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3.CONSTITUTION: PATH AND GUIDING LIGHT

DISTRIBUTION OF NEWSPAPER NEWS/SLIPS RELATED TO RULES

**Reading the title/newspaper news
and identifying which law it is
related to and pasting it on the
chart affixed on different corners of
the class**

Preparation of the Wall Paper

Our country is a land of diversity and there is a lot of diversity between the people of the country. In what respects does diversity exist? Could you tell me?

Group discussion

Presentation

CODIFICATION

There are differences among the people of the country on various issues such as caste, religion, country, language and gender. The vision of our country is unity in diversity.

DISCUSSION INDICATORS

What are the rules?

Why the rules?

**All these laws are made in accordance
with one of the highest statutes of the
country.**

What is that supreme code of law?

What is the significance of that law?



Discussion

Presentation of findings

CODIFICATION

Laws are the codes of conduct that have been prescribed and must be followed in order to ensure a peaceful and stable living condition for the human being, who is a social being. The laws are also a precaution to ensure that others are not harmed by the actions of individuals. The Constitution is the basic legal code of the country and all the laws of the country are made in accordance with the Constitution.

CHILDREN'S PRESENTATION ON HISTORICAL EVENTS



CHILDREN'S PRESENTATION ON HISTORICAL EVENTS



CHILDREN'S PRESENTATION ON HISTORICAL EVENTS



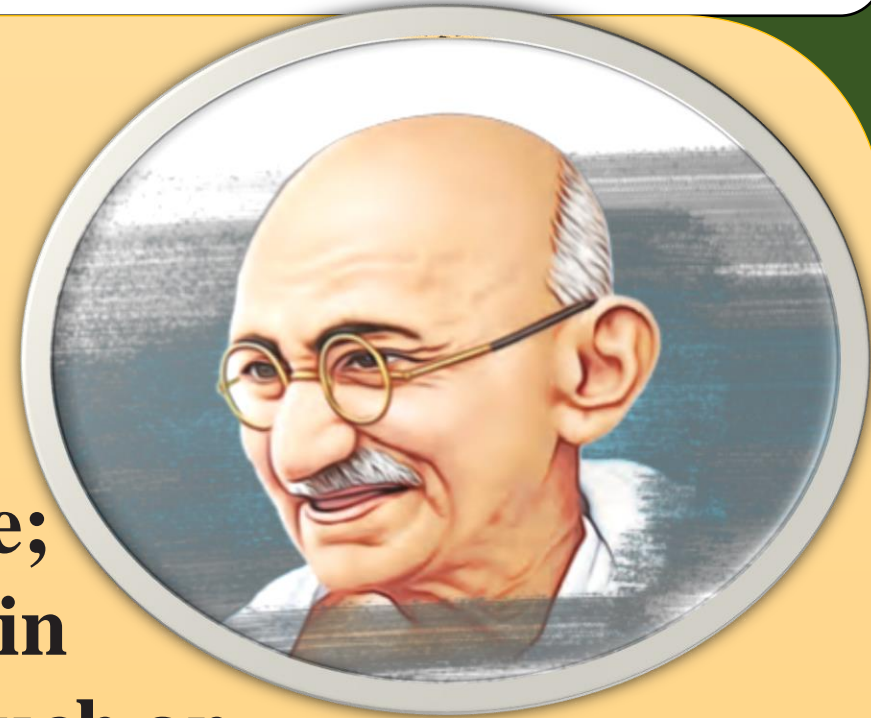
CHILDREN'S PRESENTATION ON HISTORICAL EVENTS



**What did Gandhiji want the
Constitution of India to be like?
Listen to his words...
Video Exhibition**

WHAT IDEAS DID MAHATMA GANDHI WANT TO INCLUDE IN THE CONSTITUTION OF INDIA?"

“I shall strive for a constitution, which will release India from all thralldom and patronage, and give her, ...in which the poorest shall feel that it is their country, in whose making they have an effective voice; an India in which all communities shall live in perfect harmony. There can be no room in such an India for the curse of untouchability or the curse of intoxicating drinks and drugs. Women will enjoy the same rights as men...



**Mahatma Gandhi
("Young India"— 1931)**

Complete the list

- **Sovereignty**
- **Equality**
- **Brotherhood**

- ❖ **Sovereignty**
- ❖ **Equality**
- ❖ **Brotherhood**
- ❖ **Gender Justice**
- ❖ **Secularism**
- ❖ **freedom**

CONSTITUTION: THE DREAM OF FREEDOM FIGHTERS

The First War of Independence in 1857 was the first mass movement against the British rule.

Soldiers, tribals, kings, feudal lords, peasants and many other groups participated in the struggle.

This movement helped the people to develop a sense of nationalism based on religious harmony.

The strengthening of nationalism led to the formation of many regional organisations against foreign domination in different parts of India.

Indian Association, Madras Native Association and Pune Sarvajanik Sabha are some examples.

As distinct from such organisations of a regional nature, a national organisation emerged in 1885 through the Indian National Congress. The anti-British agitations at the national level, achieved an organized dimension.

The main objectives of this movement were to bring the problems of various groups of people in India to the attention of the British authorities and to develop a sense of nationalism among the people beyond caste, religion and regional thinking.

The main objectives of the freedom struggle was not only to end foreign rule but also to ensure a better social and political life for every Indian.

At each phase of the struggle, the leadership had different views including moderate-extremist nationalism.

However, the nationalist movement proceeded by upholding some basic ideas and values.

With the advent of Gandhi, the freedom movement transformed itself into a mass movement.

Gandhiji's influence strengthened the demand for democracy based on social justice.

The leaders wished that the ideas and values of freedom, equality based on social justice, brotherhood, and religious harmony put forward by the national movement, should be the foundation of our constitution.

These views influenced the framing of our constitution.

WORKSHEET

The first mass struggle that emerged against British domination

Various sections of the people who participated in the protest

The earliest regional organization in India

The year in which the Indian National Congress was formed

The main objectives of the Indian National Congress

What were the other goals put forward by the national movement other than the end of foreign rule?

How did gandhiji's arrival affect the freedom movement?

What values did the freedom fighters want to be the foundation of the Indian Constitution?

**Completion of worksheet
distribution**

Presentation.

**The first mass struggle that
emerged against British domination**

The First War of Independence in 1857

**Various sections of the people who
participated in the protest**

Soldiers

Tribals

Kings

The nobles

Farmers

Early regional organizations in India

Indian Association

Madras Negative Association

Pune Sarvajanik Sabha

In which year the Indian National Congress was formed?



1885

Apart from ending foreign rule, what were the other objectives advanced by the national movement?

**Bring to the notice of the authorities
the problems of various sections of the
people in India.**

**To inculcate a sense of nationalism
among the people irrespective of caste,
creed and regional considerations.**

**How did gandhiji's arrival affect the
freedom movement?**

It was with the advent of Gandhiji that the freedom movement gained mass participation. Gandhiji's influence strengthened the demand for democracy based on social justice.

**What values did the freedom
fighters want to be the
foundation of the Indian
Constitution?**

➤ **Freedom**

➤ **Equality based on social justice**

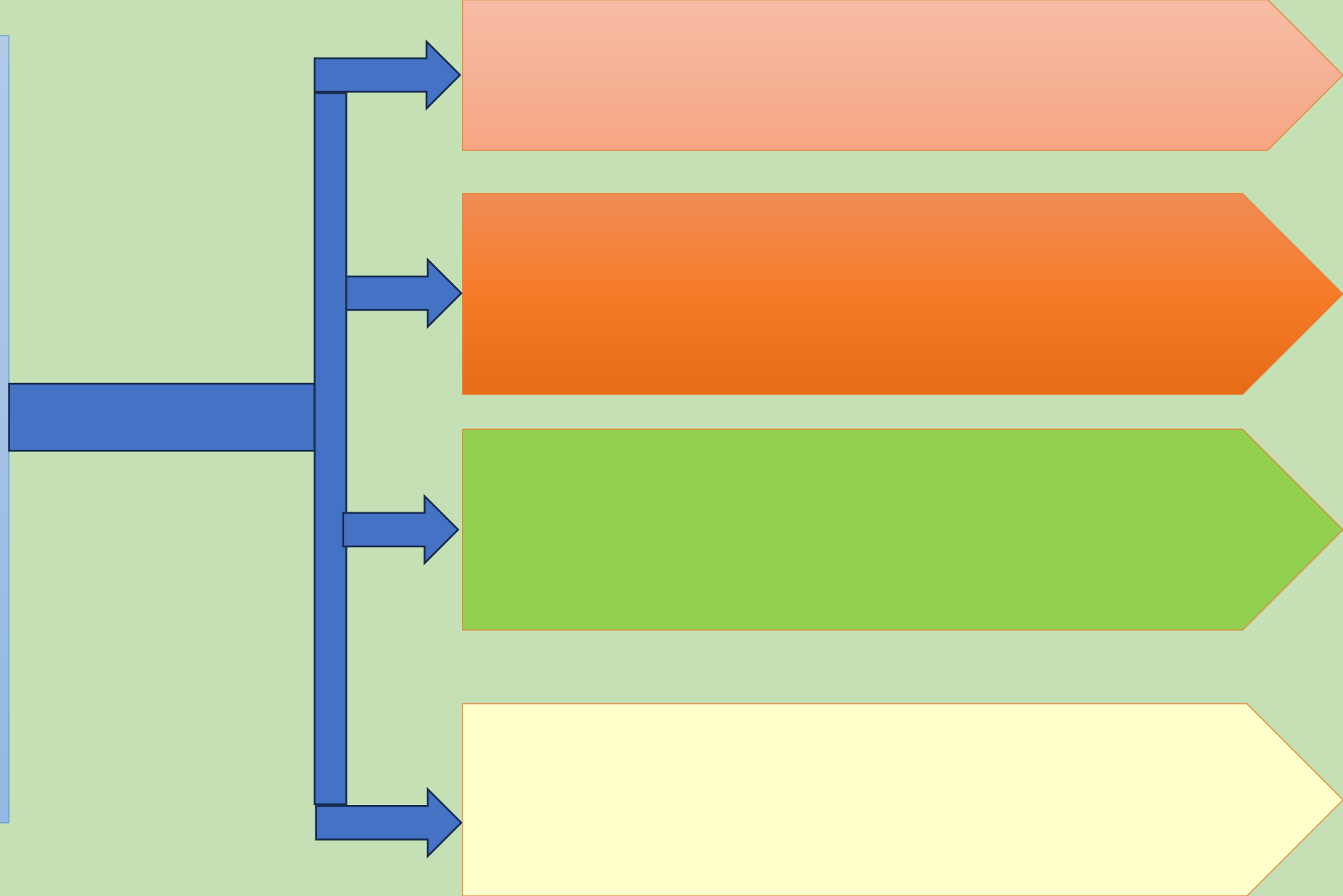
➤ **Brotherhood**

➤ **Religious harmony**

**The children are divided into 3 groups.
Completing the concept of the First
War of Independence in 1857, the
formation of the Indian National
Congress and the arrival of Gandhiji.**

COMPLETE THE IDEA

**The First
War of
Independence
in 1857**

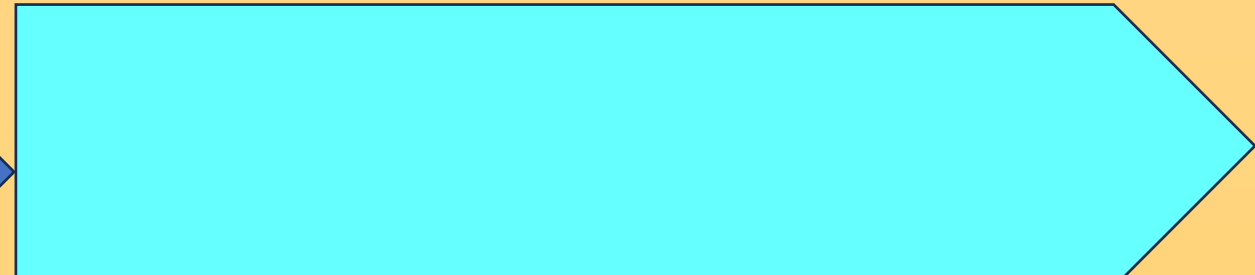
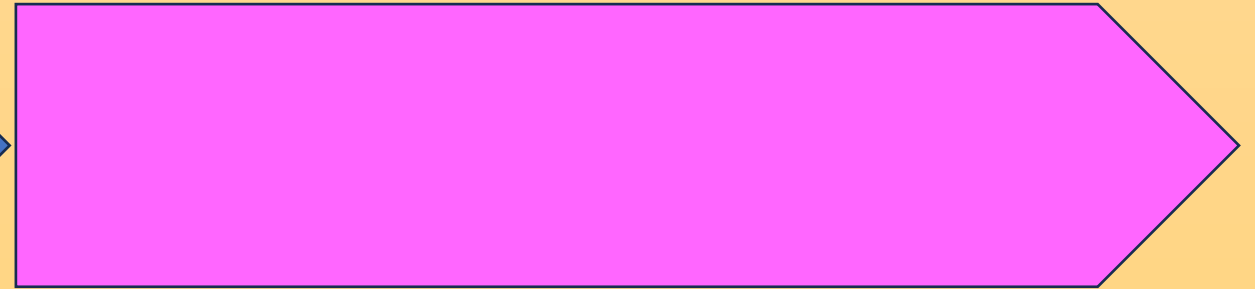
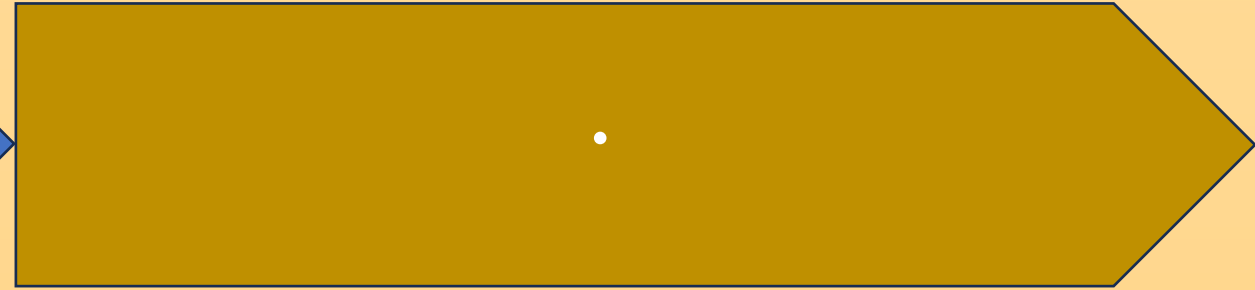
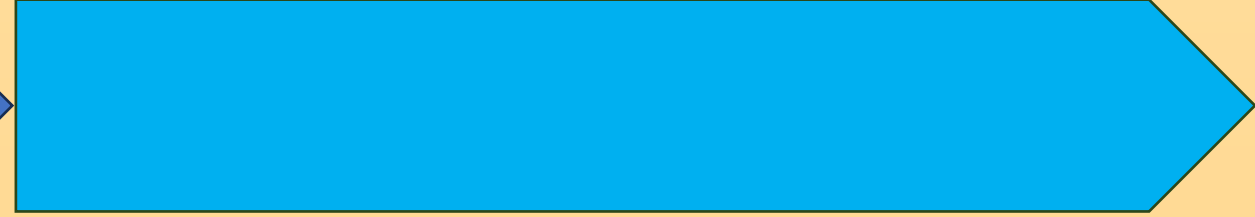


COMPLETE THE IDEA

Formation
of the
Indian
National
Congress



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graph LR; A[Formation of the Indian National Congress] --- B[ ]; B --> C[ ]; B --> D[ ]; B --> E[ ]; B --> F[ ]
```



COMPLETE THE IDEA

**The
arrival of
Gandhiji**

```
graph LR; A[The arrival of Gandhiji] --> B1[ ]; A --> B2[ ]; A --> B3[ ]; A --> B4[ ]
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The diagram illustrates a central concept, 'The arrival of Gandhiji', which branches into four distinct outcomes. A horizontal blue line connects the central text box to a vertical blue line. From this vertical line, four horizontal arrows point to the right, each leading to a colored box. The boxes are purple, yellow, olive green, and light blue, arranged vertically from top to bottom. The entire diagram is set against a light orange background.

PRESENTATION

COMPLETE THE IDEA

**The First
War of
Independence
in 1857**

The first mass struggle

**Soldiers, tribals, peasants, kings
and many other sects participated.**

**Contributed to the growth of a national
consciousness based on religious
harmony**

**The activity of local organizations
has been strengthened**

COMPLETE THE IDEA

**Formation
of the
Indian
National
Congress**

**The first nationally formed
organization**

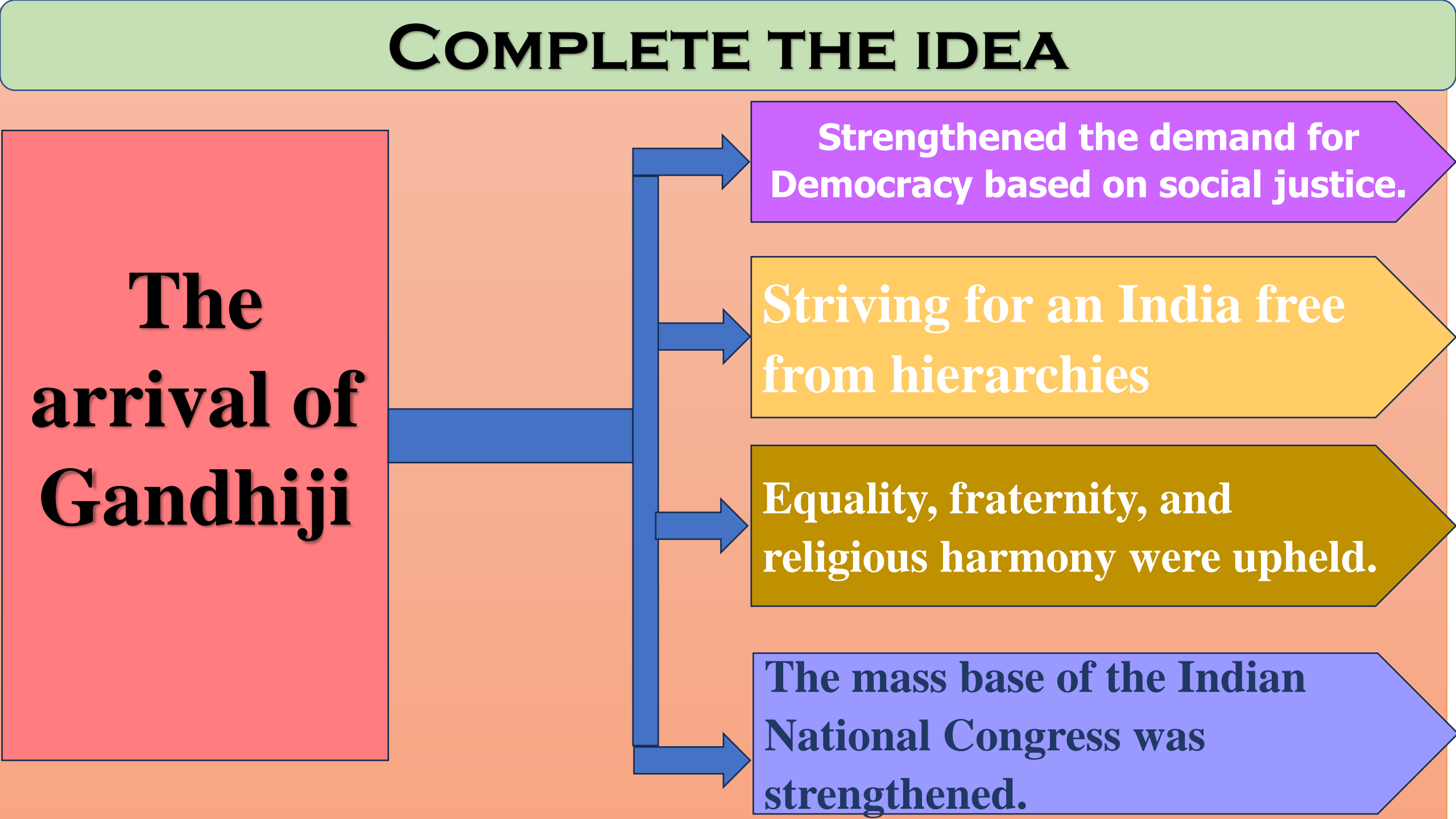
**The protests against the British
acquired an organized dimension.**

**The problems of various sections of
the population in India were brought
to the attention of the authorities.**

**National consciousness grew among
the people, irrespective of caste,
creed, and regional considerations.**

COMPLETE THE IDEA

The arrival of Gandhiji



```
graph LR; A[The arrival of Gandhiji] --> B[Strengthened the demand for Democracy based on social justice.]; A --> C[Striving for an India free from hierarchies]; A --> D[Equality, fraternity, and religious harmony were upheld.]; A --> E[The mass base of the Indian National Congress was strengthened.];
```

Strengthened the demand for Democracy based on social justice.

Striving for an India free from hierarchies

Equality, fraternity, and religious harmony were upheld.

The mass base of the Indian National Congress was strengthened.

PREAMBLE OF INDIAN CONSTITUTION

“We, the people of India, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens: Justice, social, economic and political; Liberty of thought, expression, belief, faith and worship; Equality of status and of opportunity; and to promote among them all; Fraternity assuring the dignity of the individual and the unity and integrity of the Nation; In Our Constituent Assembly, this 26th day of November 1949, do HEREBY ADOPT, ENACT, and GIVE TO OURSELVES THIS CONSTITUTION.”

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity and to promote among them all;

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

WHAT ARE THE IDEAS IN THE PICTURE INCLUDED IN THE PREAMBLE OF THE CONSTITUTION?

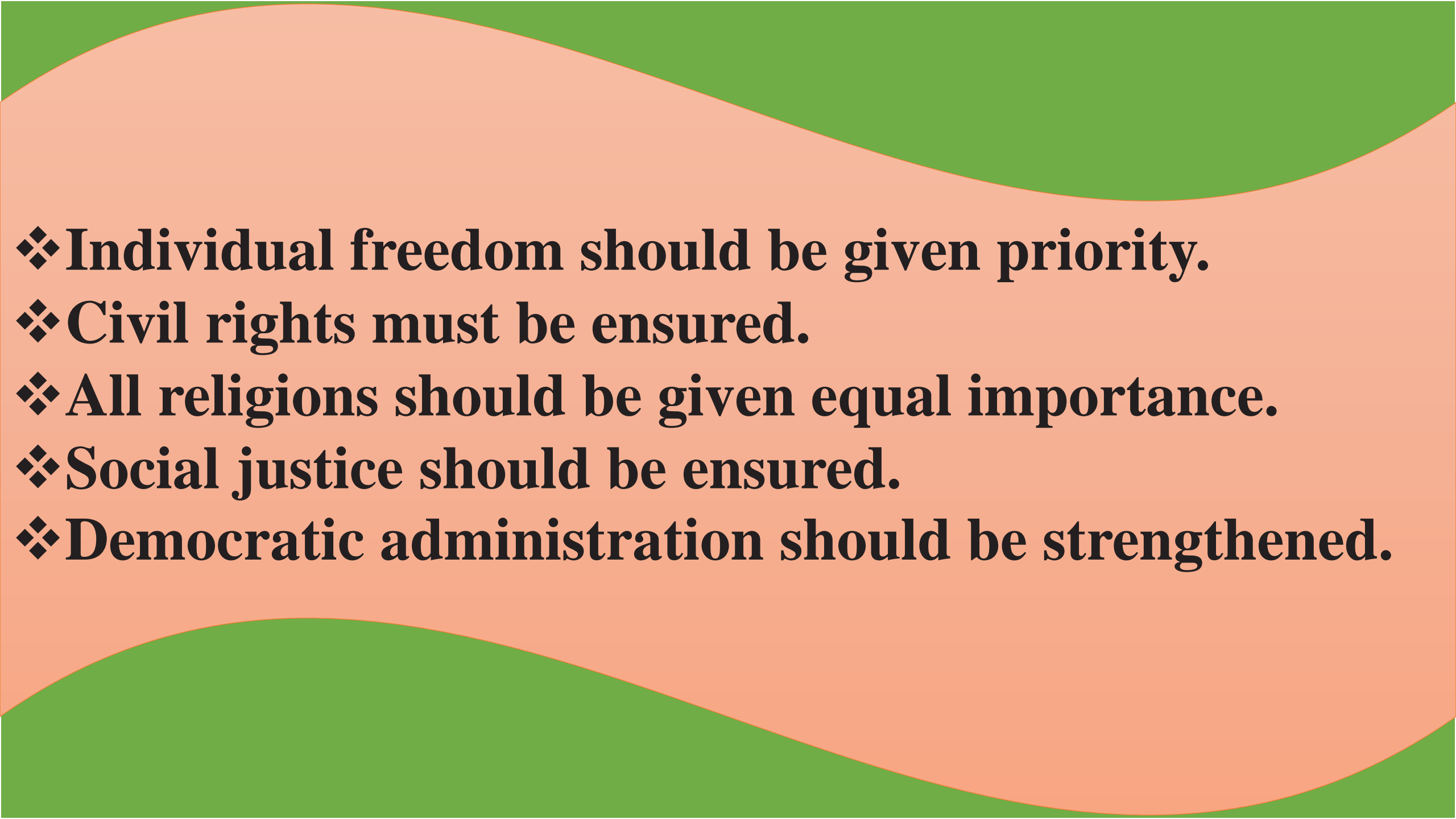


Listing and presenting the findings

RECORD YOUR CONCLUSIONS

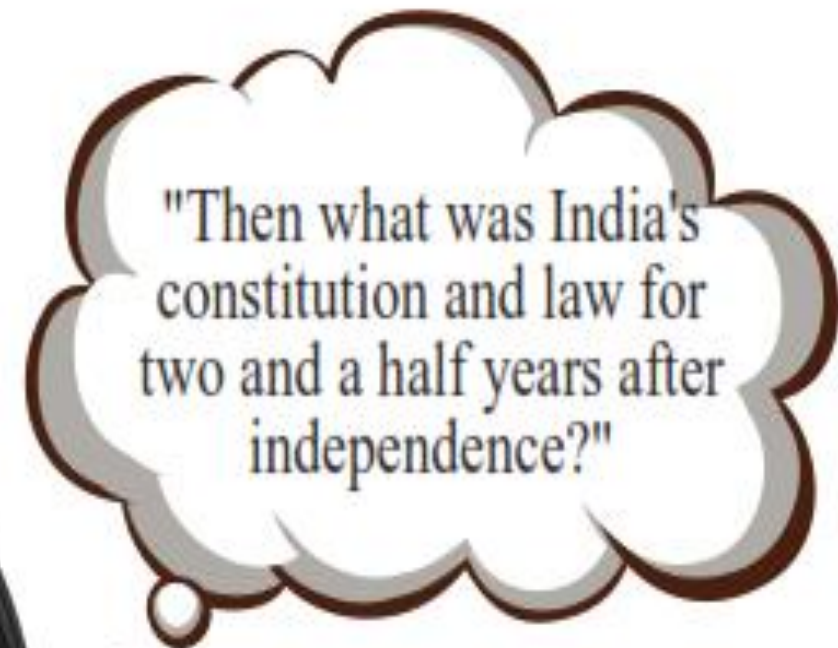
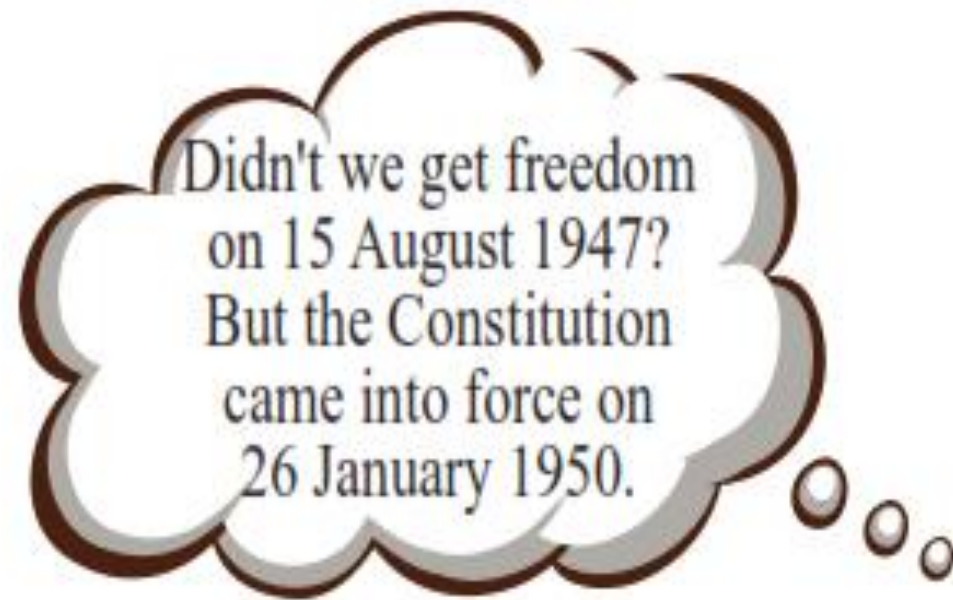
❖ **Individual freedom should be given priority.**

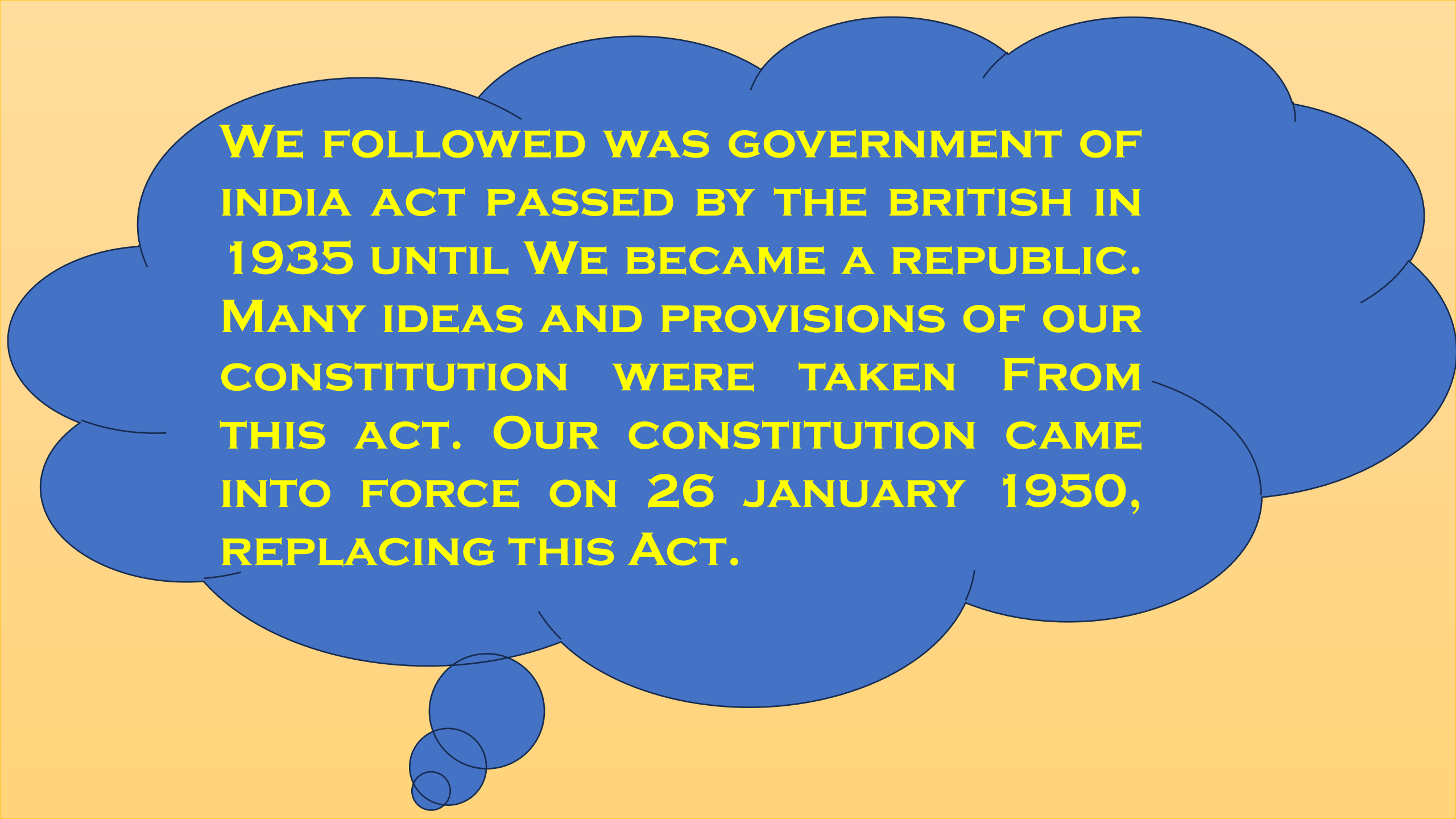


- 
- ❖ **Individual freedom should be given priority.**
 - ❖ **Civil rights must be ensured.**
 - ❖ **All religions should be given equal importance.**
 - ❖ **Social justice should be ensured.**
 - ❖ **Democratic administration should be strengthened.**

**The Indian freedom struggle
became the foundation of
our Constitution. Evaluate**

Precursor to the Constitution





**WE FOLLOWED WAS GOVERNMENT OF
INDIA ACT PASSED BY THE BRITISH IN
1935 UNTIL WE BECAME A REPUBLIC.
MANY IDEAS AND PROVISIONS OF OUR
CONSTITUTION WERE TAKEN FROM
THIS ACT. OUR CONSTITUTION CAME
INTO FORCE ON 26 JANUARY 1950,
REPLACING THIS ACT.**

The Government of India Act 1935

The law that led to the formation of a responsible government in India. This longest Act passed by the British Parliament includes 321 sections and 10 schedules. This law was also responsible for introducing a federal system that included British India and the princely states and establishing self-governance in the British Indian provinces. The main features of the Act are added below.

FEDERAL SYSTEM

This Act divided powers between the Center and the provinces. For this purpose, there were three types of lists

- | | |
|-------------------------|--|
| Federal List: | Subjects on which the Center had the power to legislate |
| Provincial List: | Subjects on which the provinces had the power to legislate |
| Concurrent List: | Powers that remained equally vested in both the Center and the provinces were entrusted to the Viceroy. |

PROVINCIAL AUTONOMY

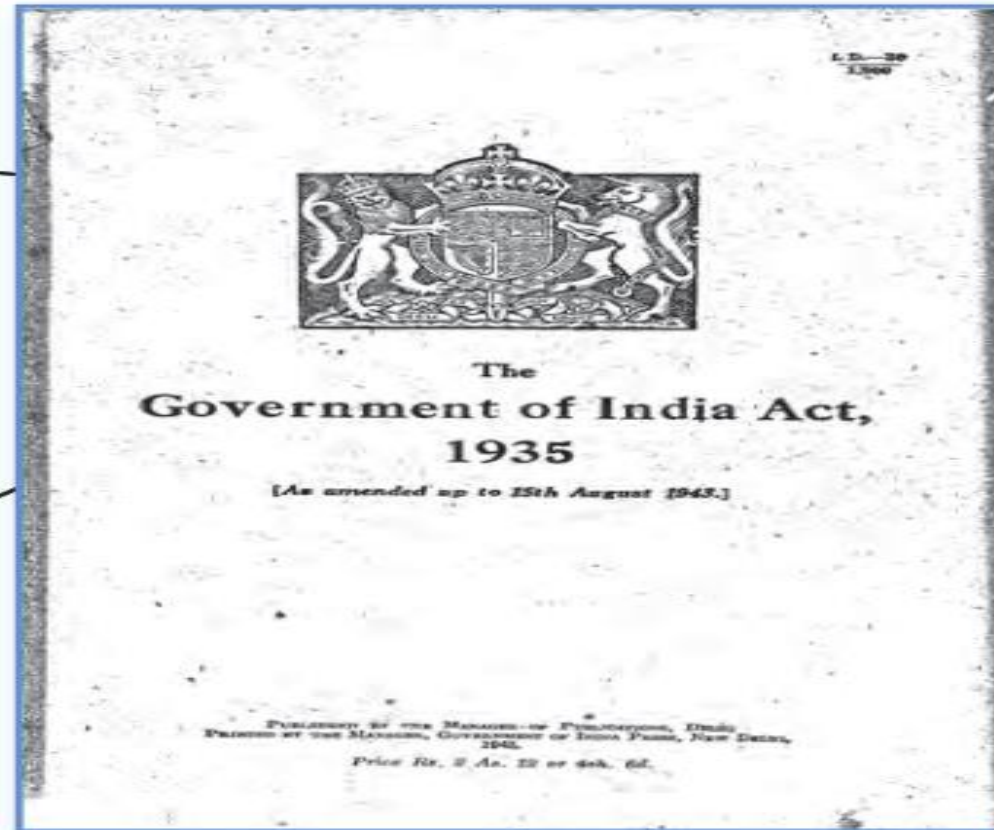
Diarchy at the provincial level was abolished. Subjects under the federal list influenced by the Center were divided into Reserved and Transferred subjects. Reserved subjects were under the control of the Governor-General, e.g., defense, foreign affairs, police, and taxation. Transferred subjects were the responsibility of the Council of Ministers. However, they were obliged to function with the confidence of the provincial legislature.

Bicameral Legislative Assemblies

The central government recommended the establishment of bicameral legislative assemblies. These assemblies consisted of the "House of Assembly" (lower house) and the "Council of State" (upper house). Out of the 11 provinces, bicameral assemblies were established in six: Bengal, Madras, Bombay, Bihar, Assam, and the United Provinces.

In addition, reserved constituencies were allocated for weaker sections, women, and workers. This helped increase their representation in the administration.

PAGE 42 READING



Bicameral
Legislature in six
provinces

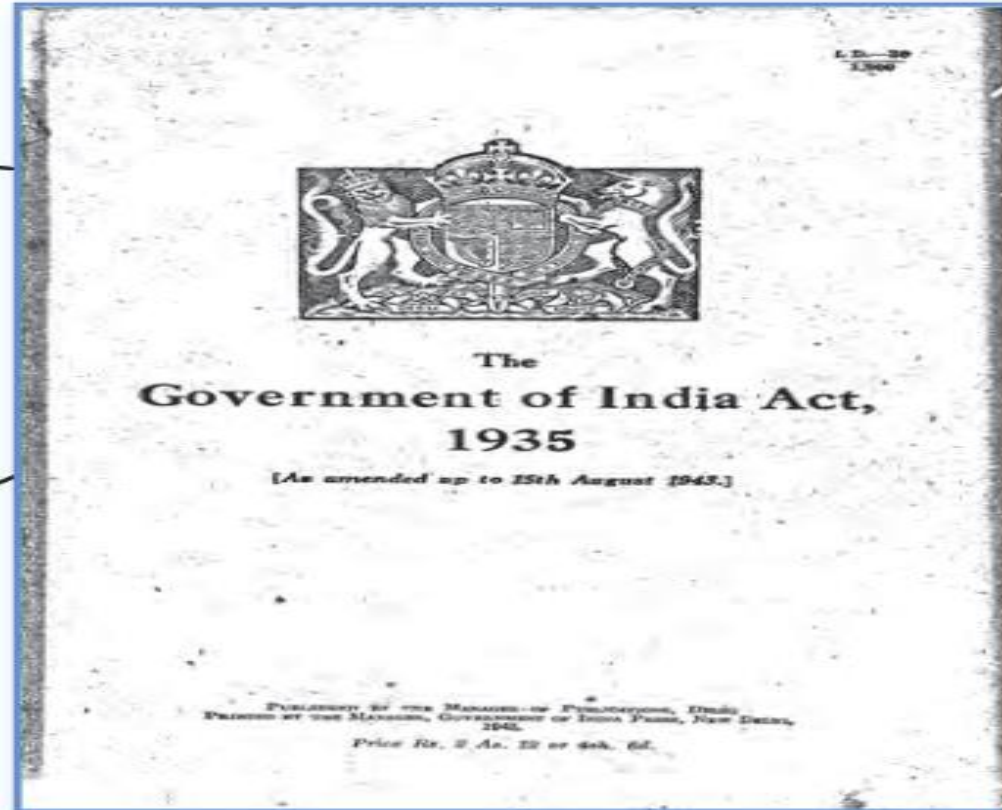
321 sections
and 10 schedules

Bicameral
Legislature at the
centre

Special
constituencies for
weaker sections,
women and
workers

Power divided between
the Centre and the
Provinces

FIND OUT THE FEATURES OF THE GOVERNMENT OF INDIA ACT (1935)



Bicameral
Legislature in six
provinces

321 sections
and 10 schedules

Bicameral
Legislature at the
centre

Special
constituencies for
weaker sections,
women and
workers

Power divided between
the Centre and the
Provinces

What ideas have the Government of India Act of 1935 contributed to the Constitution of India?



Autonomy of the Provinces

Federalism

Division of Power

Instructional Principles

Federal Court System

CABINET MISSION

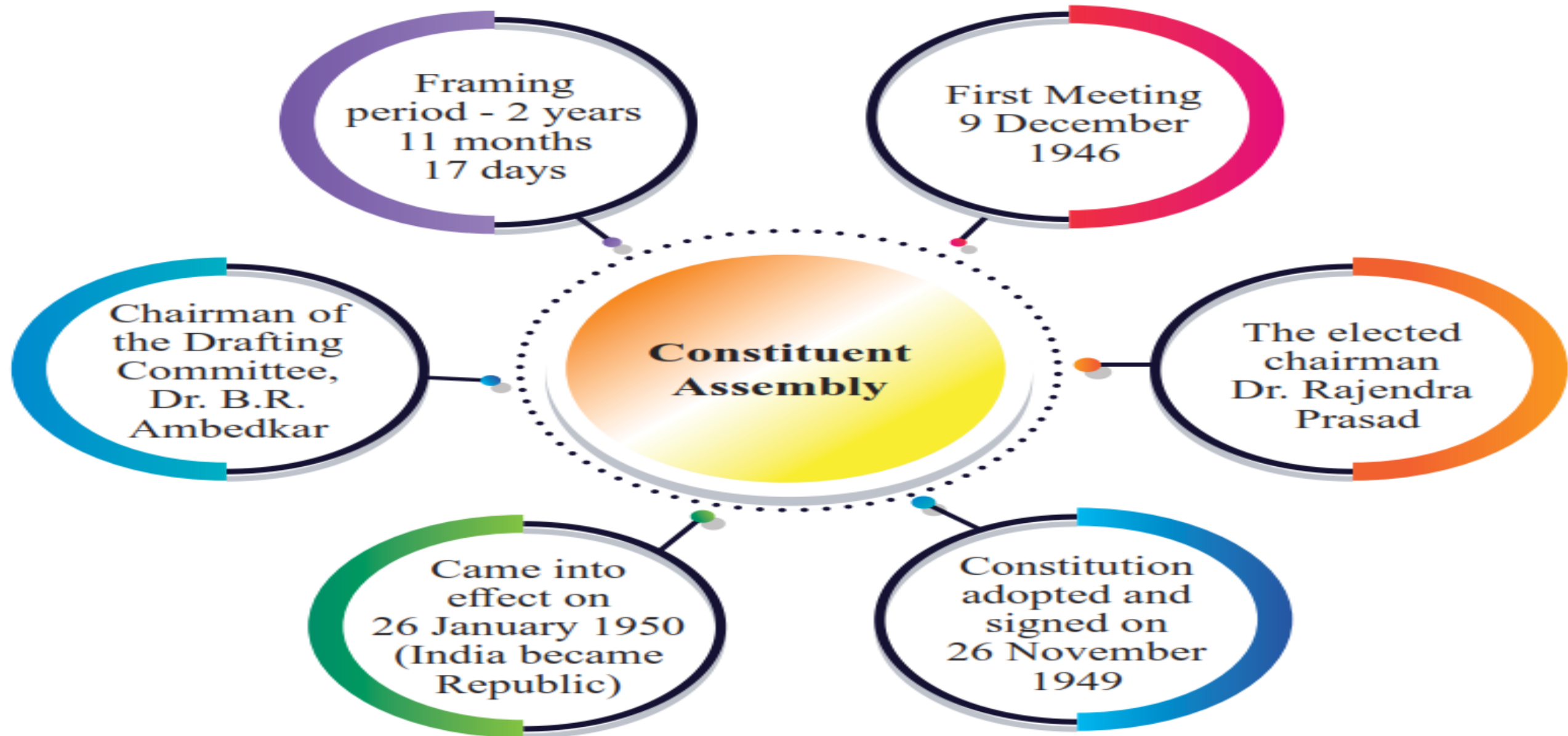
The Cabinet Mission was a three-member committee appointed by the British government to discuss the transfer of paramountcy to Indian leaders. The Cabinet Mission was initiated by British Prime Minister Clement Attlee. The members of the mission were Pathick Lawrence, Stafford Cripps, and A.V. Alexander, who were part of the British Cabinet.

The mission held discussions with leaders of major political parties in India. They accepted the Congress party's demand for convening a Constituent Assembly to draft a constitution for India. The plan they prepared regarding India's future political system became known as the Cabinet Mission Plan.

CODIFICATION

In addition to the influence of the national movement and the Government of India Act of 1935, the activities of the Cabinet Mission also played a crucial role in the formulation of the Indian Constitution.

PAGE 43 CONCEPT READING



**Prepare a note on the features of
the Constituent Assembly of
India**

The process of drafting India's constitution began with the formation of the Constituent Assembly. The first meeting of the Constituent Assembly took place on December 9, 1946, with Dr. Sachchidananda Sinha serving as the temporary chairman. Later, Dr. Rajendra Prasad was elected as the permanent president of the Constituent Assembly.

The work of the Constituent Assembly commenced with the formation of several committees. One of these was the Constitution Drafting Committee, which was tasked with preparing the draft of the constitution.

The Chairman of the Constitution Drafting Committee was Dr. B.R. Ambedkar, who is known as the "Architect of the Indian Constitution." After detailed discussions and debates, the Constituent Assembly adopted the constitution on November 26, 1949. However, the constitution officially came into effect on January 26, 1950.

Basic features of the Constitution of India

5 Group

Each group is given two features each.

Discussion

Presentation

GROUP-1

Parliamentary Democracy

The legislature
controls
the executive of the
country

Popular Sovereignty

All the powers of the
nation
originate from the
people.

PARLIAMENTARY DEMOCRACY

In a parliamentary democracy, the Parliament is the representative assembly composed of elected representatives of the people. The Parliament holds the power to make laws. It is divided into three branches: the President, the Legislature, and the Executive.

In this system, the Executive is responsible for implementing and managing the policies and laws made by the Legislature. Another distinctive feature of parliamentary democracy is the interdependence between the Legislature and the Executive. Members of the Executive are typically drawn from the Legislature, and the Legislature holds the power to control and oversee the Executive.

In this system, the Head of State is the President, while the Head of Government is the Prime Minister. The Prime Minister and their cabinet are accountable to the Legislature for their policies and actions.

PRESIDENTIAL DEMOCRACY

In contrast, a presidential democracy features a clear separation between the Executive and the Legislature. The President is both the Head of State and the Head of Government, and they are elected independently of the Legislature. This system usually involves a fixed term for the President and emphasizes a separation of powers among the branches of government.

CAN BE KEPT IN MEMORY

The joint session of both houses of Parliament is presided over by the Lok Sabha Speaker.



SOVEREIGNTY OF THE PEOPLE

The preamble of the Constitution explicitly states the sovereignty of the people. In a democratic country, ultimate authority rests with the people. This means that citizens have the power to elect, amend, and remove their representatives from office.

Article 326 of the Constitution specifies that elections to the Parliament and State Legislatures must be conducted based on adult suffrage, which grants voting rights to all citizens who have reached the age of majority.



Group-1 Presentation Discussion

GROUP -2

Fundamental Rights

Each individual is guaranteed certain fundamental rights by the state.

Fundamental Duties

Responsibilities that every individual owes to the nation and society.

FUNDAMENTAL RIGHTS

Fundamental Rights are enshrined in Part III of the Indian Constitution, from Articles 12 to 35. They are often referred to as India's Magna Carta. These rights guarantee various freedoms and protections to individuals without discrimination.

Fundamental Rights are designed to uphold the dignity, equality, and public interest of individuals. They aim to strengthen the unity of the nation and eliminate arbitrary governance. The rights promote the freedom and progress of the people, ensuring that the government does not infringe upon these essential liberties.

FUNDAMENTAL DUTIES

Fundamental Duties are the counterpart to Fundamental Rights, representing the other side of the same coin. Just as Fundamental Rights provide certain freedoms and protections to individuals, Fundamental Duties outline the responsibilities that citizens owe to the nation and society.

These duties are intended to encourage citizens to contribute to the well-being of the country, respect its values, and uphold democratic principles. They include responsibilities such as respecting the Constitution, promoting harmony, and preserving the national heritage. Fundamental Duties emphasize that while individuals have rights, they also have obligations towards their country and society.



Group-2 Presentation Discussion

GROUP -3

Directive Principles

Directions given to the state to ensure social and economic rights.

Rule of Law

All citizens are subject to the law. No one is above the law.

DIRECTIVE PRINCIPLES OF STATE POLICY

The Directive Principles of State Policy are outlined in Part IV of the Indian Constitution, from Articles 36 to 51. These principles provide guidelines for the governance of the country and are intended to be followed by the government and its agencies.

The Directive Principles aim to promote social, economic, and political justice, freedom, and fraternity, as mentioned in the Preamble of the Constitution. They are designed to guide the state in formulating policies and laws to achieve these fundamental goals. While they are not justiciable (i.e., not enforceable by the courts), they are crucial in shaping the policies and objectives of the government to create a welfare state.

These principles help in realizing the vision of a welfare state and ensuring that the government works towards the betterment of society as a whole.

RULE OF LAW

The principle of the rule of law holds a crucial place in the Indian Constitution. It emphasizes justice, equality, and freedom. The rule of law asserts that everyone is equal before the law, that the law is supreme, and that no one is above the law.

This principle ensures that:

- Equality Before the Law:** Every individual is equal before the law and is entitled to equal protection under the law.
- Supremacy of Law:** The law is supreme and governs all individuals and institutions.
- No One is Above the Law:** No one, including the government, is above the law.

The rule of law is fundamental to maintaining fairness, preventing arbitrary use of power, and ensuring that justice is served impartially.



Group-3 Presentation Discussion

GROUP -4

Universal Adult Franchise

Right to vote
given to all who
attained a
particular age.

Independent and Impartial Judiciary

The Judicial
System is
independent of
the legislature
and executive.

UNIVERSAL ADULT FRANCHISE

Universal adult franchise is a fundamental aspect of democratic elections. It ensures that every citizen who reaches the age of majority has the right to vote in elections. In India, this means that any individual who has attained the age of 18 is eligible to vote.

However, to exercise this right, it is essential for the individual's name to be included in the electoral roll. The electoral roll, or voter list, is a record of all eligible voters in a constituency. Ensuring that one's name is on this list is a prerequisite for participating in the electoral process.

INDEPENDENT AND IMPARTIAL JUDICIARY

An independent and impartial judiciary is essential for protecting democratic freedoms and ensuring justice. For the judiciary to function effectively, it must be free from interference by the legislature and the executive branches of government.

To ensure judicial independence, the Constitution of India establishes clear boundaries between the judiciary and other branches of government. This separation helps in creating an environment where the judiciary can operate freely and impartially.

Key provisions include:

- Security of Tenure:** Judges of the Supreme Court and High Courts are appointed for life, with conditions ensuring their removal only through a rigorous impeachment process.
- Financial Independence:** The salaries and allowances of judges are charged on the Consolidated Fund of India, protecting them from arbitrary changes by the legislature.
- Administrative Independence:** The judiciary manages its own administrative functions, reducing external influences.

These measures help in maintaining the integrity and independence of the judiciary, ensuring that it can uphold the rule of law and protect individual rights without undue influence from other branches of government.

Federalism

A system in which power is divided between the Centre and the States.

Single Citizenship

There is only one citizenship in the country; there is no separate citizenship for states.



Group-5 Presentation Discussion

FEDERALISM

Federalism refers to the distribution of power between different levels of government within a country. In a federal system, authority is divided between a central government and various regional or state governments.

In the Indian constitutional framework, power is not concentrated at a single level but is divided between the central government and state governments. This approach ensures a balance of power and prevents the concentration of authority in one entity.

Power distribution is detailed in the Seventh Schedule of the Constitution, which includes three lists:

Union List: This list contains subjects on which only the central government can legislate. It includes areas like defense, foreign affairs, and atomic energy.

State List: This list includes subjects on which only the state governments can legislate. It encompasses areas such as police, public health, and agriculture.

Concurrent List: This list includes subjects on which both the central and state governments can legislate. In case of conflict, central law prevails over state law.

Additionally, the power to amend the Constitution, which can affect the distribution of powers, also rests with the central government, ensuring a central role in constitutional changes. This structure is designed to maintain a balance of power and accommodate both national and regional interests.

SINGLE CITIZENSHIP

The Indian Constitution provides for a single citizenship system, meaning that all Indians are citizens of India regardless of the state or territory in which they reside. This ensures that all Indian citizens enjoy the same rights and privileges throughout the country.

Indian citizenship can be acquired through several means:

1.By Birth: Anyone born in India is automatically an Indian citizen, subject to certain conditions.

2.By Descent: A person can acquire citizenship if their parents are Indian citizens, even if the person is born outside India.

3.By Registration: Foreign nationals can apply for Indian citizenship through registration if they meet certain residency requirements and other conditions.

4.By Naturalization: Foreigners can acquire Indian citizenship by fulfilling the residency criteria and other legal requirements set by the Constitution.

5.By Incorporation of Territory: When a new territory is integrated into India, the people of that territory are granted Indian citizenship.

This system of single citizenship simplifies the legal status of individuals and ensures uniformity in the rights and obligations of all Indian citizens across the country.

**Presentation of a seminar report
preparation including all the
features**

**CHECK THE FOLLOWING STATEMENTS. AGAINST THOSE THAT ARE
RIGHT AMONG THEM 😊 AND AGAINST THOSE THAT ARE NOT 😞
ALWAYS DRAW AND ADD**

The courts function under the government.	
Only the state governments have certain powers.	
Everyone who is 18 years old or older has the right to vote.	
No one is above the law.	
A person in India can have both national and state citizenship.	
In a democracy, the people are the ultimate authority.	
Along with rights, we also have duties.	
No one has authority over our rulers.	

ACTIVITY CARD-1

Constitution

A constitution is an authoritative document that contains the fundamental ideas, principles, and laws of a nation. In democratic countries, the constitution is formed and amended according to the interests of the people. The Indian Constitution reflects the ideas and concepts that emerged from discussions and debates during the freedom struggle.

COMPLETE THE LIST OF MAIN FEATURES OF THE INDIAN CONSTITUTION:

A system in which powers are divided between the central government and the states.	
	Parliamentary democratic governance
All citizens are subject to the law. No one is above the law.	
	Fundamental Duties
There is only one citizenship in the country; there is no separate citizenship for states	

SOURCES OF LAW

Our Constitution is the fundamental legal code of the nation. According to the provisions of the Constitution, the central and state governments can create laws only within the limits defined by it. This means that the Constitution sets the boundaries within which governments can enact and implement laws. As both the source and provision of law, the Constitution holds the highest authority.

CAN BE KEPT IN MEMORY

**National Law Day
is observed on
November 26.**



Child Labour Prohibition Act

National Security Act

Forest and Wildlife Protection Act

Disaster Management Act

Food Security Act

Land Reforms Act

Right to Information Act

Juvenile Justice Act

Labour Law

Prevention of Corruption Act

Right to Education Act

Environment Protection Act

Forest and Wildlife Protection Act

***The Act provides for the protection
of wild animals, birds and plants.***

NATIONAL SECURITY ACT

**The National Security Act, 1980
empowers the state government to
prevent public obstruction of a
person who is a threat to national
security.**

CHILD LABOUR PROHIBITION ACT

The Prohibition and Control of Child Labour Act, 1986 seeks to eliminate all forms of child abuse in the workplace.

It prohibits the employment of children under the age of 14 in any hazardous occupation. This law makes it illegal to employ children in specific jobs and processes.

CAN BE KEPT IN MEMORY

**Anti-child
labour day is
observed on
June 12.**



DISASTER MANAGEMENT ACT

The main objective of this act is to give back their lives to the people affected by the disaster and help them.

FOOD SECURITY ACT

The Food Security Act, 2013 is an Act of the Indian Parliament that aims to provide subsidised foodgrains to about two-thirds of the country's population.

LAND REFORMS ACT

The first Land Reforms Act in unified Kerala was passed by the Kerala Legislative Assembly on June 10, 1959. Known as the Kerala Agricultural Lands Bill, this legislation included provisions to set limits on landholdings, abolish tenancy systems, grant tenancy rights and permanent rights to all tenants, completely prevent eviction, provide tenants with the right to purchase the land they occupy, distribute excess land to landless agricultural workers and scheduled castes and tribes, and end tenancy.

RIGHT TO INFORMATION ACT

Information can be sought from any government institution regarding their functioning. The opportunity for this was provided by the Right to Information Act, 2005.

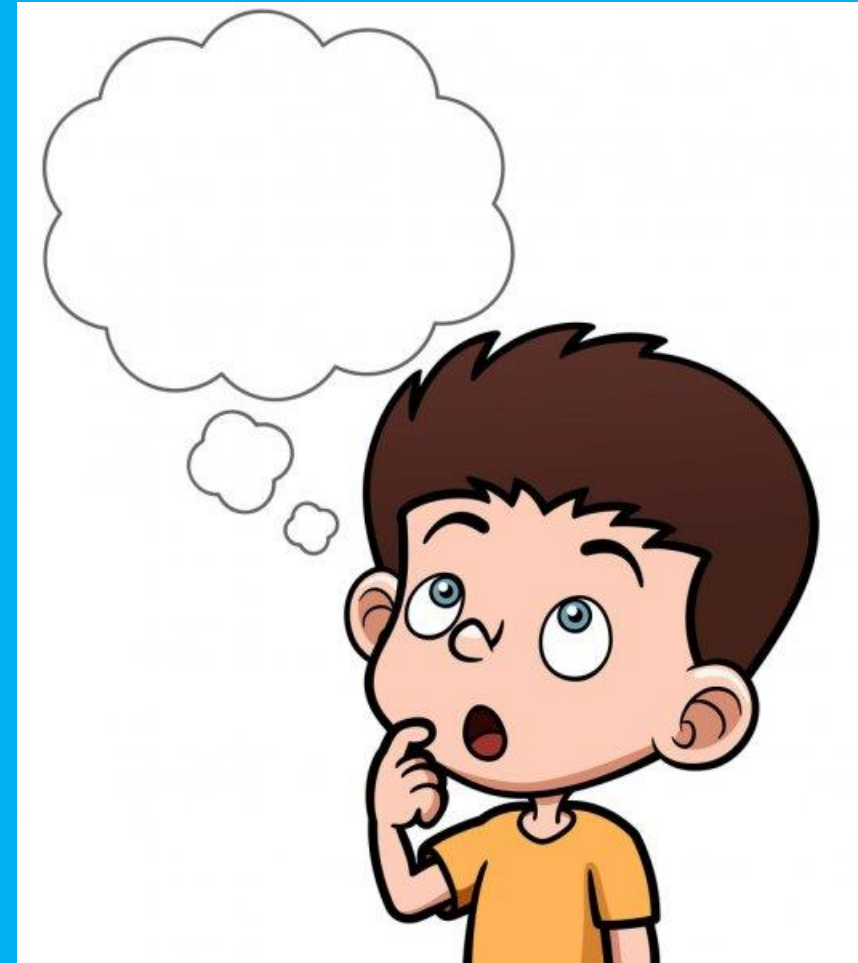
CAN BE KEPT IN MEMORY

**The RIGHT TO
INFORMATION
movement was first
started in India in
Rajasthan.**



CAN BE KEPT IN MEMORY

**The Mazdoor
Kisan Shakti
Sangathan (MKSS)
was instrumental
in advocating for
and passing the
Right to
Information Act.**



JUVENILE JUSTICE ACT, 2015

A child is defined as anyone between the ages of 0 and 18 years. In addition, the children are classified into two types, the child who does not conform to the law and the child in need of attention and protection and the appropriate service is provided.

PREVENTION OF CORRUPTION ACT

The Prevention of Corruption Act, 1988 is an Act of the Parliament of India framed to combat corruption in government agencies, departments and public sector undertakings in India.

LABOUR LAW

Labor laws are those that mediate the relationship between workers, labor firms, trade unions, and the government

RIGHT TO EDUCATION ACT

According to Article 21(A) of the Constitution, all children between the ages of 6 and 14 years shall be provided compulsory education as may be prescribed by law by the State.

ENVIRONMENTAL PROTECTION ACT

It is an Act to coordinate the various departments and institutions of the Central and State Governments for the implementation of the Air and Water Acts, 1986 and many other laws.

LIST WHICH OF THESE LAWS ARE RELATED TO CHILDREN'S RIGHTS.

➤ **Child Labour Prohibition Act**



***Child Labour Prohibition Act**

***Juvenile Justice Act**

*** Right to Education Act**

Why might our country attach so much importance to children's rights?

Discussion

Discussion Indicators

The future of the country is in the hands of the children.

The nation can progress only through the holistic development of children.

After World War I, it became clear to global nations that the protection and security of children were essential issues. Thus, the League of Nations adopted the "Geneva Declaration of the Rights of the Child" in 1924. Following this, the Universal Declaration of Human Rights, adopted on December 10, 1948, also ensured special consideration for children. Then, on December 20, 1959, the Declaration of the Rights of the Child was adopted, which guaranteed rights related to children's health, nutrition, education, recreation, and equality, as well as protection from abuse, discrimination, and neglect. Finally, the historic "Convention on the Rights of the Child" was signed by the United Nations on November 20, 1989. In 2002, the UN declaration "A World Fit for Children" was also adopted, prioritizing children's rights globally.

Following the 1948 Universal Declaration of Human Rights, our Constitution also gave significant consideration to children's rights. Several provisions in the Constitution ensure the protection of children. Additionally, in August 1974, our country declared a National Policy for Children, recognizing children as the nation's invaluable asset. According to the 1989 UN Convention, India signed the treaty in September 1992. After the 2002 UN declaration "A World Fit for Children," the National Charter for Children was published on February 9, 2004, stating that the goal of this charter is to ensure every child's inherent rights to happiness and health.

In 2005, the enactment of the National Commission for Protection of Child Rights Act in India and the Kerala State Commission for Protection of Child Rights Act (June 3, 2013) greatly helped Kerala to advance in ensuring children's rights. Besides these, numerous laws are also in place to work towards the protection of children's rights.

Our country aims to create a safe and empowering environment that provides adequate nutrition and fosters the development of our youngest citizens, allowing them to reach their full potential and exercise their abilities.

ലോ കോളജ് അധ്യാപകൻ മറ്റൊരു വിദ്യാർത്ഥിനിയെയും പീഡിപ്പിച്ചതായി പൊലീസ്

കൊച്ചി • നിയമ വിദ്യാർത്ഥിനിയെ
വിവാഹവാഗ്ദാനം നൽകി പീഡി
പ്പിച്ചെന്ന കേസിലുൾപ്പെട്ട അധ്യാ
പകൻ മറ്റൊരു വിദ്യാർത്ഥിനിയെ
യും പീഡിപ്പിച്ചിട്ടുണ്ടെന്നു പൊ
ലീസ്. കേരള സർവകലാശാല
യിൽ നിന്നു പെൺകുട്ടിയുടെ പ

രീക്ഷാ വിവരങ്ങൾ പൊലീസ് ശേ
ഖരിക്കും. അറസ്റ്റിലായ തിരുവ
നന്തപുരം ലോ കോളജ് അധ്യാപ
കൻ പ്രഫ. കെ. കെ. രാജന്റെ ജാമ്യ
ഹർജിയിൽ പൊലീസ് ഈ വിവ
രം അറിയിച്ചേക്കും. കേസ് ഇന്നു
പരിഗണിക്കും.

എട്ടാം ക്ലാസ്സുകാരിയെ മാനഭംഗപ്പെടുത്തിയ യുവാവിനായി അന്വേഷണം

മാഹി • പുതുച്ചേരിയിൽ എട്ടാം ക്ലാസ്സുകാരിയെ മാനഭംഗപ്പെടുത്തിയതായി പരാതി സംഭവത്തിൽ ഇരുപത്തിമൂന്നുകാരനെ പൊലീസ് തിരയുന്നു. സ്കൂൾ അധ്യക്ഷാലമായതിനാൽ ബന്ധുവിന്റെ വീട്ടിലേക്ക് പോകാൻ ബസ്സ് സ്റ്റാൻഡിൽ നിൽക്കുമ്പോൾ അയൽക്കാരനായ അയാൾക്കുപ്പത്തെ ആനന്ദ് (23) ബെക്കുമായി എത്തുകയും വീട്ടിൽ എത്തിക്കാമെന്ന് വാക്ക് നൽകി പെൺകുട്ടിയെ കൂട്ടിക്കൊണ്ടു പോകുകയുമായിരുന്നു. താത്കാലികമായി ലോനാകു

പ്പത്തെ ബോട്ട് ഹൗസിൽ സമീപത്തെ കാട്ടുപ്രദേശത്ത് എത്തിച്ചു കൂട്ടിയെ മാനഭംഗപ്പെടുത്തുകയും ചെയ്യുകയായിരുന്നു. സംഭവം മൊബൈൽ ക്യാമറയിൽ പകർത്തിയ ശേഷം കൂട്ടുകാർക്കുവഴങ്ങിയില്ലെങ്കിൽ ഇൻ്റർനെറ്റിൽ അപ്ലോഡ് ചെയ്യുമെന്നു ഭീഷണിപ്പെടുത്തുകയും ചെയ്തു.

കൂട്ടി വീട്ടിൽ എത്തി അമ്മാവനോടു വിവരം പറഞ്ഞതോടെ ബന്ധുക്കൾ അയാൾക്കുപ്പം പൊലീസിൽ പരാതി നൽകുകയായിരുന്നു.

3 ബാലികമാരെ പീഡിപ്പിച്ച കേസിൽ എൺപത്തിരണ്ടുകാരൻ അറസ്റ്റിൽ

കോതമംഗലം • പ്രായപൂർത്തിയാകാത്ത മൂന്നു പെൺകുട്ടികളെ പീഡിപ്പിച്ച കേസിൽ രാമല്ലൂർ കാഞ്ഞിരക്കാട് ഐപ്പ് വർഗീസിനെ (കൊച്ചേട്ടൻ-82) പോലീസ് അറസ്റ്റ് ചെയ്തു.

ഒൻപതു വയസ്സുള്ള കുട്ടികളെ പ്രതി സ്നേഹപൂർവ്വം വിട്ടിലേ

ക്കു വിളിച്ചുകൊണ്ടുപോയി പല വട്ടം പീഡിപ്പിച്ചു എന്നാണ് കേസ്. പ്രതിയെ ഇന്നു കോടതിയിൽ ഹാജരാക്കും. സർക്കിൾ ഇൻസ്പെക്ടർ കെ.പി. ജോസ്, സബ് ഇൻസ്പെക്ടർ കെ.ഇ. സത്യവാൻ എന്നിവരുടെ നേതൃത്വത്തിലാണ് കേസന്വേഷണം.

പതിമൂന്നുകാരിക്ക് പീഡനം: പിതാവും സഹോദരനും അമ്മാവനും അറസ്റ്റിൽ

● പീഡനത്തിനിരയായ കുട്ടിയുടെ സഹോദരി നേരത്തേ ആത്മഹത്യ ചെയ്തിരുന്നു

ധർമ്മം ● എട്ടാം ക്ലാസ് വിദ്യാർത്ഥിനിയെ പീഡിപ്പിച്ച കേസിൽ പിതാവും 15 വയസ്സുള്ള സഹോദരനും അമ്മാവനും അറസ്റ്റിൽ. പെൺകുട്ടിയുടെ പിതാവ് അണ്ടലൂർ കള്ളുഷാപ്പിനു സമീപം അരുൺകുമാർ എന്ന അരുസി(40)യെ കോടതി റിമാൻഡ് ചെയ്തു. കേസിൽ പ്രതിയായ പ്രായപൂർത്തിയാവാത്ത മകനെ ജുവനൈൽ ഹോമിലേക്ക് അയച്ചു. അമ്മാവൻ എടച്ചേരി ചെട്ടാംവീട് കോളനി ടി. സന്താഷിനെ (40) രാത്രി സിഐ

എം.വി. വിനോദ്കുമാറും സംഘവും അറസ്റ്റ് ചെയ്തു. അമ്മാവൻ മാറും പീഡിപ്പിക്കാറുണ്ടെന്ന് പെൺകുട്ടി മൊഴി നൽകിയിരുന്നു. ചൈൽഡ് വെൽഫെയർ കമ്മിറ്റി പ്രതിനിധികൾ പീഡനത്തിനിരയായ പെൺകുട്ടിയുടെ മൊഴി രേഖപ്പെടുത്തി. കുട്ടിയെ മഹിളാമന്ദിരത്തിലേക്ക് അയക്കാൻ കമ്മിറ്റി നിർദ്ദേശിക്കുന്നു.



ദേശീയതിനെത്തുടർന്ന് മഹിളാമന്ദിരത്തിലേക്ക് മാറ്റി. ആറാം ക്ലാസിൽ പഠിക്കുമ്പോൾ മുതൽ അച്ഛനും സഹോദരനും അമ്മാവൻമാരും പീഡിപ്പിക്കാറുണ്ടെന്ന് കുട്ടി പൊലീസിനോട് പറഞ്ഞു. ഹൈസ്കൂൾ വിദ്യാർത്ഥിനിയായ മുത്തസഹോദരി രണ്ടു വർഷം മുൻപ് ആത്മഹത്യ ചെയ്തിരുന്നു.

പീഡനത്തെ തുടർന്നാണ് ആത്മഹത്യയെന്ന് അന്ന് ആരോപണമുയർന്നെങ്കിലും പരാതി ഇല്ലാത്തതിനാൽ പൊലീസ് അതു സംബന്ധിച്ച് അന്വേഷിച്ചിരുന്നില്ല. ചേച്ചിക്കും ഇത്തരത്തിലുള്ള അനുഭവമുണ്ടായിരുന്നതായി പെൺകുട്ടി പൊലീസിനോട് വെളിപ്പെടുത്തിയതായി അറിയുന്നു. കഴിഞ്ഞ ദിവസം സ്കൂൾ വിട്ടിട്ടും ക്ലാസിൽ നിന്നു പോകാതിരുന്ന എട്ടാം ക്ലാസ് വിദ്യാർത്ഥിനിയോടു പോകാത്തതെന്തെന്ന് അധ്യാ

പിക ചോദിച്ചതോടെയാണ് സംഭവങ്ങളുടെ ചുരുളഴിഞ്ഞത്. തുടർന്ന് ബ്ലോക്ക് പഞ്ചായത്ത് പ്രസിഡന്റും മറ്റു ജനപ്രതിനിധികളും അധ്യാപികമാരും ചേർന്നു പൊലീസ് സ്റ്റേഷനിൽ എത്തി പരാതി നൽകുകയായിരുന്നു. സിഐ എം.വി. വിനോദ്കുമാറിന്റെ നേതൃത്വത്തിലാണ് അന്വേഷണം. സിഐ രാവിലെ ധർമ്മം പൊലീസ് സ്റ്റേഷനിൽ എത്തി കുട്ടിയുടെ പിതാവിനെയും സഹോദരനെയും ചോദ്യം ചെയ്തു.

**What do you understand from this news?
Did you make the news for the sake of the
news?**

CHILD ABUSE

Physical Abuse

Sexual Abuse

Emotional Abuse

Child labour

Child Neglect

Child sexual abuse

Child sexual abuse is when an adult looks at, touches, speaks, or has sexual intercourse with a child younger than himself



**What activities fall under
the scope of child sexual
abuse?**

Discussion

ACTIVITIES THAT COME UNDER THE PURVIEW

- **Touch the genitals, caress them and ask them to display the genitals.**
- **Ask the adult to caress the genitals.**
- **Rub the genitals on the child's body.**
- **Kiss and hug sexually**
- **Show the child pornographic images and movies.**
- **Engage in sexual intercourse with the child by force or otherwise**

What is POCSO Act?
Reading page 47

THE LAW FOR PROTECTING CHILDREN FROM SEXUAL OFFENSES, 2012 (POCSO Act, 2012)



**Protection Of Children from Sexual Offences Act
(POCSO Act)**

Every child has the right to live in a society that is free from fear and secure. Children must be able to recognize and report any unwanted or unsafe touch, gaze, or behavior from anyone. They should be encouraged to say no to such actions, distance themselves, and report the matter to authorities. According to the law, cases of sexual offenses must be reported to either the Special Juvenile Police Unit or the local police (as per Section 19). Officials handling POCSO cases are known as Child Welfare Police Officers (CWPOs). The Kerala State Commission for Protection of Child Rights has established a monitoring system (POCSO Monitoring Cell) under Section 44 of the POCSO Act.


A law to protect children from offences such as sexual assault, sexual harassment, pornography, etc., and to establish special courts for the trial of such offences and to deal with or relatable matters therewith.

CAN BE KEPT IN MEMORY

**POCSO Act came
into force
November 14,
2012**



Goals

 Protect children from crimes such as violence against children, sexual abuse, showing child pornography and taking pictures with them.

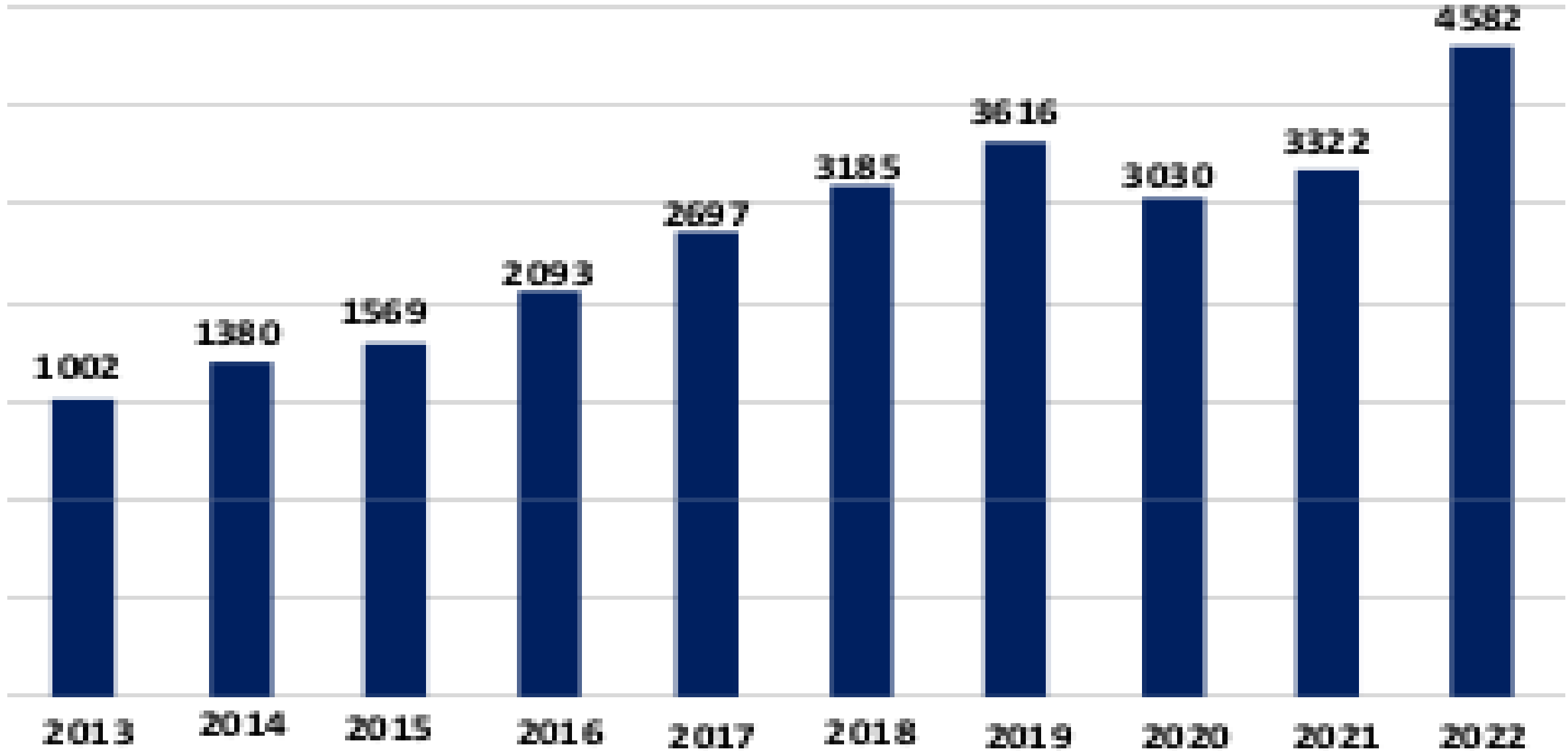
 Establish special courts for the trial of such offences.

 Appoint public prosecutors.

 Make the investigation and trial of the case child-friendly.

 Take steps in the best interest for the rehabilitation, mental health and social development of children.

TAKE A LOOK AT THE LIST OF POCSO CASES.




2 TYPES OF SEXUAL HARASSMENT

a) Mild-scale soft spectrum touching, caressing, kissing, sexually explicit teasing

b) A more serious form of torture (hard spectrum)

Engage in sexual intercourse and induce unnatural sexual acts



**Safe touch,
Secret touch
Need to be identified**

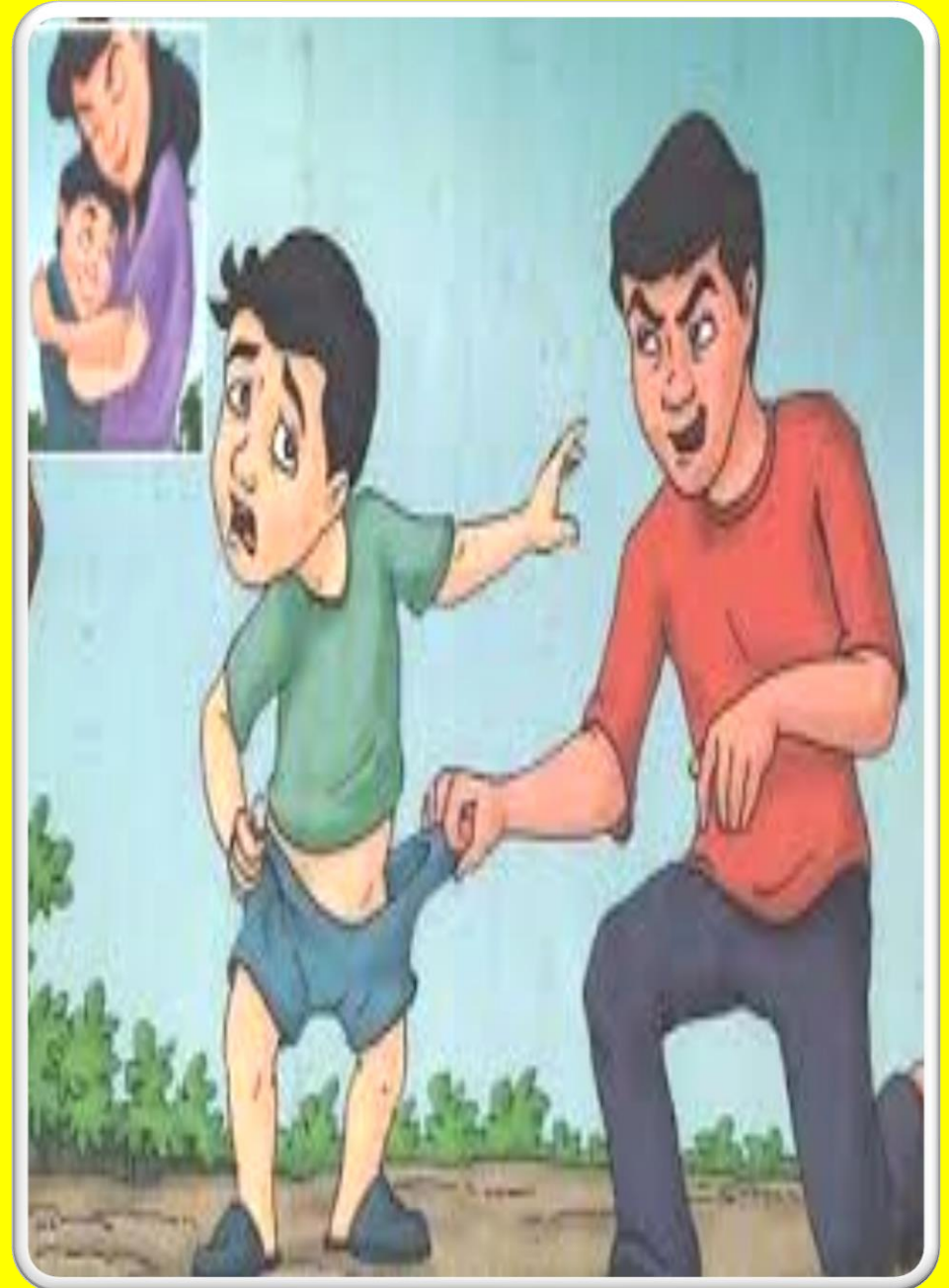
SAFE TOUCH / GOOD TOUCH

A touch similar to the joy, sense of security and love that the child feels when the mother kisses and hugs the child e.g., tapping on the back, fingering the head

UNSAFE TOUCH / SECRET TOUCH

**Touch causing pain,
discomfort, and
ambiguity.**

**A bad touch is touching
or caressing the area we
forget with our clothes.**



MARK GOOD TOUCH/BAD TOUCH

Your father gives you a kiss when you go to bed at night.

Uncle says you are smart and taps your shoulder

Caressing your breast

Making you caress other people's private parts

Grandpa runs his finger over his head and says he/she smart

When grandpa and grandma came to the party, they hugged you and kissed you.

Touching your buttocks by others

Other than the doctor and parents are taking off your clothes and checking

A family friend of yours says he will give you a lift on his bike when he leaves school.

**But you're not so impressed with him.
Moreover, you've found his proximity very unpleasant and unbearable in the past.**

He's inviting you again.

What will you do?

What will be your reaction like?

Is beating the solution to everything?

**Can a 5-year-old boy get away by
hitting a 50-year-old man?**

CODIFICATION

There will be many occasions in everyday life when you can't move forward without making decisions. Decision-making helps us manage our lives efficiently. If we take any decisions, we cannot move forward and we should be able to take the right decision at the right time. The problem is resolved only when appropriate decisions are taken and implemented.



**PRACTICE SAYING NO WITHOUT
AGGRESSION WHERE IT IS SUPPOSED TO
BE SAID**

HOW TO SAY NO?

- Say No politely with a smile.
- Say No firmly without smiling.
- Explain the reason for saying No.
- Suggest an alternative action.
- Express your feelings (thoughts) openly.
- Look them in the eye and say No assertively.
- Turn around and walk away.
- Avoid them.
- Avoid creating that situation altogether.
- Ensure the support and cooperation of others.

SITUATIONS WHERE YOU NEED TO SAY NO

- **When you touch your private parts**
- **When they themselves touch other people's private parts in front of you**
- **When you make yourself caress other people's private parts**
- **When your nude picture is captured on your mobile**
- **When other people show you nude pictures**
- **When other than the doctor takes you off and examines you**

**Who should file a
complaint in a POCSSO
case?**

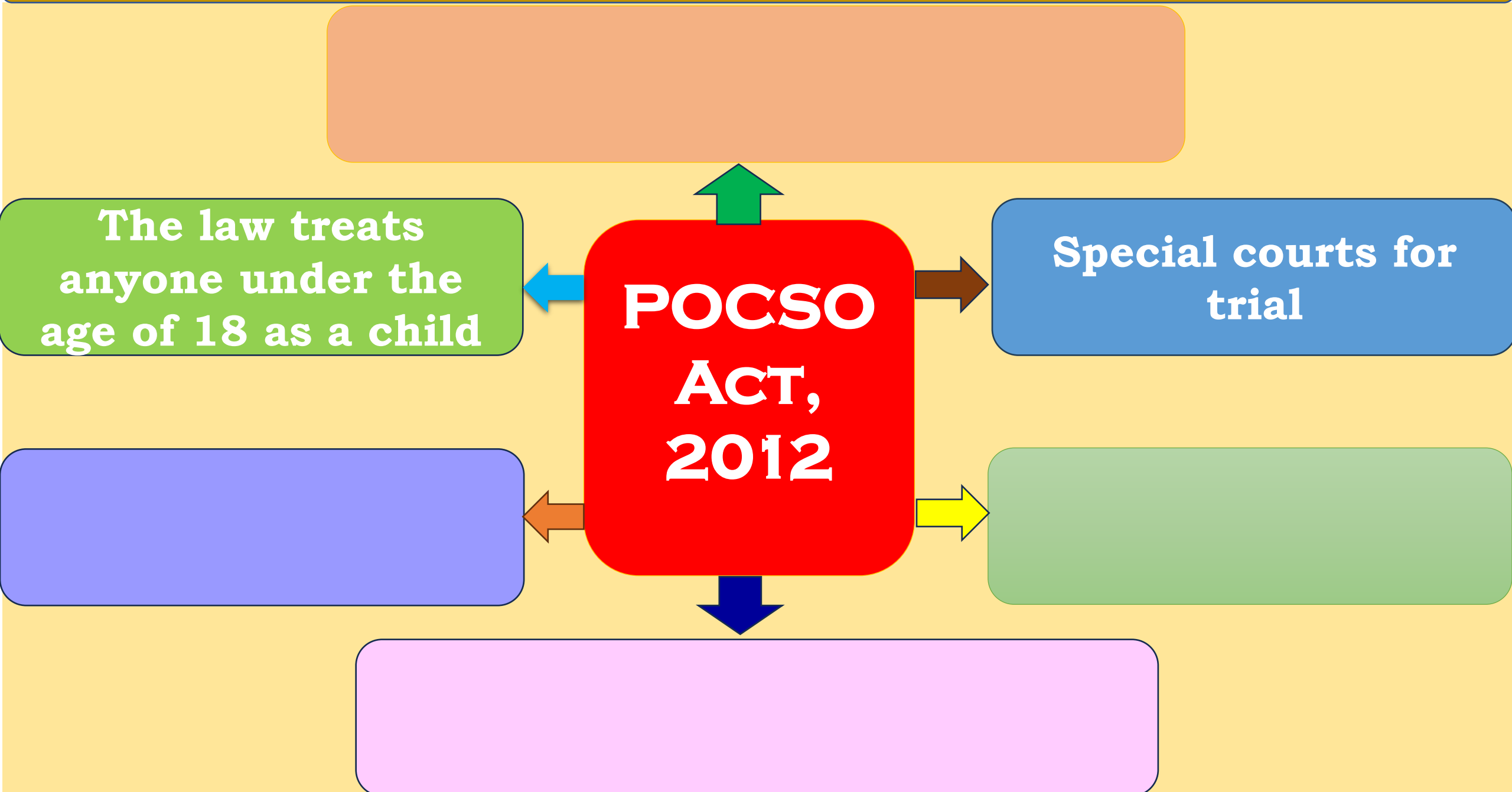
- **Special Juvenile Police Unit**
- **Local Police**
- **Child Welfare Committee**
- **Toll-free number 1098**
- **State Commission for Protection of Child Rights.**

SAVE IN MEMORY

**Officials handling
POCSO cases are
known as the Child
Welfare Police
Officer.**



COMPLETE THE IDEA...



COMPLETE THE IDEA...

The rights guaranteed by the Constitution of India are enforced irrespective of gender.

The law treats anyone under the age of 18 as a child

**POCSO
ACT,
2012**

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graph TD; A[POCSO ACT, 2012] --> B[The rights guaranteed by the Constitution of India are enforced irrespective of gender.]; A --> C[The law treats anyone under the age of 18 as a child]; A --> D[Special courts for trial]; A --> E[The investigation and trial of the case is child-friendly.]; A --> F[The cases should be investigated by the Special Juvenile Police Unit or the local police]; A --> G[Public prosecutors are appointed];
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Special courts for trial

Public prosecutors are appointed

The investigation and trial of the case is child-friendly.

The cases should be investigated by the Special Juvenile Police Unit or the local police

LEAFLET PREPARATION

PRESENTATION IN CLASS

RELEASED IN ASSEMBLY

ACTION CARD -2

In a democratic set-up, we are not above that law. Everyone is subject to the law and the idea of the rule of law arose with the growth of democratic thinking. The rule of law, in its civilized and modern form, developed on the basis of the British Constitution. All modern democracies today base this idea. Our atomic structure fully embraces and pretends to embrace this idea.

The newspaper reports outlined below relate to which law? Write it down...

A case for driving without documents	
82-year-old arrested for molesting girl	
Money swindled through fake website	
The shade trees planted on the roadside were destroyed.	
Stale food was seized from the hotel.	
Mining in forest areas without permission	

**Environment Protection Act, Food Safety Act, POCSO Road Laws,
Cyber Security Act, Forest and Wildlife Protection Act**

FOLLOW-UP

·An awareness programme with the help of legal experts on the subject of 'Protection of Children and POCSO Act'

**Children are grouped into 4 groups.
The preamble of the Constitution
for each group, the separation of
powers, the division of powers,
Providing notes on judicial review**

INTRODUCTION

The ideas expressed in the preamble of the Indian Constitution were included in the Objectives Resolution presented by Jawaharlal Nehru at the first meeting of the Constituent Assembly and later adopted. The preamble of the Constitution is described with numerous attributes such as the most valuable part of the Constitution, its soul, the key, etc. The preamble declares the firm resolve of the people of India to constitute India into a Sovereign Socialist Secular Democratic Republic. It enunciates the goals of the Indian Republic, namely Justice, Liberty, Equality, and Fraternity.

SEPARATION OF POWERS

Our constitution defines the position and powers of the three branches of government: the Legislature, the Executive, and the Judiciary. It ensures that power is not concentrated in any one of these – Legislature, Executive, or Judiciary – in the Indian governing system, thereby preventing the encroachment of authoritarianism and supporting democracy. Creating necessary laws for the country is a primary responsibility of the Legislature. The branch of government tasked with implementing laws and policies is the Executive. The Judiciary ensures that the Legislature and Executive operate in accordance with the constitution.

DIVISION OF POWER

FEDERALISM

The division of power refers to the distribution of powers among different levels of government within a country. In the Indian governance system, the approach is to divide the powers of the country not solely centralized at one level but distributed between the central government and the state governments. The division of powers is mentioned in the seventh schedule of the constitution. In this division of powers, more subjects and significant powers lie with the center. The center also has predominance in the authority to amend the constitution. The distribution of power between the center and the states is included in three lists: Union List, State List, and Concurrent List.

Judicial Review

The authority of the Supreme Court to examine the constitutional validity of the laws passed by Parliament and the orders issued by the executive branch, and to annul them if they are found to be contrary to the words or meaning of the Constitution, is called the power of judicial review.

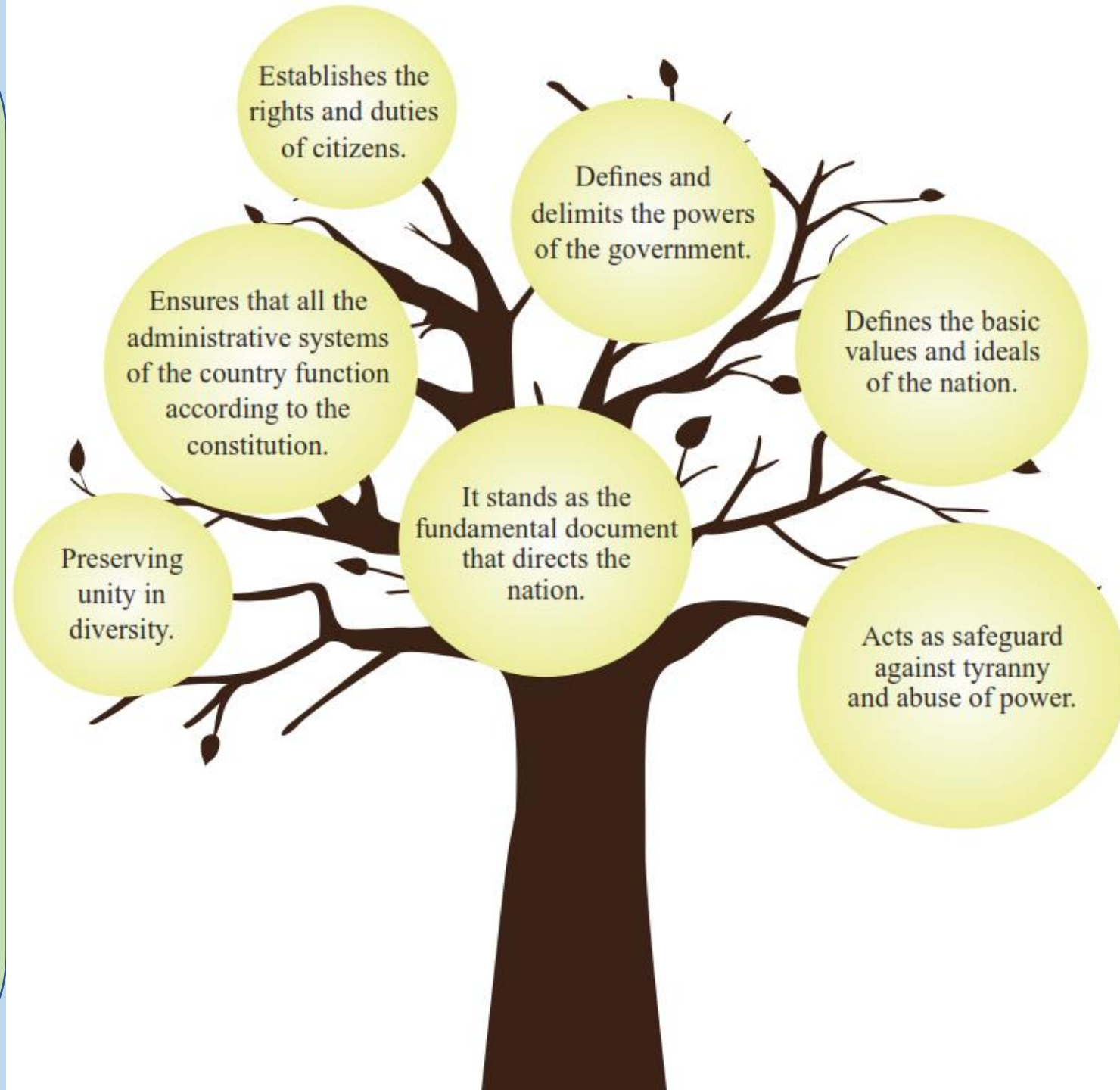


Discussion

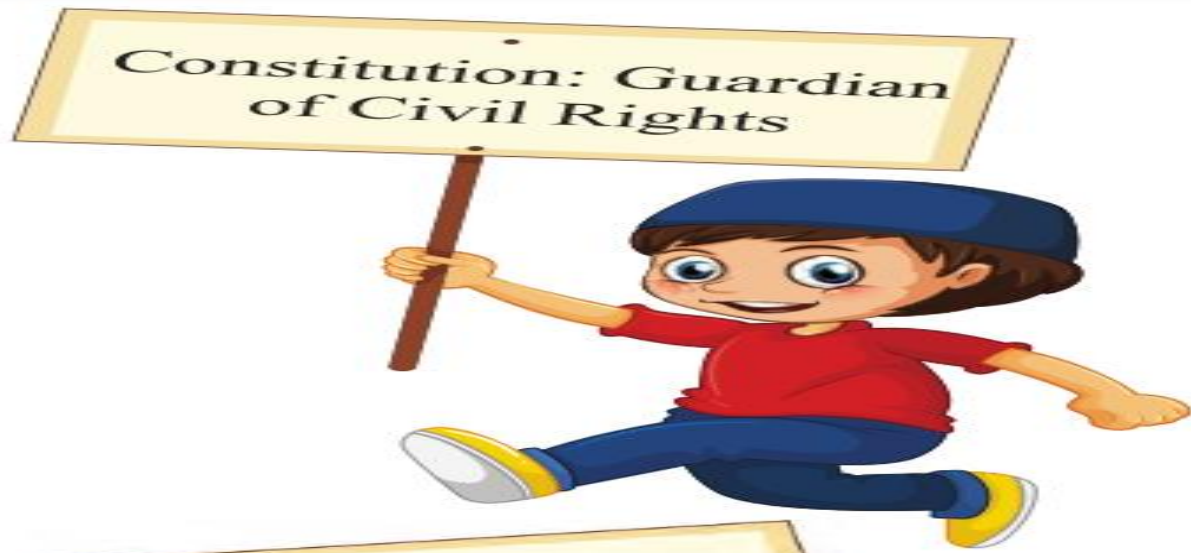
Presentation

Providing a strip of ideas given in the idea tree.

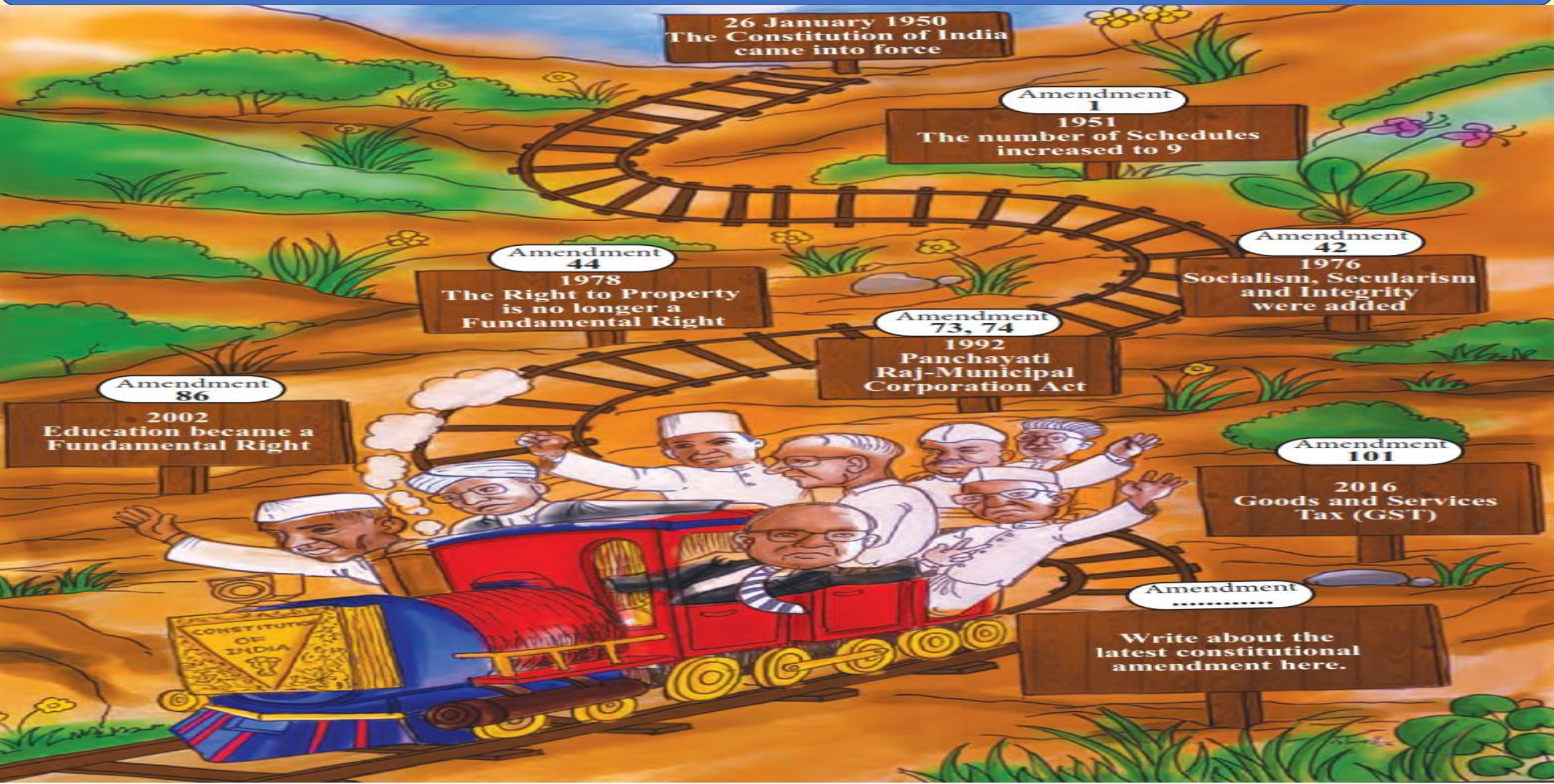
Compare and find the matching ones and paste them on the chart arranged in the classroom.



PREPARATION OF PLACARDS



CHANGE AND EDIT FORWARD



COMPLETING THE CHECKLIST

- Which ideas were newly added to the Constitution in 1976, ?
- In which year did the Constitution of India come into force?
- What was the first amendment made in the constitution and in which year?
- How long did the Right to Property remain a fundamental right in India?
- Is Education a fundamental right in India? Since when?
- How many times has the Indian Constitution been amended so far?



Do not shake the foundation!

In 1973, the Supreme Court ruled that no change should be made to the basic structure of the Constitution. This verdict was made in the case filed by Kesavananda Bharati, the abbot of Kasaragod Edneer Mutt, against the State of Kerala.

CONFUSION CAN BE AVOIDED

The 'Basic Structure of the Constitution of India' was presented by the Supreme Court in the case between Kesavananda Bharati and the Government of Kerala.



EDUCATION: A FUNDAMENTAL RIGHT

Education was made a fundamental right by the 86 th constitutional amendment in 2002. These provisions were added in the Constitution as Article 21(A). The 'Right to Education Act 2009' was enacted on 4 August 2009 as per this amendment. The Act ensures free and compulsory education to all children between the age of 6 and 14 years.

MINI CONSTITUTION!

The terms secularism, socialism and integrity were inserted in the Preamble of the constitution through the 42 amendment of 1976. Some other changes were also brought in the constitution through this amendment. Due to the significant changes brought by this amendment, it was also called the Mini Constitution.

Prepare a timeline incorporating some important constitutional amendments.

ACTION CARD -3

Constitutional Amendment

Constitutional amendments involve adding or removing provisions in the Constitution. This process is known as a constitutional amendment. Parliament has the power to amend the Constitution to adapt to changing times, but the fundamental principles of the Constitution can never be altered.

COMPLETE THE LIST:

Amendment 42:	
	Made the right to property a non-fundamental right.
Amendment 73 & 74:	
	Made education a fundamental right.
Amendment 101:	

WRITE IN THE MOST RECENT CONSTITUTIONAL AMENDMENT.

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**Land reform is yet to
materialize in the
country**

**The Dowry
Prohibition Act is still
not a reality**

**Alcoholism cannot
be prevented by law
alone**

**Demand that Child
Right laws should be
strictly enforced**

What are the reasons for the various kinds of challenges faced when implementing laws?

- **The varied interests of the people**
- **Legislations that do not fully encompass the public interest**
- **Ignorance about the laws**

- Different interests of the people
- Legislations that do not fully cover the will of the people
- Lack of knowledge of the laws
- Negligence in enforcing the laws
- Misinterpretation of rules

FOLLOW-UP ACTIVITIES

Collect news headlines and pictures related to the rules and make a collage...

Prepare a Constitution for your class based on the ideas contained in the Constitution of India...