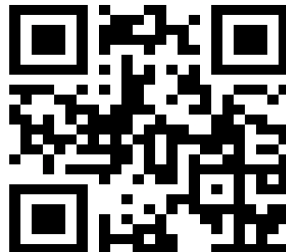
## Lesson Plan: Week 2 Day 1

### Understanding how policy address issues through the case study of roads

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <p>To understand with a concrete example (viz. Roads transport and safety) the issues which a policy must address and how policy takes cognizance of them.</p> <p>To be able to understand visuals and policy text and relate them to experience.</p> <p><b>Activity 1: Introduction and background to policy on roads and transport. (10 minutes)</b></p> <p>Opening discussion - The teacher will recall the salient points of the understanding of week one, concerned with why policy and the different institutions and actors involved in policy-making.</p> <p>The teacher will introduce the topic of roads with some information and visuals. Teacher can use the slides for activity 1 and ask students to guess the names of roads from the images.</p> <p>The teacher will ask children to say whatever comes to their minds when they hear the word “roads” And will jot down children’s responses on the board as a mind map</p> <p>(Possible topics for clustering could be</p> <ul style="list-style-type: none"> <li>● Nature and use of roads</li> <li>● Quality and maintenance of roads</li> <li>● Traffic and Congestion - modes of transport</li> <li>● Road safety</li> <li>● Who all earn a living from different roads. )</li> </ul> <p><b>Activity 2: Understanding different types of roads (25 min)</b></p> <p>The students are divided into three different groups. Each group will first write examples of the different kinds of roads they are familiar with. The groups will further go on to discuss the following points:</p> <p>Group 1 - Discuss the main features of roads</p> <p>Group 2 - Who uses the different types of roads and who maintains them</p> <p>Group 3 - What are the problems or issues that are encountered with different roads or networks of roads.</p> <p>The teacher gives them handouts on different types of roads. S/he asks the students to discuss the different types of roads that they have experienced - highways, city roads, colony roads, <i>basti</i> roads, rural roads etc. and their significant features - breadth, quality, signs, pavements, roadsides etc. and also discuss who uses these different roads and to whom are these different roads important. They record this in the worksheet as below.</p>	<p>Link to ppt - <a href="#">P w2d1_ro...</a></p> <p>Handout on types of roads -NCERT geography</p>



(Link to ppt)



(Handout on types of roads -NCERT geography textbook - transport and communication)

After this, the teacher asks each group to contribute its outcomes and puts them on a chart or smartboard -

Wrap up questions

Do you see different kinds of people using and benefitting from different roads?

What are the problems and issues common to all roads and what is specific to different types of roads?

Types of roads	Examples that you're familiar with	What are its main features	Who uses them	Problems with the roads
Highways				
City main roads				
Colony roads				
Basti roads				
Ring roads				

**Activity 3: Understanding congestion, need for construction and maintenance of roads - problems, issues - how policy takes cognizance (25 min)**

**Description:**

textbook - transport and communication

w2d1\_act...

road congestion pictures

w2d1\_Ro...

video clips

[w2d1\\_tender sure 1.mp4](#)

[w2d1\\_tender sure 2.mp4](#)



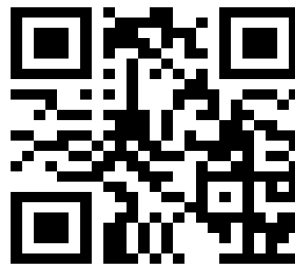
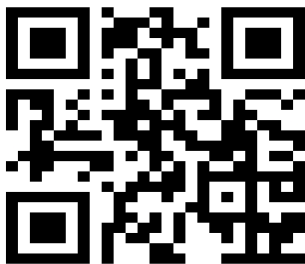
Based on the previous discussions the teacher will enable students to reiterate issues related to congestions and maintenance of roads. Pictures/videos on road congestion are shared in the class to further the discussion.

The teacher shows the video clip and the visuals on the smartboard. S/he asks the students to respond to these and may use some cue questions

- Which vehicles do you see the most in the visuals?
- What do you think are the main causes of congestion on roads?



(road congestion pictures )



(video clips)

Then s/he asks students to read the two pages from the Transport policy - ([w2d1\\_national road transport policy first 2 page.pdf](#)) and discuss the following questions

- What do you think according to the policy excerpt are the main issues regarding transport and roads in the policy?



(National Road Transport Policy)

National Road  
Transport Policy  
w2d1\_na...

(The teacher guides the students by asking the students to notice how the different transport segments have increased relative to roads and GDP, to look at the relative rates of growth of different forms of transport)

- How do they connect to the visuals and lived experience?
- What does the policy predict as further challenges to resolve?

Summary: for teacher's reference

- The movement of goods and people requires well-maintained vehicles in proper numbers, appropriate and safe vehicles in appropriate quantities.
- Properly designed and extensive infrastructure for movement of vehicles Good quality, safe and ample infrastructure (roads, trains, metros) to carry the above transport.
- The problems of congestion emanate from a mismatch between the quality and quantity of vehicles and the quality and expanse of infrastructure (roads and rail).
- This mismatch also creates problems of safety (both accidents and pollution)



Three policy areas have been shortlisted to facilitate a smooth movement. These are:

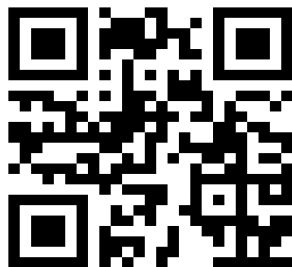
1. Vehicles
2. Roads
3. Roads safety

The road transport policy addresses issues of both road construction and maintenance, regulation of vehicles and the road safety policy of safety issues.

We will have a glimpse of some of these in the next session.

Need for Coordination between different institutions for the implementation of policy

CLASSROOM INQUIRY PROCESS	RESOURCES																
<p><b>Lesson Aims:</b></p> <p>Students will understand the work entailed in policy making and implementation viz. :</p> <ul style="list-style-type: none"><li>- A policy responds to conflicting societal needs.</li><li>- There are many needs and limited resources - criteria and analysis of prioritization</li><li>- Division of roles and responsibilities for the execution of different components of the policy.</li><li>- Review and troubleshooting challenges faced.</li></ul> <p><b>Activity 1: Understanding policy response from policy documents (25 minutes)</b></p> <p>Divide the class into groups (3 to 4 groups). Give them excerpts of policy statements from the national transport policy.</p> <p>Ask each group to select any three policy statements and discuss whether it relates to roads, vehicles or others.</p> <p>On the basis of the discussions, they would fill the following table in their handbook</p> <table><tr><th>S. no.</th><th>Policy statement</th><th>Which issue problem would it address (vehicles, roads, others)</th><th>Why is it important?</th></tr><tr><td>1.</td><td></td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td><td></td></tr></table> <div></div> <p>(Link to policy statements )</p> <p><b>Activity 2: Understanding institutions involved with different aspects of the policy - need for coordination (20 minutes)</b></p> <p>Teacher can show the video (<a href="https://www.youtube.com/watch?v=7Ymx6K6mOP">https://www.youtube.com/watch?v=7Ymx6K6mOP</a>) and the PPT to discuss the different institutions involved in maintaining roads of Delhi.</p>	S. no.	Policy statement	Which issue problem would it address (vehicles, roads, others)	Why is it important?	1.				2.				3.				<p>Link to policy statements</p> <p> w2d1_nat...</p> <p>Video for activity 2</p>
S. no.	Policy statement	Which issue problem would it address (vehicles, roads, others)	Why is it important?														
1.																	
2.																	
3.																	



(Video for activity 2)

**Note for the teachers:** Delhi is one of the largest cities in India. It is also a State, but not a full-fledged one as other states. Like other cities, it has elected local bodies, which are expected to cater to the needs of local roads and lanes.

The NDMC (New Delhi Municipal Corporation) constructs and maintains less than 60 feet wide roads, in the central area of Delhi, the MCD (Municipal Corporation of Delhi) in the Municipal areas of Delhi, which are divided into different roads. The Delhi PWD constructs and maintains all the roads that are more than 60ft. wide and the NHAI maintains the stretches of highways that pass through Delhi.

Apart from this, there are certain areas like those maintained by the DDA (Delhi Development Authority) and The Cantonment Board, that maintain the roads within those areas. There is a need for communication and coordination between The Delhi Public Works Department, (DELHI PWD), and the NHAI, as they are all responsible for different parts of the execution of policies and plans regarding transport and roads.

**Key points of discussion** - As evident, different actors at different levels of the government are responsible for the development and proper maintenance of the roads. Due to the involvement of various institutions and actors coordination amongst them is a critical need for the proper execution of policy. However, it is equally challenging to have clear coordination at various levels and some of these issues can be seen in the newspaper reports that will be taken up in the next activity.

### **Activity 3: Understanding implementation of policy and review ( 15 minutes)**

The teacher will divide the students into 3-4 groups. Each group is given a newspaper report related to road transport. The students will go through the reports and highlight the key data points and insights that they decipher from the report.

The different reports have been clubbed under broad categories (stated below), which will help students to take into account various perspectives. Through these discussions, the teacher can guide the students to understand the highly complex issues related to policy implementation and review approaches.

**Note:** The broad headings under which the different newspaper articles are classified are for the purpose of reference only. Teacher discretion is encouraged to use them mainly with an intent to bring out varied points of discussion.

**Discussion points for the teacher:**

[Who Maintains Delhi's Roads](#)

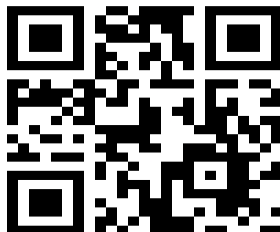
PPT

w2d1\_nat...

Based on the data points and insights shared by different groups of students in their respective presentations, the teacher can steer the discussion around the following challenges that emerge in the implementation of policy

o **State-led intervention** - The state has its vision based on the challenges that are encountered in different sectors. The state aligns with different agencies and actors to resolve issues.

[http://timesofindia.indiatimes.com/articleshow/89836603.cms?utm\\_source=contentofinterest&utm\\_medium=text&utm\\_campaign=cppst](http://timesofindia.indiatimes.com/articleshow/89836603.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)



<https://timesofindia.indiatimes.com/city/delhi/delhi-pwd-mcd-to-fix-roads-jointly-deadline-to-prepare-roster-today/articleshow/92814034.cms>



o **Lack of citizen awareness regarding grievance redressal.**

<https://timesofindia.indiatimes.com/city/delhi/broken-roads-you-now-know-who-you-can-call-for-help/articleshow/63720759.cms>



o **Need for coordination amongst different stakeholders** - Lack of coordination amongst multiple stakeholders during policy implementation and lack of preparedness to tackle unforeseen challenges

<https://www.hindustantimes.com/delhi/mcd-elections-corporations-struggle-to-maintain-delhi-roads/story-oKELSd5VvQWNbrdAlJtUNP.html>



<https://www.hindustantimes.com/delhi/mcd-confused-over-road-maintenance/story-qwzqclizZValoZgLna1snL.html>





**For teacher-led discussion - Synthesis of Ideas**

Through each presentation it is evident that policy design and implementation is highly influenced by multiple factors. Despite well-laid-out policy guidelines, the on-ground complexity and the role of stakeholders continually alter the landscape in which the policy is implemented. These discussions will help the students to assess and understand the difficulties in making a policy work.

## Lesson Plan: Week 2 Day 3

### Analysing Delhi Water Policy

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson aim:</b> To apply skills and concepts to another policy area - water</p> <p><b>Activity 1: Introducing issues with respect to water policy in India (15 minutes)</b></p> <p>(i) Teacher can briefly describe what are the provisions with respect to water in the constitution. The Seventh Schedule to the Constitution of India defines and specifies the allocation of powers and functions between the Union &amp; States. It contains three lists; i.e. 1) Union List, 2) State List and 3) Concurrent List.</p> <p>In the Constitution, water is a matter included in Entry 17 of List-II i.e. State List. This means it is the State Government that primarily drafts policies for augmentation, conservation and efficient management of water resources. In order to supplement the efforts of the State Governments, the Central Government provides technical and financial assistance to them through various schemes and programmes.</p> <p>Since most of the rivers in the country are inter-State, the regulation and development of water of these rivers often become the sources of inter-State disputes. Here, the teacher may give examples of <a href="#">disputes of Delhi with other states</a> as it receives water from the Ganga canal and Yamuna.</p>  <p>Hence, Entry 56 of List I (union list) provides power to the Union government for resolving interstate disputes – "Regulation and development of inter-State rivers and river valleys to the extent to which such regulation and development under the control of the Union is declared by Parliament by law to be expedient in the public interest".</p> <p>(ii) Teacher can take responses from students on various use of water</p> <p>The possible answers could be Drinking, Irrigation, Industrial uses, Hydel power generation, Navigation etc.</p> <p>(iii) This is followed by asking students about the issues that might find a place in the water policy - Some of the issues could be:</p> <ul style="list-style-type: none"> <li>● How do we prioritize the uses for allocation?</li> <li>● How to manage water when demand is more than supply?</li> <li>● How are the water rates fixed?</li> <li>● How to ensure water quality?</li> <li>● Environmental impact of water extraction and usage</li> </ul>	<p>Handout for teacher to help students identify the stakeholders - excerpt from water policy of delhi - chapter 9 stakeholders</p> <p> w2d3_Wa...</p>

- Water pollution caused by industries
- How is water recycled? What technologies should be used for that?
- Who should manage different functions?
- Climate change may also increase the sea levels. This may lead to salinity intrusion in groundwater aquifers / surface waters and increased coastal inundation in coastal regions, adversely impacting habitations, agriculture and industry in such regions.
- climate change, causing deepening of water crisis and incidences of water related disasters, i.e., floods, increased erosion and increased frequency of droughts, etc.

### Activity 2: Identifying Stakeholders in a Policy (15 minutes)

Teacher explains what the term stakeholder means and why it is important to identify stakeholders when designing a policy:

A **stakeholder** is a person, group, or organization involved in or affected by a course of action

(i) The students are asked to identify and write the name of the stakeholders who are to be considered when a water policy is framed for NCT of Delhi

(ii) The teacher can use the handout (chapter 9 on stakeholders from the water policy of Delhi) to add to the list of stakeholders students identified and discuss about all the stakeholders that were considered when the policy was framed.



(Handout for teacher to help students identify the stakeholders - excerpt from water policy of delhi - chapter 9 stakeholders )

### Activity 3 - Policy Analysis ( 30 min)

Students are divided into 3/4 groups and read the policy statement (chapter XV) from Water Policy of Delhi.

The teacher can then select statements from the policy (suggested statements: statement 1, 3, 4, 6 or 8) for each group and analyse the policy

Suggested questions (the teacher can tweak the questions according to the statements given to the group)

1. What are the objectives of the policy? What are the issues that are addressed in the policy?
2. Will there be any objections from any of the stakeholders while implementing the policy?  
(for example - (i) the proposed bill to regulate groundwater extraction might

Handout -  
chapter 15 -  
delhi water  
policy

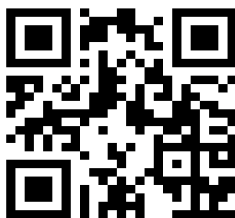
📄 w2d3\_Wa...



face opposition from people who use their private wells for irrigation or industry,

(ii) the plan to supply recycled water might face opposition from housing colonies due to psychological barriers of using recycled water)

3. What are the advantages of this policy?
4. What are the disadvantages of this policy?
5. compare the advantages and disadvantages and suggest if you would opt for this policy? What suggestions do you have for this policy statement?



(Handout - chapter 15 - delhi water policy )

(Students are told that they will be doing a similar exercise of analysing policy for their formative assessment in week 4)

## Week 3: Data and Public Policy

### Objectives of the week

#### Important Concepts:

- Official Data Sources in India
- Difference between census and sample survey
- Career Possibilities as Public Policy Professional

#### Learning Standards:

In these sessions:



- Students will be able to name some of the official data sources in India and their objective
- Students will create a document describing the career opportunities available in the public policy sector.

#### Summary:

This segment of the module will delve into the indispensable role of data in policymaking, exploring key datasets like Census, NFHS, and NSS. They will understand how data informs policy decisions, differentiating between census and sample surveys. Through a hands-on activity on the census website, students will engage directly with data interpretation and its implications for policy. Further, students will navigate the diverse career avenues within the public policy sector, collaboratively crafting a comprehensive document outlining various professional pathways. This exploration empowers them to envision their roles in shaping effective policies.

A highlight of the week includes an interactive session with a seasoned public policy practitioner, providing firsthand insights into real-world policy implementation, challenges, and successes. Through this holistic experience, students acquire a nuanced understanding of data's impact, career prospects, and practical aspects of the public policy landscape.

**Lesson Plan: Week 3 Day 1**  
**Importance of data in policy making**

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aim</b></p> <ol style="list-style-type: none"> <li>Students will understand the importance of data in policymaking</li> <li>Students will be able to differentiate between Census &amp; Sample Survey</li> <li>Students will be introduced to Main Official Data Sources <ul style="list-style-type: none"> <li>Census</li> <li>NFHS</li> <li>NSS</li> </ul> </li> </ol> <p><b>Activity 1 - Warm-up (10 min)</b></p> <p>In the last sessions, we looked at the policies on covid, roads and water. We know that the policy tries to solve issues of people and it is important to have a thorough understanding of our population.</p> <p>Teacher can ask students to write down what they think the population of India and Delhi is. The teacher can take responses from a few students.</p> <p>There are other interesting questions that can be asked such as:</p> <ul style="list-style-type: none"> <li>Do we have more men or women?</li> <li>Is our population increasing or decreasing?</li> <li>Is the rural population more than urban?</li> </ul> <p>Teacher can ask the students to think about- how do we know about the population? Where do you get to know about this data? Do we count every individual in this country? Who does the counting?</p> <p>These discussions can lead to the concept of the census and sample survey</p> <p><b>Activity 2 – Difference between census and sample survey (10 min) (discussion)</b></p> <p>Before looking into the different data sets, we have to understand the difference between census and sample survey.</p> <p>A Census survey collects data about the entire population. The Census of India is an example of a census survey.</p> <p>But it is not always possible to collect data from the entire population due to logistical difficulties. In that case, a sample survey is conducted. In a sample survey, data is collected from only a specific group or sample to make inferences about the entire population. For example - National Sample Survey</p> <p>To elucidate the difference between census and sample, teachers can show image(  w3d1_census-vs-sample.jpg ) or use other analogies.</p> <p><b>Activity 3 – Introduction to official data sources (15 min)</b></p> <p>Teacher can explain to students the importance of data in policy making and use the handout to briefly introduce the students to official data sources – Census, NSS and NFHS.</p> <p>The teacher can also open up the websites of these data sources for a demonstration</p>	<p><b>Handout on data sources</b></p> <p><a href="#">W w3d1_Dat...</a></p> 

#### Activity 4 – Exploration of census website (25 min)

Students are divided into small groups.

They have to use their laptop to go to census of India website and open the population finder tab -

[https://censusindia.gov.in/census.website/data/data-visualizations/PopulationSearch\\_PCA\\_Indicators](https://censusindia.gov.in/census.website/data/data-visualizations/PopulationSearch_PCA_Indicators)



In their workbook, they will have to note down the total population of, number of women and number of males as per the 2011 census.

They can do the same by selecting NCT of Delhi and check if their guess in the warm up activity was close.

*(Teacher to tell students that this is data from 2011 and not the latest)*

The students have to then select NCT of Delhi in the state/UT search box and each group has to select a different district such as Central, East, New Delhi etc.

Each group has to find the total population, ratio of males to female, percentage of child population and percentage of literate in their assigned district. The data can be filled in the boxes given in their workbook.

Teacher can ask students which district has the highest population, percentage of literates etc.

*Teacher can also ask students to explore the other data sources on their own in their free time.*

#### Concluding remarks

Teacher can tell students that data is not just numbers, but can also be qualitative data collected through interviews with stakeholders. Evidence-based policymaking put the best available research findings into the core of policy making. Social science research has an important role to play in informing policies with evidence. There is also increased use of data-driven evidence. You might have heard of terms like 'Big data' and 'data analytics'. There are new career pathways that are opening up in social science research, data analytics and monitoring and evaluation of policies.

## Lesson Plan: Week 3 Day 2

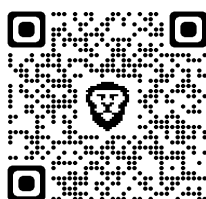
### Co-creating a list of careers in public policy

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aim</b></p> <ol style="list-style-type: none"> <li>1. Students will explore the various career options available in the Public Policy Sector.</li> <li>2. Students will do a whole class exercise to co-create a list of career opportunities in the public policy sector and find pathways to take up these positions.</li> </ol> <p><b>Activity 1 – Recap of the institutions and actors in the development and implementation of policy making– (10 min)</b></p> <p>Teacher can ask the students to name the actors and institutions involved in policy-making that they have learned in the first week.</p> <p>Tell students that the domain of development and implementation of public policy is broad and the career opportunities are also diverse - you have opportunities with government and non-government organisations - you could be a politician and participate in an election to become a policy maker, you could write the civil services or other government exams to become a bureaucrat, you can be a lawyer and join the judiciary, or be an expert in your domain such as economist and work as a policy consultant, you can work as a data analyst or researcher for monitoring and implementation of policy, work as a policy officer for MNCs to liaison with government etc.</p> <p><b>Activity 2 - Co-creating a list of career opportunities in the public policy sector (50 min)</b></p> <p>Students are divided into groups and each group can be given the task of finding details about a career path. This information should be collated into a common document at the end of the class.</p> <p>For example -</p> <p>Group 1 - ask to look at the civil services exam</p> <ul style="list-style-type: none"> <li>- Inquiry question could be - What is the eligibility criteria to join civil services</li> <li>- What is the selection process?</li> <li>- Which are the job roles available once you clear the selection process?</li> </ul> <p>Group 2 - Opportunities with NITI Aayog</p> <ul style="list-style-type: none"> <li>- What are the different roles for which NITI Aayog recruits.</li> </ul> <p><a href="#">Recruitment   NITI Aayog</a> - students could explore their career page and note the names of the positions (this could be consultant, young professional, monitoring and evaluation specialist, data analyst etc.) and note down the qualifications required for each post.</p>	



(if students find it difficult to find job descriptions, then this document can be shared -

[https://www.niti.gov.in/sites/default/files/2022-05/DMEO\\_Ad\\_26052022.pdf](https://www.niti.gov.in/sites/default/files/2022-05/DMEO_Ad_26052022.pdf))



### Group 3 - Opportunities with think tanks

- Students could explore the recruitment page of public policy think tanks like Centre for Policy Research - [Work With Us - CPR](#) , PRS legislative research <https://prsindia.org/careers/opportunities-at-prs> and look at the job descriptions.
- They should note down the name of the post, job responsibility and qualifications required





(Centre for Policy Research)



( PRS India)

### Group 4 - opportunities with multilateral organisations like World Bank, UNICEF etc


Sample job descriptions -  National Project Officer (Policy).pdf

 E T Consultant\_JD\_WB.pdf



(National Project Officer)



(  E T Consultant\_JD\_WB.pdf )

- They should note down the name of the post, job responsibility and qualifications required

#### Group 5 - Public Policy Fellowships

Some of the fellowship programs are

- The Delhi Development Commission - fellowships and internships
- The CM Fellow program

[CMULF Programmes](#) | [Dialogue and Development Commission of Delhi](#)



- Delhi Assembly Research Centre Fellowship Program  
<http://www.darc.dtu.ac.in/>
- NITI Aayog Internship Program - [Internship](#) | [NITI Aayog](#)



- LAMP fellowship [LAMP](#) | [PRSIIndia](#)



Students can explore these websites and note down the eligibility criteria and nature of work.

Teacher can show these videos of Delhi Chief Minister's Urban Leader fellows

- <https://www.youtube.com/watch?v=O9UOO6qTAHo>



- <https://youtu.be/So7CM9n1gqw>



Teacher can also show this website that has listed public policy job opening in India and share the link with students -

<https://publicpolicyindia.com/careers-plus/200-indian-jobs-and-opportunities-database/>




**In the next session - students will have an interaction with a policy professional where they can clarify their doubts with respect to careers in public policy.**



## Lesson Plan: Week 3 Day 3

### Interactive session with policy professional

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aim:</b></p> <ol style="list-style-type: none"><li>1. To introduce students to different careers in the domain of public policy</li><li>2. How to prepare for a Career in Public Policy</li><li>3. Why Public Policy has acquired the status of Professional Degree</li></ol> <p><b>Activity: Interactive session with policy professional (60 min)</b></p> <p>A public policy professional will be invited to the classroom. He/she will share his experiences of becoming a policy professional and will share his/her experiences of his professional development, the kind of work s/he have to do in this career field.</p> <p>After his/her talk about his own journey, a question-and-answer session will be conducted, where students will ask questions from the invited guest.</p> <p>Suggested guests: Himanshu Burad / Shashank from Delhi Government CM Fellow Consultant, Ministry of Health &amp; Family Welfare, Government of India Shri SC Behar, Retired Chief Secretary</p>	<p></p> <p>W w3d3_Abo...</p>

## **Week 4: Assessment- Project of policy analysis and field observation**

### **Objectives of the week**

#### **Important Concepts:**

- Policy analysis
- Field Observation
- Feedback for policy

#### **Learning Standards:**

In these sessions:

- Students will be able to use the concepts learned in the first three weeks to analyse a policy draft and give feedback for it supported by their field observation.




#### **Summary:**

This segment of the module will introduce students to the final stages of the module, focusing on the vital aspect of internal assessment. They begin by immersing themselves in the 'Draft Policy for Enhancing Walkability in Delhi,' reading excerpts and discussing pertinent questions outlined in the worksheet. The teacher guides them on effectively utilizing the observation sheet, enhancing their analytical skills. Continuing the internal assessment, students compose observation reports based on their insights, applying critical thinking and articulation to showcase their understanding. The week culminates with the submission of their internal assessments, where students seek feedback and fine-tune their submissions.

The module concludes with a comprehensive reflection on the entire journey, encompassing insights, learning outcomes, and student feedback. This week encapsulates the synthesis of theoretical knowledge, practical application, and analytical assessment, ensuring students are well-equipped to contribute thoughtfully to the realm of public policy.

## Lesson Plan: Week 4 Day 1

### Introducing the Internal Assessment

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b></p> <ol style="list-style-type: none"> <li>Students will be introduced to the module assessment and rubric</li> <li>Students will be familiarised with the draft pedestrian policy and the observation sheet.</li> </ol> <p><b>Activity 1: To read and understand a policy excerpt (45 min)</b></p> <ol style="list-style-type: none"> <li>The teacher introduces the assignment for the module and explains the rubrics and guidelines.</li> <li>Draft pedestrian policy is shared with the class and the students are asked to read it in groups.</li> <li>Teacher asks the students to go through the excerpts of the 'Draft Policy for Enhancing Walkability in Delhi' attached. The students discuss with each other and the teacher to understand what are the salient parts of the policy.</li> <li>They must read section 3.3 carefully and understand each point. (Certain new words have been highlighted and their meanings are given at the bottom of the page. The teacher should draw children's attention to these words. S/he should also ask students to ask her/him if they want any explanations)</li> <li>Teacher will share the worksheet with the following questions which will be part of the assessment. The students have to individually answer the worksheet and submit on day 3 of the week.</li> </ol> <ol style="list-style-type: none"> <li>What is the main objective of the policy?</li> <li>What are universal design and multi-utility zones (MUZs)?</li> <li>Identify two important activities that the policy proposes as part of the improvement of pedestrian infrastructure? Why are they important?</li> <li>Who are the different stakeholders? What impact would the policy have on them?</li> </ol> <p><b>Activity 2: To prepare for observation of ground reality related to pedestrians on a stretch of road. (15 minutes)</b></p> <ol style="list-style-type: none"> <li>The teacher will give students the observation sheet handout for the next day's task and ask them to read it once on their own.</li> <li>Teacher can explain how to do each observation and note it down. There are some pointers given - teachers should encourage children to add relevant observations. They can add photos too.</li> </ol> <p>Students have to do the observation of the road outside school and bring back the filled observation sheet for the next class.</p>	<p>Excerpts from 'Draft Policy for Enhancing Walkability in Delhi' - w4d1_exc...</p>  <p>Worksheet to be given to each student Internal A...</p>  <p>Observation Sheet (to be given to each student) session 10...</p> 

## Lesson Plan: Week 4 Day 2

### Finalizing Observation Sheet and Writing Observation Report

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson Aims:</b> 1. Students will learn how to write down their observations with rich details. 2. Students will map their observations to the Pedestrian policy, analyse the gaps and suggest solutions to fix the problems.</p> <p><b>Activity 1: Finalizing the observation sheet (20 minutes)</b></p> <p>The teacher will ask the students to clarify any queries in the project. The teacher will go to the students and see their observation sheets and guide them. The students can copy their rough observation sheet into a new observation sheet after receiving feedback from the teacher. Teacher should look at the observation sheets, make positive comments and suggest strengthening where required. The final observation sheet will be submitted for evaluation.</p> <p><b>Activity 2: Writing the observation report (40 minutes)</b></p> <p>Teacher will explain the outline of the report (not more than 2 pages).</p> <p><b>Structure of the report:</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>- about roads and their condition</li> <li>- about pavements and their condition</li> <li>- about traffic - dense , light,</li> <li>- about signs, crossing, safety</li> </ul> <p>-</p> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Overall conclusion about the condition of the road and pavements with respect to walkability and safety of pedestrians with some reference to the observations.</li> <li>- At least two prioritised suggestions on what should be done to improve the conditions in this area so that pedestrians are safer and more comfortable with reasons for the prioritisation.</li> </ul> <p>Children may also refer to some newspaper articles as reference for their reasoning.</p> <p><a href="https://www.indiatimes.com/explainers/news/how-delhi-plans-to-make-its-roads-walkable-and-cyclable-for-its-residents-550504.html">https://www.indiatimes.com/explainers/news/how-delhi-plans-to-make-its-roads-walkable-and-cyclable-for-its-residents-550504.html</a></p> <p><a href="https://auto.economictimes.indiatimes.com/news/draft-delhi-master-plan-2041-envision-cyclist-pedestrian-friendly-city/83398502">https://auto.economictimes.indiatimes.com/news/draft-delhi-master-plan-2041-envision-cyclist-pedestrian-friendly-city/83398502</a></p> <p><a href="https://www.indiatoday.in/cities/delhi/story/draft-delhi-master-plan-2041-envision-cyclist-pedestrian-friendly-city-1812985-2021-06-10">https://www.indiatoday.in/cities/delhi/story/draft-delhi-master-plan-2041-envision-cyclist-pedestrian-friendly-city-1812985-2021-06-10</a></p> <p>Students have the option to submit the report as handwritten or soft copy</p>	

**Lesson Plan: Week 4 Day 3**  
**Submitting the observation report**

CLASSROOM INQUIRY PROCESS	RESOURCES
<p><b>Lesson aims:</b></p> <ol style="list-style-type: none"><li>1. Organising and presenting ideas in a coherent manner</li><li>2. Finalizing and submitting<ol style="list-style-type: none"><li>a. Answer to the questions in the worksheet</li><li>b. Observation Sheet + Observation Report.</li></ol></li></ol> <p><b>Activity 1. Finalizing observation report (45 min)</b></p> <p>Children go through the report they have written and ask the teacher for any clarifications and rewrite sections if needed.</p> <p><b>Activity 2 - Conclusion (15 min)</b></p> <p>Recap the module and seek feedback from students about the module. Students can share what they liked/did not like in the module, would they pursue public policy as a career choice- why/why not?</p>	

### 3.3 Module Project

As part of the module the students are supposed to work on a project. The students will be doing the discussions in groups but need to write individual responses. The projects will be submitted to the teacher in the final session.

The project will be introduced to the students during session 10 and groups of 4-5 students each will be formed. Ensure that each group is diverse in different ways, making sure that both genders are somewhat equally represented, different backgrounds and personalities, and that interests and strengths of students are varied and complimentary.

The internal assessment is divided into two tasks. Task 1 is:

Students will be given an excerpt from a policy document “*Draft Policy for Enhancing Walkability in Delhi*” and asked to comprehend and answer the given questions.

1. What is the main objective of the policy?
2. What are universal design and multi-utility zones (MUZs)?
3. Identify two important activities that the policy proposes as part of improvement of pedestrian infrastructure. Why are they important?
4. Who are the different stakeholders? What impact would the policy have on them?

The Task 1 will assess students on the following AOs:

B. Knowledge and understanding

C. Critical Thinking and Decision Making

Task 2 requires the students to observe the road near their school and

1. Fill in the observation schedule
2. Write an observation report

Task 2 will assess the students on the following AOs:

B. Inquiry and exploration

C. Critical Thinking and Decision Making

D. Presentation and communication

### 3.4 Formative Assessment Rubric

The Formative Assessment will take place through 2 tasks as described in the previous section. The rubrics for assessing the tasks are provided below:

**Rubrics for Task 1 (Reading “Draft Policy for Enhancing Walkability in Delhi” and answering the questions)**

Competency	Descriptor	Levels		
		1-2	3-4	5-6
Criterion A: Knowledge and Understanding	<p>1. Students able to identify the objectives of the given policy and articulate them using correct terminologies</p> <p>2. Students are able to describe the focus points and show adequate understanding of the concept discussed</p>	<p>1.Students are not able to identify the objectives of the given policy and articulate them using correct terminologies</p> <p>2. Students are not able to describe the focus points correctly and show adequate understanding of the concept discussed</p>	<p>1. Students are able to correctly identify the objectives of the given policy and articulate them using correct terminologies</p> <p>2.Students are able to describe the focus points correctly and show adequate understanding of the concept discussed</p>	
Criterion D: Critical Thinking & Decision-making	<p>1. Student is able to correctly identify and justify the reason for the importance of the activity chosen</p> <p>2.Student is able to identify and describe the potential impact on the stakeholders</p>	<p>1.Only gives important activities and no reasoning</p> <p>2.Only few of the stakeholders and the impact on them are correctly identified</p>	<p>1.Identifies important activities and reasoning partial or wrong reasoning</p> <p>2.Most of the stakeholders and the impact on them are correctly identified</p>	<p>1.Identifies two important activities and gives proper reasoning.</p> <p>2. All the stakeholders and the impact on them are correctly identified</p>

## Rubric for Observation Sheet

Competency	Descriptor	Levels			
		1-2	3-4	5-6	7-8
<b>Criterion B: Inquiry and Exploration</b>	Students have given a detailed description of the data that they have collected: Additional and relevant observation points included.	Only few questions in the schedule are answered and the observation schedule is incomplete	Complete schedule but observations not entirely consistent. Description of observations not complete.	Complete schedule and observations are consistent. Description of observations complete but less than desirable.	Well filled schedule and observations are well described. Additional and relevant observation points included.

## Rubric for Observation Report

Competency	Descriptor	Levels			
		1-2	3-4	5-6	7-8
<b>Criterion: C Critical Thinking &amp; Decision Making</b>	Students have a clear understanding of the data they have collected through the observation, they have read the Pedestrian Policy and have a clear understanding about it. Based on understanding from both the sources, they are able to identify the gaps and are	Report does not show any clear understanding of any of the two data points (observation/policy). The gaps are identified vaguely and there are no clear suggestions given.	Report shows a clear understanding of either of one data point ( observation/policy document). Some gaps are identified and 1-2 relevant suggestions are given.	Report shows a clear understanding of their observation and the policy document. The gaps are identified properly and at least two clear suggestions to decrease the gaps are given.	NA



	able to give clear suggestions.				
<b>Criterion D: Presentation and Communication</b>	Clearly state their arguments and ties together information from all sources. The flow of the report is coherent. The report demonstrates an understanding of the relationship among material obtained from all sources	Not all relevant points of the report are there - Not properly organised and written	Mostly complete and moderately well-organized report.	Reasonably well articulated and organised report with all sections of the format included.	Well-articulated and properly organized report with all sections of the format complete. May have additional relevant sections too.

## 3.5 Teacher Professional Development Guidelines

The Teacher Professional Development Guide is designed to assist with the delivery of professional development sessions on the module: 'Public Policy'.

### OBJECTIVES

Objectives of the TPD Training of the module -

- To introduce teachers to the module and develop an understanding of the concepts.
- To explain the module structure, assessment and evaluation of the module.
- To develop a thorough understanding of what is public policy and the various actors involved in the development and implementation of public policy.
- To introduce teachers to different careers in the public policy sector.

### SCHEDULE OF THE TRAINING

The training would be conducted online through 3 sessions stretched across 3 days. Each session would be of three hours duration.

### OVERVIEW OF THE TRAINING

Session	Themes	Duration (hours)
<b>Session 1</b>	Understanding of Public Policy, Different types of policy documents, Constitution as the framework guiding Public Policy, Different stages in the policy making cycle, Institutions in policy making	<b>3 hours</b>
<b>Session 2</b>	Implementation and need for a Policy, Policy Cycle Stages, Components of a Policy document, Analysis of Policy statements, Comparison of National water policy and Delhi water policy	<b>3 hours</b>
<b>Session 3</b>	Different careers in the field of Public Policy, Importance of data and evidences in creating a policy	<b>3 hours</b>

### Session 1

The PPT can be used for facilitating the session -

<https://docs.google.com/presentation/d/1H4XWCFfscd4SQBe7inSNJNvOPavI4BrQ/edit#slide=id.p9>



1. Introduction to the whole module (10 minutes)

- The session starts with a broad overview of the module. Teachers are run through the structure of the module and the important concepts that are to be covered.
2. Brainstorming of what teachers think is a public policy (20 minutes)
    - What were some of the policy decisions during covid? - this example is used to stimulate a discussion on public policy
    - Through discussion introduce to the teachers the meaning of public policy and elements of public policy.
  3. Different types of policy documents and examples of them ( 20 minutes)
    - Teachers are introduced to different types of policy documents: the set of documents includes policy documents (such as National Health Policy 2017, National Education Policy 2020, Industrial Policy for Delhi etc. ), acts (eg - RTE Act 2009), rules and regulations, cabinet resolutions, executive orders, program documents, mission documents etc.
    - Acts are justiciable whereas policy documents are not
  4. Discussion - Constitution as the framework guiding public policy (15 min) - discuss the provisions in constitution that guide public policy - fundamental rights, directive principles of state policy, quasi federal government (central list, state list, and concurrent list)
  5. Teachers try out activity 2 from week 1 Day 1 - Teachers will be sent to 4 breakout rooms to look at circulars issued during covid and fill a table. (15 min)
  6. Evolution of Public policy - (10 minutes)
    - Explain how public policies are as old as governments - example of *arthashastra* and Machiavelli's Prince - and how it evolved to the current framework.
    - Public policy has evolved into a discipline and many universities offer Masters in Public Policy.
    - Governments are increasingly relying upon think tanks and research institutes for research, data analyses and come up with policy options. There are many new opportunities that have opened up in the public policy domain which will be discussed later in the module.
  7. Different stages in the Policy Making Cycle (20 min)
    - Show video - [Introduction to the public policy process | US government and civics | Khan Academy](#)



- Teachers can work in small groups to think of an issue, formulate a simple policy solution for the issue, and think about how the policy will be implemented (who will be responsible?) and how the policy will be evaluated.
8. Institutions in policy making - (20 min)
    - The functions of different state and non-state actors are discussed

- Teachers discuss how each institution influences a particular policy.
- 9. Analysing election manifestos ( 20 min)
- 10. Q and A, doubt clearing

## **Session 2**

**The session will begin with a recap of the previous session and issues that were faced. The discussions will help bring out the teachers' understanding of a policy so far.**

1. Recap of previous session – 5 minutes
2. Issues from last class. 10 minutes
3. Concepts and skills to be taken up in week 2 through case studies
4. Mapping the field for a particular policy – the case study of transport/roads and water.
  - Teachers will be introduced to the policies and acts in the field of roads or water for instance taking one area – say road transport, teachers will see how one field may have multiple policies and acts – like roads policy, motor vehicles policy, road safety policy and acts too.

The session will focus on how each policy looks at the issues in that field and outlines the focus of work.

5. Understanding the policy response from policy documents: Teachers will be provided with excerpts from National transport policy and will develop the skill to read the policies and acts and understand the language of different documents and decipher –

- How they outline the issues and problems;
- What does it propose to do on the issues?
- Who are the stakeholders and who will benefit?
- Will anyone be negatively affected?
- Which are the organisations that will be responsible for different aspects of policy?
- How do we evaluate the implementation of the policy?

The session will also focus upon understanding the different institutions involved in the process of curating a policy and the need for coordination amongst these institutions for successful implementation of the policy.

6. Analysis of Delhi Water Policy: The teachers are introduced to case studies in order to give them a feel of the complexity of various components of a particular policy. As a policy professional, a person needs to get an idea of the policy documents and how to make sense of them. Teachers will identify the issues with respect to water policy in India and analyse the water policy for identifying stakeholders in the policy.

### **Summary: for teacher's reference**

1. The movement of goods and people requires well-maintained vehicles in proper numbers, appropriate and safe vehicles in appropriate quantities.
2. Properly designed and extensive infrastructure is required for movement of vehicles. The infrastructure should be of good quality, safe and ample in nature (roads, trains, metros) to carry the above transport.

3. The problems of congestion emanate from a mismatch between the quality and quantity of vehicles and the quality and expanse of infrastructure (roads and rail).

4. This mismatch also creates problems of safety (both accidents and pollution)

Three policy areas have been shortlisted to facilitate a smooth movement. These are:

- Vehicles
- Roads
- Roads safety

The road transport policy addresses issues of both road construction and maintenance, regulation of vehicles and the road safety policy addresses safety issues

The field of road transport -

Currently India has three laws covering the domain of road transportation in India.

They are:

1. Motor Vehicles Act, 1988
2. Road Transport Corporation Act, 1950
3. Carriage by Road Act, 2007
4. Control of Highways act 2002
5. The Central Road and Infrastructure Fund Act, 2000

There is also the road safety policy

[National Road Safety Policy | Ministry of Road Transport & Highways, Government of India](#)



#### **Activities –**

- Reading the transport policy and answering the questions
- The ppt and video on who does what
- One newspaper report on evaluation - mcd 2012 and mcd 2017
- Stakeholder document
- Water policy

### **Session 3**

## **Part 1: Careers in Policy (45 minutes)**

## **Part 2: Data and Evidence in Policy (1 hour 15 minutes)**

### **CAREERS IN POLICY**

1. Background knowledge: As teachers have already implemented Week 1 in the classroom as well as attended two TPD sessions on policy by this time, we will begin by asking them what they think some careers in policy are.
2. Recap of policy cycle: Since the careers in policy emanate mainly from the stages of the policy cycle, we will ask teachers to share the stages. Within this context, teachers will brainstorm what kind of work each stage requires. Here, we don't want teachers to share technical terms (like research associate or economic analyst) but only think about what kind of work is needed in the policy space. We will use examples of both COVID and NEP to push the discussion forward.
3. Recap of actors and Institutions: Next, we will have a similar discussion keeping the state and non-state actors in mind, which will give teachers a clearer idea of the kind of work that is needed in the space of policy.
4. The main careers: Next, we will talk about 5 main actors/institutions in the policy space: Civil Services, NITI Aayog, Centre for Policy Research, World Bank and LAMP Fellowship. Teachers will first share what they know about each – we will also ask them all to quickly Google each organisation and share a 1-sentence description of it. Based on this, we will discuss the skills needed to join each organisation and the key responsibilities a person might need to undertake in this career.

### **DATA AND EVIDENCE IN POLICY**

1. We begin with how data plays an important role not just in creating new policy, but also in challenging existing policies.
2. With an example of road infrastructure, we see how data can be useful in forming policy objectives, when creating strategies to achieve policy objectives and to challenge existing policy objectives.
3. Once we know what data is needed, we then turn our focus to how to obtain the data – from databases or do our own data collection.
4. This will end with a discussion on the various data sources, the differences between census and sample surveys, and why each of them is useful.

## 3.6 Student Workbook

### Introduction

#### I.I World of Work

One of the components of the vision for Schools of Specialized Excellence (SoSE) is increasing exposure of students to careers and the world of work. However, career domains today are not straightforward and are becoming exceedingly integrated. Students require a multidimensional and interdisciplinary approach. Separately, the best education globally offers students abundant opportunities for project-based learning, development of higher-order thinking skills and development of soft skills.

The World of Work (WOW) course aims to address all the above requirements during the 9<sup>th</sup> and 10<sup>th</sup> grades for the SoSE schools of the Humanities stream. The course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module, paired with career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules. Each module is a 16 hour exploration and is delivered via discussions, expert guest speakers (‘masterclasses’), digital content, field visits, projects and assignments. These modules are critical in enabling SoSE students to make informed choices and prepare in advance to succeed in their chosen career pathways.

Students learn in various ways in the World of Work course. In developing the modules a priority has been to provide interesting and vivid teaching material including videos and presentations. Classroom discussions are an important part of the session and students learn from each other as well as develop their confidence and spoken communication. Expert guest speakers and field visits offer rare and privileged opportunities to experience a profession. Assignments and project work take them out of the classroom to engage with the environment they live in. These also demand developing time management, creativity, working collaboratively and good presentation skills. All this nurtures students for all round development and at the same time sets them up for success in their chosen area of specialization.

The role of the teacher in the World of Work is challenging and rewarding. The teacher is not an expert in the subject material, even though there is extensive teacher training. Therefore they act more as facilitators for the students’ learning. They do need to stretch their boundaries to familiarise themselves with all the skills and careers in the course. Group and individual projects are an integral part of the course and facilitating these and managing the ambiguity inherent in evaluation of projects is a new skill to be learnt. Classroom discussions are a vital part of the course. The teacher must adapt to all these new formats of running a class. They have to give up their tried-and-tested methods of teaching and try on new ones – a humbling experience. The rewards for the teacher are in the tangible growth and development of the students in areas like confidence, presentation and communication. The teacher will also experience significant personal and professional growth in the process.

Assessment is an important part of the World of Work. The course is meant to be rigorous and not limited to the level of awareness-raising or exposure. The course delivers specific skills and concepts that the students are expected to understand, internalize and apply. The assessment framework has components of “Knowledge and Understanding”, “Inquiry and Exploration”, “Critical Thinking and Decision Making” and “Presentation and Communication”. Assessment of each module of WOW will draw from the above set of components and be tailored to the module. Internal assessment of the modules will be usually through the

module project, while the summative assessment could be through a variety of formats including mini-project or different types of sit-down exams.

## I.II Overview of the Curriculum

The World of Work course is designed as a series of 1 month (16 classroom hours) ‘taster’ modules that explore different skills and careers in the humanities and social sciences. The modules are designed as a skill module that is paired with one or more career modules. Skill modules address a workplace skill that has wide applicability across a range of careers. Each skill module is followed by 2 career modules which are strongly associated with the skill and which develop further on the skill. For example, the Transmedia Storytelling module is followed by Journalism and Content Creation as career modules.

The following table gives the full list of modules that will run in the World of Work curriculum.

Skill Area	Career Pathway 1	Career Pathway 2
Transmedia Storytelling	Journalism	Content Writer
Mapping and Visualization	Geographic Information System (GIS) Analyst	Urban Planner
Working with People and Communities	Social Work	
Enabling Learning	Teaching	
Justice and Constitution	Lawyering	Public Policy
Research and Critical Thinking	Academic Research	Marketing Research

The first 3 rows show the modules that run in 9th Grade and the next three rows the modules that run in 10th grade.

Below shows the classroom time allocation for the modules and the number of instructional days they will require.

S.No.	Modules	Suggested time allocation/Instructional days
<b>Grade 9</b>		
	Unit 1: Transmedia Storytelling	16 hours/12 days
	Unit 2: Journalism	16 hours/12 days
	Unit 3: Content Creation	16 hours/12 days
	Unit 4: Mapping & Visual Representation	16 hours/12 days



	Unit 5: Geographic Information System (GIS) Analyst	16 hours/12 days
	Unit 6: Urban Planner	16 hours/12 days
	Unit 7: Working with People & Communities	12 hours/ 9 days
	Unit 8: Social Work	12 hours/9 days
<b>Grade 10</b>		
	Unit 9: Enabling Learning	12 hours/ 9 days
	Unit 10: Teaching	12 hours/ 9 days
	Unit 11: Justice and Constitution	16 hours/12 days
	Unit 12: Lawyering	16 hours/12 days
	Unit 13: Public Policy	16 hours/12 days
	Unit 14: Research and Critical Thinking	16 hours /12 days
	Unit 15: Academic Research	16 hours/12 days
	Unit 16: Marketing Research	16 hours /12 days

Note the exceptions to the standard format: In two skill areas, “Working with People and Communities” and “Enabling Learning”, there is a single career module associated with the skill module. In these two cases, the skill module runs for three weeks and the career module for three weeks. In these cases, the skill and career modules are tightly integrated rather than running as individual modules.

### I.III Objectives of the curriculum

- To give the students a very wide area of exploration that leaves them with an understanding of the world of work at large. They are also shown interconnections between modules and clusters and realize the interdisciplinarity of the world of work.
- To develop a range of skills (the skills of the skill modules) that will continue to be useful to students in their future irrespective of the specific career path they choose.
- To give the students sufficient information and engagement with skills, careers and workplaces so that they can start a deeper process of focussed exploration in skills and professions as designed for the 11th & 12th grades. In a few cases, the students will have gained enough clarity from the course that they will make a decision on their own about their career goal and independently plan and work towards reaching it.
- To develop their ability to do independent work and thinking, to deliver projects, and work collaboratively.
- To develop skills of critical thinking and creativity.
- To enhance students’ presentation skills in different modes and media.

### I.IV Curriculum Framework

The course consists of a sequence of skill and career modules. These modules are grouped into related clusters. A cluster will contain a skill module and 2 (or 1) related career modules.

A skill module introduces the students to a particular skill or skill area that is widely required for many careers. In this course the students are introduced to 5 skill areas in the Social Sciences and Humanities which gives them a good range of knowledge. By practicing these skills, students develop themselves with a wide range of skills. Simultaneously they have the opportunity to find out if they have an aptitude for or interest in that skill. Discovering such interest and aptitude can be an enormous boon to the student - if they find a niche they are happy with, they start exploring and developing on their own and the future unfolds with ease and fulfillment. While it is not possible to develop a skill in-depth in the time available, the engagement with the skill does result in concrete learning outcomes.

Career Modules explore a career that is strongly connected to the skill in that cluster. Career modules explore the career from multiple perspectives:

**Skills:** The career module builds on the work done in the skill module to develop the skill further in the context of the particular career. For example the Journalism career module will take storytelling to the context of Journalism.

**Career Roadmap:** The career module will talk about a way to join that career ie. what subjects to choose for 11th & 12th grades, what degree courses are appropriate, what are the premier colleges, what communities of practice exist, relevant skills to develop etc.

**‘A Day in the Life’:** The career module also gives students an idea of what work in that career looks like. Practitioner interactions are a very effective way to do this.

**Is this for me?:** The various interactions and experiences of the career module helps the student build some evidence for whether this is the direction they want to take. The intention is not however that the student should decide by the end of 10th grade.

Career modules will have sub-areas or may cover a career *area*. For example, Content Creation is a career area which covers careers in Graphic Design, Content Writing, Film-making and more. Journalism is considered a career, but there are a wide range of sub-options by media and types of writing eg. news reporting, news analysis, photography, video journalism etc.

## **I.V About this handbook**

This Handbook is written to provide you with all information, support and guidance you need as you work through World of Work modules. This handbook guides you through the Public Policy module under the Justice and Constitution cluster. This student handbook contains the handouts and worksheets that the students will use while going through the module.

## Credits

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## Student Planner

Session	Topic	Objectives and Description
<b>Week 1</b>		
Session 1	Introduction to Public Policy	<ol style="list-style-type: none"> <li>1. To understand what Public Policy is and why it is important.</li> <li>2. Examining the conceptual evolution of the discipline and practice of public policy</li> </ol> <p><i>In this session, we will discuss and arrive at a broad understanding of public policy and why it is important. We will also look at different types of policy documents.</i></p>
Session 2	What guides our public policies and what are the steps in public policy making?	<ol style="list-style-type: none"> <li>1. To understand how Constitution is the guiding document for framing policies in our country</li> <li>2. To understand the steps involved in formulating a policy</li> </ol> <p><i>In this session, we will be focusing upon how Constitution serves as the framework for formulating the public policies in India and the process of creating a policy and its components</i></p>
Session 3	Institutions involved in Policy making	<ol style="list-style-type: none"> <li>1. To understand the institutions and the stakeholders involved in the formulation of a policy.</li> <li>2. To analyse and compare the election manifestos of different political parties</li> </ol> <p><i>In this session, we will discuss the various actors and institutions that are involved in the formation of a policy and with the help of election manifestos try to understand the different policies presented.</i></p>
<b>Week 2</b>		
Session 4	Understanding how policy address issues through the case study of roads	<ol style="list-style-type: none"> <li>1. To understand the manner in which policy addresses an issue with the help of a concrete example.</li> <li>2. To understand the text given in the policy and make connections with the real life experiences</li> </ol> <p><i>In this session, you will look at a concrete issue and understand how policy is deployed to solve these issues. The real life experiences of the children will also be linked to the policy text.</i></p>

Session 5	Need for Coordination between different institutions for the implementation of policy	<ol style="list-style-type: none"> <li>1. To understand the policy statements</li> <li>2. To understand the different institutions involved in policy making and how there needs to be a coordination amongst them</li> <li>3. To focus upon the complexities and challenges faced in the policy implementation and review</li> </ol> <p><i>In this session, we will focus upon the need for coordination amongst the different institutions and stakeholders for implementation of the policy and will also look at the challenges faced on ground in the process of implementation.</i></p>
Session 6	Analysing Delhi Water Policy	<ol style="list-style-type: none"> <li>1. To understand the plausible issues faced with respect to water in India</li> <li>2. To identify the different stakeholders involved in the process of making a policy</li> <li>3. To apply the concepts learned previously and analyse the Delhi water policy.</li> </ol> <p><i>In this session, we will focus upon identifying the issues with respect to water policy in India. The session will also ponder upon the idea of a stakeholder and identifying the stakeholders involved in water policy. Utilising the Delhi water policy the students would be required to analyse it using the concepts learned previously.</i></p>
<b>Week 3</b>		
Session 7	Importance of data in policy making	<ol style="list-style-type: none"> <li>1. To understand the importance of data in policy making</li> <li>2. To be able to differentiate between a census and a sample survey</li> <li>3. To introduce the students to the official sources of data such as NSS, NFHS, Census</li> </ol> <p><i>In this session, we will focus upon recognizing the importance of data in the evolution of a policy and the students will also take cognizance of the various official sources of data.</i></p>
Session 8	Co-creating a list of careers in public policy	<ol style="list-style-type: none"> <li>1. To identify and explore the various career fields in the domain of public policy.</li> <li>2. To understand the various pathways through which a career in the field of public policy can be built</li> </ol>

		<p>In this session, we will focus upon exploring the various opportunities and careers that are prevalent in the field of public policy. You will also understand the different pathways through which the positions can be taken up in the public policy sector.</p>
Session 9	Interactive session with policy professional	<ol style="list-style-type: none"> <li>1. The students would be introduced to the careers in the domain of public policy through an interactive session with a professional</li> <li>2. To understand why public policy is accorded the status of a professional degree</li> </ol> <p>In this session, you will be interacting with a professional in the field of public policy and will also be able to understand the status of professional degree accorded to the domain of public policy.</p>
<p style="text-align: center;"><b>Week 4</b></p>		
Session 10	Introducing the Internal Assessment	<ol style="list-style-type: none"> <li>1. Students will be introduced to the module assessment rubrics</li> <li>2. To familiarise the students with the draft of pedestrian policy and to prepare them for observing the problems related to pedestrians.</li> </ol> <p>In this session, you will be familiarised with the assessment rubrics and the draft pedestrian policy.</p>
Session 11	Finalising Observation Sheet and Writing Observation Report	<ol style="list-style-type: none"> <li>1. The students will be required to finalise the observation sheet and write the observation report</li> </ol> <p><i>In this session, we will focus upon finalising the observation sheet and filling up the observation report.</i></p>
Session 12	Submitting the observation report	<ol style="list-style-type: none"> <li>1. To finalize and submit the questions in the worksheet, observation sheet and observation report</li> </ol> <p>In this session, you will be required to finalize the observation report and recap the entire module.</p>

# Introduction to Public Policy

## What is public policy?

Public policy encompasses a set of documents, institutions and processes adopted by the government to address the various problems and demands of the citizens.

The set of documents includes policy documents (such as [National Health Policy 2017](#), [National Education Policy 2020](#), [Industrial Policy for Delhi](#) etc. ), acts (eg - [RTE Act 2009](#)), rules and regulations, cabinet resolutions, executive orders, program documents, mission documents etc. Each of them outlines in different levels of detail the framework to address the issues. They determine the programs and actions implemented by the government.

Then there are institutions which work to implement what is there in the above documents. There are processes by which it is done. All these are done at the national and state level, and sometimes at the international level. Therefore careers in public policy also range from the grassroots to the international level.

## Evolution of Public Policy

Initially, the relationship between the state and people was governed by the norms of the monarch/king and subjects. Accordingly, certain critical treatises were developed in different parts of the world. The works such as Kautilya's *Arthashastra* (3rd BCE) and Machiavelli's 'The Prince' (16th CE) dealt with state sciences which focused on serving the interests of the absolute ruler in knowing about the subjects of his principality, the state of its resource, how to rule best and preserve his power.

However, in the second half of the 18th century, political movements such as the American Declaration of Independence (1776) and the French Revolution (1789) inspired **a shift from serving the interests of the state to that of citizens**. There was a recognition of the rights of human beings and the state was supposed to govern on behalf of the citizens.

This situation created the demand to use social knowledge (collective knowledge available to society) for the purpose of social betterment. In the beginning, the state was seen as the single actor to address the socio-economic problems experienced by the nation and its citizens. There was a framework of **public administration**, which trained the bureaucracy to identify problems and resolve them by the systematic application of technical expertise. The rise of globalisation led to the belief that the market can serve as an instrument for addressing socio-economic problems, and a new framework of **New Public Management** emerged. The fundamental idea here is that the state should limit its role in the economy and the bureaucracy should also run on market principles, unlike the previous frameworks where the government had the primary role in initiating policies. For example, in the electricity sector reforms in Delhi – from public sector generation, transmission, and distribution, these roles were given to private actors. The division between generation, transmission, and distribution helped identify where the losses were happening. The tariff was conceived on the basis of investment and return, although the government steps in to subsidise the poor. In many sectors, the government's role became that of facilitator without investing or participating in it.

There is a realisation that you cannot rely only on bureaucracy for policy-making; instead think tanks, research institutions, civil society organisations and other private players are equally involved in public



policy development and implementation. This has opened up many new career opportunities in these organisations. Public policy has also emerged as a separate academic discipline in universities as professionals are in demand to do background research, analyse data and come up with policy options.

**To do:** Look up Universities in India and abroad that offer Master's level programs in public policy. Read their curriculum to understand the concepts that are taught in these programs. Also, check their alumni pages to explore the organisations where the graduates are working. Share what you find with the class.

Look at the circular given to you and answer the following

Circular number and date	Issued by	Deals with (subject)	Content - What does it say

*List down three policies you are familiar with. Identify the issues it addresses and the actors/institutions involved in developing and implementing the policy.*

Policy	Issue to be addressed	Actors/ Institutions Involved

## Constitution as the framework guiding public policy

- *Why do we need a constitution?*
- *Does the Constitution state how the policy should be formed?*
- *How is the government formed in our country? Does the government have the power to impose anything on the citizens?*
- *What is the difference between state and central government? Do they have the same authority to frame policies?*

The constitution is the framework that guides the public policies of our country. The Constitution provides the basic rules that allow coordination among members of society. It specifies who has the power to make decisions/new rules in a society. It decides how the government will be constituted. It also sets limits on what a government can impose on citizens. The constitution enables the government to fulfil the aspiration of society and create conditions for a just society. Constitutions lay down the rules for various institutions including the parliament, prime minister and cabinet ministers, and courts.

Article 12-35 lays down the fundamental rights of the citizens, which are justiciable and the government is mandated to ensure. The Directive Principles of State Policy in part IV of the constitution lays down the principles that guide the public policy of our country.

The Indian constitutional system is quasi-federal in nature. By listing the topics in the central list, state list, and concurrent list, an effort has been made to clearly demarcate the domains of policy-making between the central and state governments. You can access the seventh schedule of constitution here: <https://www.mea.gov.in/Images/pdf1/S7.pdf> or

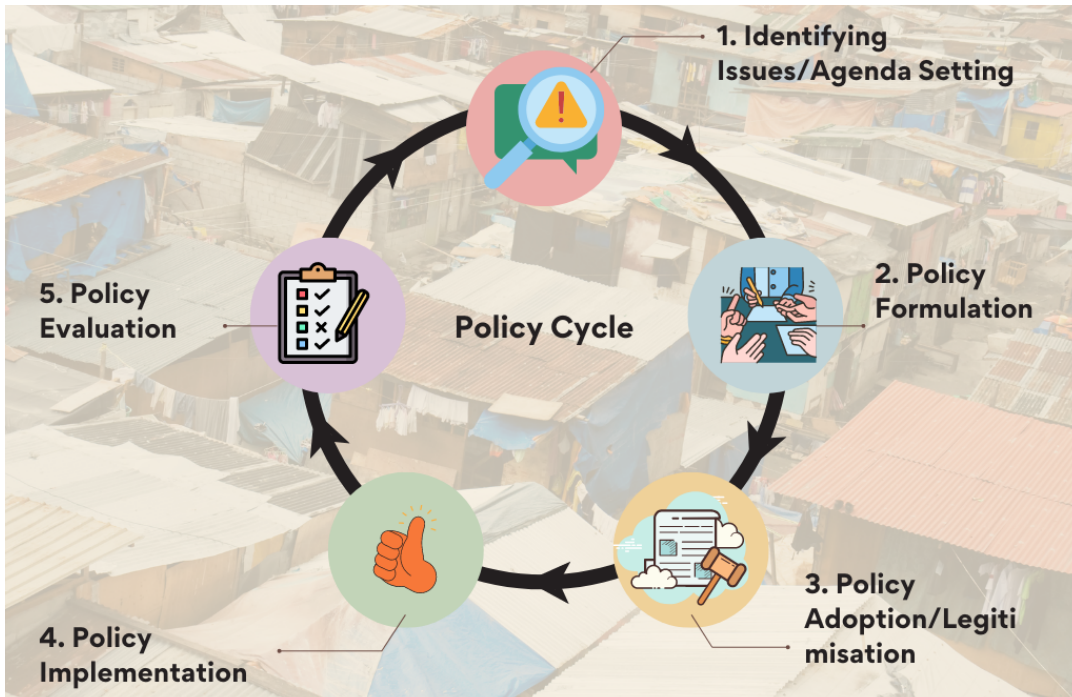


Typically, the central government has extensive authority to create policies for the economy's development sectors. However, the central and state governments are both involved in the implementation of programmes, and both are jointly responsible for the outcomes.

*Refer to the seventh schedule of the constitution and list three subjects that come under each list.*

Union List	State List	Concurrent List

## Understanding Policy Cycle



*From your discussion in the class, briefly describe what happens in each stage of the policy cycle with examples.*

1.	Identifying Issues/Agenda Setting	
2.	Policy Formulation	
3.	Policy Adoption/Legitimation	
4.	Policy Implementation	
5.	Policy Evaluation	

## Understanding Policy Components

Policy has objectives, plans, and strategies, and may also state the institutions, budgets, and time period to achieve it. Simply stating the objective does not make a policy.

The desired state of affairs that a society or organisation seeks to achieve is referred to as a policy objective or goal. Public policy lays down the strategies to achieve the objectives such as eradicating poverty, protecting water bodies, promoting the manufacture of semiconductors etc.

### Example 1

- Improving environment sustainability – objective
- The household waste has to be segregated between wet waste and dry waste before discarding – policy strategy

### Example 2

- People should eat healthy - goal
- All packaged foods have to disclose the calories and ingredients in the food products - policy strategy

*Arrange the following policy strategies under the correct objectives. (You can also discuss and come up with new policy strategies and add to the list)*

1. Women will be provided free bus passes in Delhi
2. High priority to identification and rectification of black spots (accident-prone spots) on national highways
3. all thermal power plants located within a 300-kilometre radius of Delhi will have to ensure compliance with emission standards
4. Conduct road safety audits through independent agencies for all roads of 5 km or more in length
5. use of coal in the industrial application will be banned from January 1, 2023
6. Increasing maternity leave from 12 weeks to 26 and ensuring that every establishment with over 50 employees has a crèche service
7. Diesel vehicles older than 10 years will automatically be deregistered from January 1, 2023.
8. Loans at a lower interest rate for women self-help groups
9. The Government will establish a National Road Safety Fund to finance road activities through the allocation of a certain percentage of the cess on gasoline and diesel.

**Objective: To reduce air Air Pollution in Delhi**

**Objective: Road accidents to be reduced by 30% in the next five years**

**Objective: To improve participation of women in the workforce**

*Identify an objective and formulate policy strategies to achieve it*

**Objective:**

### Institutions/actors involved in policy-making

The parliament and state legislative assemblies are important institutions for policy formulation, but not all policies are made in the parliament or legislative assembly. There are also other state and non-state institutions and actors involved in the development and implementation of public policy.

*From your discussion in class, write down the role played by each institution.*

## State Actors/Institutions

1. The prime minister's office and the cabinet
2. Ministries/Department
3. Parliament
4. National Institution for Transforming India - NITI Aayog
5. Judiciary



## **Non-state Actors**

### **1. Media**

### **2. Civil Society organisations**

### **3. Political Parties**

*Look up the internet and name some of the policy think tanks from India.*

### ***Analysing election manifesto***

Name any two policy issues that are common to all three manifestos.

Are there any unique policies highlighted by the political party?

AAP -

BJP -

INC -

Do you think there are any issues that have not found a place in the manifesto? Which new policy do you want if you are creating a manifesto?

## Understanding how policy address issues through the case study of roads

### Understanding Different Types of Roads

Types of roads	Examples that you're familiar with	What are its main features?	Who uses them?	Problems with the roads
Highways				
City main roads				
Colony roads				
Basti roads				
Ring roads				

## Understanding Policy Response from Policy Documents

Read the selected policy statements from the national road transport policy. Prioritise the three most important policy statements and order them as first, second and third and give your reasons.

S. no.	Policy statement	Which issue problem would it address (roads, vehicles, others)	Why is it important?
1.			
2.			
3.			

## Need for Coordination

*List down the various institutions involved in development and implementation of policies on Roads in Delhi. What are some challenges faced in implementation of policies?*

## Identifying Stakeholders in a Policy

A **stakeholder** is a person, group, or organization involved in or affected by a course of action. While developing policies it is important to identify all the stakeholders.

*List down the stakeholders who are to be considered when a water policy is framed for NCT of Delhi*

## Analysing excerpts of Water Policy of Delhi

1. What are the objectives of the policy? What are the issues that are addressed in the policy?
2. Will there be any objections from any of the stakeholders while implementing the policy?
3. What are the advantages of this policy?
4. What are the disadvantages of this policy?
5. Compare the advantages and disadvantages and suggest if you would opt for this policy? What suggestions do you have for this policy statement?

## Data in Public Policy



Figure 1(image credits - The Hindu, March 14, 2012)



Figure 2(image credits-The Times of India, December 11, 2015)

You might have seen news reports citing data on multiple issues as shown in figures 1 and 2. In this section, we will learn about important official data sources in India such as the Census of India, National Sample Survey and National Family Health Survey. These data sets give important insights for policy making.

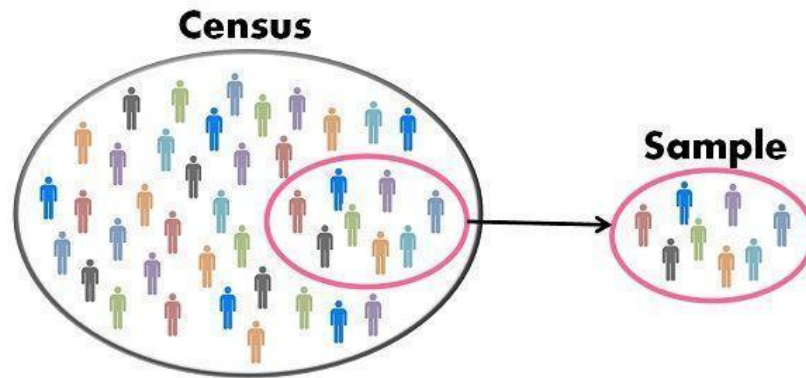
### Difference Between a Census and Sample survey

Before looking into the different data sets, we have to understand the difference between census and sample surveys.



A Census survey collects data about the entire population. The Census of India is an example of a census survey.

But it is not always possible to collect data from the entire population due to logistical difficulties. In that case, a sample survey is conducted. In a sample survey, data is collected from only a specific group or sample to make inferences about the entire population. For example - National Sample Survey



*(If you are interested in learning more about different types of sampling you can refer to this article:*



Source: <https://www.scribbr.com/methodology/population-vs-sample>

## **Census of India**

The Census of India is the most comprehensive dataset about our country and its demography. The first census was undertaken in 1881 in British India. Since then, a census is conducted every ten years. The census of 1951 was the first census in independent India. The most recent census available is from 2011, as the census of 2021 was postponed due to Covid.

Registrar General of India and Census Commissioner, which comes under the Ministry of Home Affairs is entrusted with the responsibility of conducting the census. It is a humongous exercise in a country as large and diverse as India. The whole administrative machinery of the State and local self-government, including teachers, clerks, “patwaris” etc. are appointed as census enumerators and they visit every household in the area assigned to them.

Interestingly, the census is the only data source in India, which has a legal backing. The Indian Census Act of 1948, authorizes the census enumerators to ask the prescribed census questions and legally compel all persons to answer truthfully –you cannot decline to participate or lie.

Any information provided by an individual is kept confidential and cannot be used as evidence in court.

The Census collects very comprehensive data. You can go to the [censusindia.gov.in](https://censusindia.gov.in) website to explore the questions asked in the census. These include:

- general population table - (how many villages are there, how many towns are there), population, area etc.

- Information related to economic activities - how many are working? How many are unemployed? How many are engaged in agriculture, industry? Etc.
- socio cultural – disability, religious composition, SC/ST community, linguistics population
- migration Data – overall migration, internal migration, stream of migration (Rural to Rural, Rural to urban etc, distance traversed (intra-district, inter-district, inter-state), reasons of migration (employment, business, studies, marriage, moved after birth, moved with household and others)
- Fertility table
- house and household series – nature of house, amenities in household
- Primary census abstract – which provide you the basic socio-economic characteristics of the village/ward in each district
- Village directory – which provides the village level infrastructure data (roads, bus stops etc.)
- Town directory (town infrastructure)

Apart from these population censuses, the census collects two other data which are known as civil registration system (CRS) and Sample registration system (SRS) and give information about the death and birth rates.

*Watch an interesting video on how the census is carried out -*



*Visit Census of India website here:*



## **National Sample Survey**

The National Sample Survey (NSS) is conducted by the Ministry of Statistics and Program Implementation. Two very important data sets it regularly gives us are the employment, unemployment surveys and consumption expenditure. It is a quinquennial survey (every five years ). Apart from these regular two surveys, the NSS conducts demand-based surveys on morbidity, livestock, education, debt and investment, land holding, survey of disabled population, housing and sanitation, migration, village facilities, condition of farmers, tourism etc.

Unlike the Census, the NSS does not collect data from every household and instead samples are collected from villages and blocks – the sampling is done based on the previous census. You can explore the NSS reports here -



Source: <http://microdata.gov.in/nada43/index.php/catalog/central/about>

*You can read an interesting article about NSS here -*



Source: <https://www.bbc.com/news/world-asia-india-61870699>

### **National Family Health Survey**

The National Family Health Survey (NFHS) is a large-scale, multi-round survey conducted in a representative sample of households throughout India. The first survey was conducted in 1992-93. The survey provides state and national information for India on fertility, infant and child mortality, the practice of family planning, maternal and child health, reproductive health, nutrition, anaemia, utilisation and quality of health and family planning services. Each successive round of the NFHS has had two specific goals: a) to provide essential data on health and family welfare needed by the Ministry of Health and Family Welfare and other agencies for policy and programme purposes, and b) to provide information on important emerging health and family welfare issues. The Ministry of Health and Family Welfare (MOHFW), Government of India, designated the International Institute for Population Sciences (IIPS) Mumbai, as the nodal agency, responsible for providing coordination and technical guidance for the survey.

You can explore the NFHS data -



or <http://rchiips.org/nfhs/>

Access factsheets of different states:



or [http://rchiips.org/nfhs/factsheet\\_NFHS-5.shtml](http://rchiips.org/nfhs/factsheet_NFHS-5.shtml)

India Fact Sheet:



or [http://rchiips.org/nfhs/NFHS-5\\_FCTS/India.pdf](http://rchiips.org/nfhs/NFHS-5_FCTS/India.pdf)

There is also an Open Government Data Portal designed, developed and hosted by the National Informatics Centre (NIC), a premier ICT organization of the Government of India under the aegis of the Ministry of Electronics & Information Technology. This platform facilitates access to Government owned shareable data. To explore, visit <https://data.gov.in/> through this QR code:



*Apart from these traditional data sets, a new satellite-based data source is the Bhuvan – a Geo-platform of ISRO. To explore go to <https://bhuvan.nrsc.gov.in/home/index.php> through this QR code:*



Go to the Census of India website and open the population finder tab and answer the following - [Primary Census Abstract Indicators Search upto town / village level](#)



Total Population -

No. of Male -

No. of Female -

- ❖ select NCT of Delhi in the state/UT search box and each group has to select a different district such as Central, East, New Delhi etc.

Name of District -

Total Population -

Ratio of Male to Female -

Literacy Rate among Male -

Literacy Rate among female -

Percentage of working population -

We should note that Data is not only in the form of numbers. It can also be in the form of detailed descriptions (qualitative form) which is collected through observations, interviews with stakeholders etc. Evidence-based policymaking puts the best available research findings into the core of policy making. Social science research has an important role to play in informing policies with evidence. There is also increased use of data-driven evidence. You might have heard of terms like 'Big data' and 'data analytics'. There are new career pathways that are opening up in social science research, data analytics and monitoring and evaluation of policies.

## Careers in Public Policy

The domain of development and implementation of public policy is broad and the career opportunities are also diverse - you have opportunities with government and non-government organisations. The job function varies from policy research and development, implementation, monitoring and evaluation, policy analysis, advocacy and lobbying, policy communication. You could be a politician and participate in an election to become a policy maker, you could write the civil services or other government exams to become a bureaucrat, you can be a lawyer and join the judiciary, or be an expert in your domain such as economist and work as a policy consultant, you can work as a data analyst or researcher for monitoring and evaluation of policy, work as a policy officer for MNCs to liaison with government etc.

### Careers in Policy:

- Direct and Permanent Recruitments in State Services (Both Union and State Governments)
- Multilateral and Bilateral Organisations
- Development Consulting Institutions
- Corporate Sector
  - Consultants/ Young Professionals to Governments and ParaStatal Agencies such as NITI Aayog
- Development Data Scientists
- Corporate Sector
- Grassroot Organisations
- Universities
- Research Think Tanks
- Lobbying Firms and Agencies

### Useful links and their QR codes:

1. Public policy jobs listed -

<https://publicpolicyindia.com/careers-plus/200-indian-jobs-and-opportunities-database/>



2. Link to websites of some policy think tanks in India

[https://www.icwa.in/show\\_content.php?lang=1&level=1&ls\\_id=1586&lid=1555](https://www.icwa.in/show_content.php?lang=1&level=1&ls_id=1586&lid=1555)



3. Careers in public policy talk by Kumar Shubham -  
[https://www.youtube.com/watch?v=4\\_xWvooi6Yw](https://www.youtube.com/watch?v=4_xWvooi6Yw)



4. Fellowships and internships  
- The CM Fellow program  
<https://ddc.delhi.gov.in/cmulf/programmes>



- NITI Aayog Internship Program  
<https://www.niti.gov.in/internship>



- Delhi Assembly Research Centre Fellowship Program  
<http://www.darc.dtu.ac.in/>



- LAMP fellowship  
<https://prsindia.org/lamp>



5. Instagram accounts that discusses public policy in India, careers related to it and scholarships to public policy courses in universities

<https://www.instagram.com/publicandpolicy/>



<https://www.instagram.com/thepolicygram/>

