



Training Module For Informal Sector Waste Recyclers

Legal Literacy

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New Delhi, 2016

About Chintan Environmental Research and Action Group

We are a registered non-profit organization with a vision of inclusive, sustainable, and equitable growth for all. Our mission is to reduce ecological footprints and increase environmental justice through systemic change brought about through partnerships, capacity building at the grassroots, advocacy and research, and sustainable, scalable models on the ground.

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Introduction

This module is intended as a guide for people who work with informal wastepickers, waste recyclers and small junk dealers, commonly known as 'informal recycling sector'. It provides guidelines and creative training exercises for building wastepickers technical and functional skills so that they could lead an informed, dignified and confident life and use these skills to meet everyday challenges they face as wastepickers and efficiently perform their role in keeping cities clean.

Recycling in developing countries often takes place through a complex chain comprising a huge mass of workers involved in the informal sector. This sector includes waste pickers, small middlemen (kabaris in India), itinerant waste collectors, and big waste traders. Their works includes picking out even the smallest scrap of recyclable waste, such as paper, cardboard, plastics and metals from the trash, and sell them to waste dealers who in turn sell them to big traders. Finally, they are sold to recycling factories.

They are not formally recognized and depend on recyclable waste mined out of the city's

dustbins, waste dumps, offices and other sources. Since they are not recognized, their work is virtually free for the municipality. Yet, at the levels of the wastepickers at least, many earn an equivalent of minimum wages or less. In India, there are approximately 15 lakh persons engaged in the job of wastepicking, amounting to 10% of the total wastepickers globally.

Hence, while recycling is carried out by the poor and offers them a livelihood, it is fraught with risk. The immediate burden of the toxic waste is borne by them since there are almost no satisfactory systems or designed facilities in place where work safety issues are addressed. Although waste pickers are the backbone of the waste collection process in, small traders are also important components of the chain. They buy the waste from waste pickers and sell it to big dealers who deal with specific items and materials, sorting, bailing and trading, playing the highs and lows of the market.

The informal sector of recycling works like a pyramid (Fig. 1). The first layer comprises several hundred thousand men, women and children in urban pockets who mine garbage heaps and bins for recyclable wastes like plastics, paper and metals. At the second layer come the small middlemen, often marginalized

in many ways themselves, who buy waste from the wastepickers or rag pickers. They in turn sell the waste to the third layer, comprising large buyers who own huge godowns.

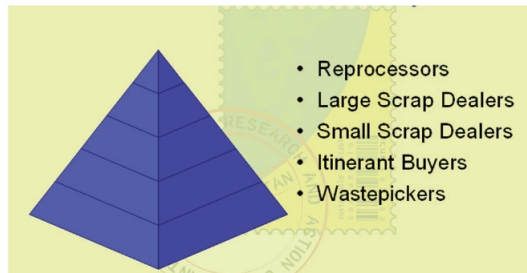


Figure 1: Structure of Informal Recycling Sector

For a comprehensive approach towards building sustainable, inclusive and equitable cities, informal recycling sector needs to have knowledge on legal aspects of their work, various legislations relates to waste sector, quality and safety at workplace along with work and life skills like work ethics, communication skills, health and hygiene and self confidence and self esteem. Figure 2 shows Chintan’s change model:



Figure 2: Chintan’s Change Model

The approach described is based upon evidences collected from various researches on waste recyclers traders and handlers as well as from Chintan’s first-hand experience with working with Safai Sena – an army

of cleaners – is a registered group of wastepickers, doorstep waste collectors, itinerant buyers, small junk dealers and other types of waste recycler.

Who can use this module?

We hope that those working with an interest in supporting informal sector waste recyclers will find this module useful. These might include:

- Program managers in agencies working on informal sector recycling programs and other informal sector programs
- Core members/group leaders of advocacy and support groups for informal sector waste recyclers
- National stakeholders, including the municipalities and the Department of Environment
- Informal recyclers’ collectives to train their members

The module may also be used as a reference for those wishing to design their own training program for other informal sector workers other than waste recyclers.

Structure of the Module

The main objective of this module is to gear up the informal sector recyclers to face the challenges they may face with the changing landscape of e-waste collection and management.



To inform participants about e-waste, its types and how it differentiates from the other types of wastes. To raise awareness about rules on e-waste.





To sensitize them about the risks of improper handling of e-waste and pollution caused by wrong handling. To appraise informal sector

waste workers about potential challenges that they may face with formalization of e-waste sector. To help participants prepare for the potential role they can play in the e-waste collection chain to augment their livelihoods.

Organization of the Modules

Each module is divided into session plans. The numbers of session plans differ for each module. Each session plan is in-turn divided into six content sections represented by an icon:

	Learning outcomes	This section specifies what learners will know or be able to do as a result of activities in the session.
	Set Induction	This includes ideas about getting the learners ready and inducing them into the right mind-set.

	<p>Materials</p>	<p>This section gives a list of materials that the facilitator should prepare before starting the session.</p>
	<p>Activity</p>	<p>This includes step-by-step activities to meet the learning outcomes planned for the session.</p>
	<p>Note for Facilitator</p>	<p>This provides specific advice for the session including suggested sequencing, timing, resources and questions to ask.</p>
	<p>Closure</p>	<p>This section provides a fitting conclusion and context for the participant learning that has taken place.</p>

Methodology

The activities in this module are based on principles of adult experiential learning. The underlying principle is that much of the content will come from the participants and that the module will serve as a framework for drawing out their experiences. Participants and facilitators commit themselves to engage in a process of mutual teaching and learning.

The activities in this module are designed for adult learners and are based upon following adult learning principles:

Principle of Active Learning: The activities involve active participation of learners through discussions, games, role-plays and feedback. Thus creating more learning than passive listening or reading.

Principle of Relevance: Every activity has been contextualized to the settings in which informal sector recyclers live. They aim at providing adults with guidance on solving problems and their pressing issues.

Principle of Previous Experience: New information has to be linked to previous knowledge and experience or it will not be remembered. The sessions designed in the module allow participants time to discuss with each other how the new information connects with what they already know. There are specific pointers for the facilitator to help the participants see the connections.

Principle of Self-Learning: Adult learners have some strong beliefs about how they learn. These beliefs, whether accurate or not, can interfere or enhance their learning.

Every session begins with set induction that explains why the audience should participate in specific activity and how the process as well as content benefits their learning.

Principle of Alignment: All the content covered in the module are aligned with the learning outcomes and activities. Learning outcomes are carefully decided and written and the activities are aligned to meet the outcomes.

Principle of Fun: Learning should be fun. The sessions and activities are designed to make the learning fun for the participants. The module is activity based and power point presentations are mostly used to summarize or reinforce the topic.

A great deal of thought has gone into the selection and writing of each activity. Each activity included in the module was chosen because it was felt that it best achieved the objectives for the session. They use a variety of tools to develop participants' knowledge including case studies, role-plays, small group work, brainstorming and other learning techniques. A range of methodologies has been used in this module that align with the principles of the experiential learning approach. With an emphasis on interactivity among participants, the course incorporates the following techniques and methodologies:

- ✓ Individual exercises and reflections
- ✓ Stories and scenarios
- ✓ Small and large group discussions
- ✓ Games and role-playing exercises
- ✓ Team projects and
- ✓ Presentations

Facilitator Prerequisites

Facilitate means 'to make easy'. Facilitation is the glue that holds a group together. It is

about empowering others. The role of the facilitator is not only to pass on information, but also to provide a learning environment in which participants can share their experiences and become comfortable with new ideas/information. Facilitated learning is based on the notion that people learn best in an atmosphere where they interact with others, are encouraged to ask questions, exchange ideas, and feel supported by the facilitator.

This module assumes that facilitators are comfortable with highly interactive techniques and that they have some expertise in classroom management, creating effective learning environments, and facilitation skills. While facilitating the sessions in this module, a facilitator's role is to:

- ✓ Explain the learning objectives
- ✓ Help the group set ground rules and keep them
- ✓ Encourage and guide participants to think critically
- ✓ Listen to participants' comments, questions and feedback
- ✓ Keep focus and keep things moving
- ✓ Help with observations and analysis
- ✓ Help participants arrive at appropriate conclusions
- ✓ Encourage participants to contribute to the discussion
- ✓ Help participants to reach an appropriate consensus
- ✓ Build trust
- ✓ Help identify opportunities and potentials
- ✓ Summarize the discussion or ask others to do so

Ice-Breakers

Icebreakers help to set the scene, relax the environment and engage the participants, as well as creating the first impression for the entire session. Successful use of icebreakers can grab the attention of trainees and assist them in full participation. They give participants the opportunity to find out a little more about each other thereby creating a degree of familiarity before starting on the main session objectives. By doing this, participants are more likely to be in a mindful state and open to learning.

Given below is a list of icebreakers that could be used to build create a relaxed atmosphere and encourage each participant to introduce aspects of himself/herself. Facilitators are encouraged to choose the icebreaker carefully considering the environment and group dynamics.

1. Names and Actions

Gather the participants in a circle. Each participant announces their name and a corresponding action. The action called must begin with the same letter as the first letter of each name. E.g. Mera naam Nazeer hai aur mujhe naachna accha lagta hai. The person calling this action must actually do the action.

Variation:

The game can be used to Help participants remember each others' names. Continue the game by asking participants to announce So that members of the group remember each other's names, the game can be continued by asking members to announce someone else's name and the corresponding action. This will take place when you have gone around the group at least once. So for example: "Mera naam Nazeer hai aur mujhe naachna accha lagta hai. Mujhe Rashid se milkar accha laga. Rashid ko rassi koodna accha lagta hai". Allow members to randomly choose anyone in the

group, but make sure that everyone chooses someone different each time.

2. Action Chain

Instruct the participants to stand in a line, all facing one direction, looking at the person's back in front of them. Begin the game by going to the back of the line and tapping the last participant on the shoulder. Only that participant would turn and watch you perform an action. Once he/she has witnessed the action, he/she must tap the next person on the shoulder who will then watch the action as exactly as possible. Continue the process until all participants have shown the action to the participant in front. The final participant should demonstrate what they saw to the entire group, as well as say what they think the action is. The person who began the action should re-enact the initial action to show what has changed.

Ideas for the actions are:

- Washing a car
- Cleaning an elephant
- Throwing a ball
- Chopping vegetables

3. Name Catch

Gather the group in a circle. Throw a ball at a participant who tells his/ her name and where they have come from. Moving clockwise, all participants take turns to tell the same to the whole group. After a round of introductions, pass the ball again to a different participant. The participant must say their own name first, and then as they throw the ball, call out the person's name to which they are throwing the ball.

E.g. 'Mera naam Mansoor hai. Main ball Rehaana ko doonga.' Then Rehaana would continue by saying 'shukriya Mansoor, Mera naam Rehaana hai aur main ball Nizam to doongi'.

Ensure that everyone is fully included in this game, and that the group knows each other by the end of the game. Control the speed of the game, and increase the pace by making sure that participants don't pause before saying someone's name.

4. Animal Name

Create sheets of paper with names of different animals and birds. The number of sheets should be equal to the number of participants. Attach one sheet of paper to every person's back without allowing him/her to see the sheet. Ask the participants to go around the room and ask questions to figure out what their 'animal name' is. Questions may only be answered with 'Yes' or 'No'. Once the participant correctly guesses their animal name, they may sit down. Ensure that chosen animals are very well known in order to make the game plausible.

5. Sweet Talk

Assemble the participants in a circle. Pass a bag of sweets around the group. Tell them that they make take as many sweets as they like, but they are not to eat them. Once everyone has taken some sweets, tell participants that they must now tell the whole group one thing about themselves for every sweet they have taken. This can be anything from where they live to their favorite food. Go around the circle, allowing each member his or her turn to talk. Once they have finished, allow them to eat their sweet.

6. Name pictures

Ask the participants to draw a picture for their name e.g. for Pushpa they could draw a flower. Ask them to write their names on the portrait. Fold these name pictures and put them in a container. Ask the participants to pick any picture from the container and guess the name. The person who drew the card would

verify the name and ask the other participant's name. Ask the participants to display the name pictures on a wall (board) in the room. If possible stick the photographs next to each name picture. Also write each participant's name clearly in Hindi. Give the participants time to move around and have a look at the picture.

7. Suddenly

Start a story with a sentence that ends in SUDDENLY. Ask the next person then to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. Record it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY....'

8. Word link

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link.

9. One minute please!

The aim of the game is to talk for one minute on a given subject. Announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select i.e. person who draws the lowest number. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favourite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

Sharing Expectations

It is always a good idea to move from introductions to reasons why everyone has come to the training programme. The following exercise is very useful for getting to know the different reasons participants have for attending the training programme. It also gives the facilitator information about the special abilities and knowledge present in the group. Understanding expectations will give facilitator the opportunity to reassure participants that the trainers will strive to meet expectations, and to clarify any misconceptions about the training.

1. Divide a chart paper in two sections.
2. On left side write, “Why I am here?” Ask each participant to think of two reasons why they have come for the training.
3. Write them on the chart and read out each statement. Explain which of those expectations would be fulfilled through the program and which of those are beyond the scope of work of the current training.
4. On the other section write “fears and concerns”. Ask participants - What fears did you have about coming to this training?; What concerns do you have about this training.

This exercise provides excellent opportunities to empathize with trainees’ needs, and give reassurance by sharing how the training does/ does not relate to their concerns or how the training might help them overcome their fears and concerns. Be prepared to deal with issues such as:

- Will others laugh at me if I ask silly questions?
- Will I really learn about the things I want to know?
- What will the trainers be like?
- Will the food be to my liking?

Ask the participants for solutions/response. Ask the participants what you could do to reduce their concerns or fears.

Establishing Group Norms

Ground rules (also called group norms) are guidelines developed by the participants to be used within the workshop setting. Ground rules help create a safe environment and enable tasks to be accomplished efficiently. They serve as a tool for detecting and correcting unhealthy group interactions and evolving toward productive and healthy interactions. Ground rules should be specific, visible to everyone (posted in the room), derived with group input and then agreed to by all group members, and malleable (in other words, adaptable as needed throughout the workshop). Ground rules should follow some basic principles regarding their creation and use.

Process of setting Group Rules:

1. Explain to the group that this is their time together and that it is useful for everyone to agree to some ground rules. You may make some suggestions such as punctuality, being non-judgmental or giving everyone a chance to participate and to speak. Explain them that these rules are essential to ensure that the sessions happen smoothly and everyone works better as a team.
2. Explain them that during our sessions we would only focus on positive behaviours and therefore the rules will be about what we must do instead of what we must not.
3. If the participants are having difficulty thinking of rules, prompt them by using scenarios such as the example below: “In a session Hina and Pooja talked about a personal problem. After the session, Pooja heard Hina giggling with other friends about the session and telling them about

the things Pooja had said. She is very upset.”

4. Record all responses on a flip chart. When the group has listed all of its ideas, ask, “Can we agree on these ground rules?” If any ideas are not agreed on, the group needs to discuss them until it reaches agreement or decides to eliminate one or more of the ideas.
5. Once the group norms have been decided, post them. You can refer to them as needed if the group slips into behaviours that do not support effective teamwork.

Recommended Ground Rules

- Respect: Everyone should pay attention to the person who speaks and respect her/his ideas.
- One at a time: Only one person should speak at a time.
- Confidentiality: What is shared in the group shall remain in the group.
- Openness: Everyone will try and be as open and honest as possible without discussing personal and private issues or lives. Everyone will avoid using names and places while sharing their experiences.
- Non-judgmental approach: No one will put down, make fun of or tease another person about her/his beliefs and ideas.
- Keep time: Stick to the time schedule set for the course

Energizers

Energizers, as the name suggests, are used to revitalize and awaken trainees. Ideally they can be integrated into training after a large amount of information has been delivered, or after a meal when participants

may be feeling sluggish and tired. Energizers are also a fantastic way to switch attention from one topic to a completely different one.

Following are examples of some energizers that could be used with the participants:

I. My Spot

Ask participants to walk around the room, identify a particular ‘spot’ that is ‘theirs’ and stand there. Ask participants to move around the room while you give instructions like “Say hello to someone wearing yellow”; “clap twice”, “skip thrice”, “jump and clap” and so on. Participants have to complete the commands and on “stop” command go back to their ‘spot’ as soon as possible. Continue this energizer for no longer than 5 minutes.

II. Laughter therapy

This energizer is useful after a stressful discussion or if the discussions or activities lead to tensions among the group members. Tell the participants that they will go through a special therapy called the ‘Laughter therapy’. Start by saying ‘Ha!’ and get the next person to repeat your ‘Ha’ adding one of his or her own. Participants repeat what their neighbor says and add another ‘Ha!’ In this way, people are ‘made’ to laugh and very quickly everyone will be laughing.

III. Touch blue

Clear the room of any obstacles and ask the group to stand in a circle. As you say “Touch blue!”, participants are to rush and touch one thing blue. Change the command to ‘touch red’ and repeat the activity for 5 minutes with different colors.

IV. Wake up in the jungle

Ask participants to silently think and select a jungle animal. Ask them to think: what action do you think it makes when it wakes up?

What sound does it make? Select a participant to start the game. The participant starts by performing waking action of the a selected animal and makes its sound while waking up another animal (participant) in the jungle. The two go making their own sounds and wake up the next participant and so on. Explain that this activity is a go-round called waking up in the jungle. Continue until all animals in the jungle wake up.

V. Snake, dog, cat

Divide the participants into two groups and ask them to stand at opposite sides of the room. Give action and sounds for snake, cat and dog. Let participants practice these sounds for a minute. Ask what would happen if a snake met a cat (the cat would kill the snake). What would happen if a snake met a dog (the snake would kill the dog). What would happen if a dog caught a cat (the dog would kill the cat). Ask both groups to decide what they are on the count of 5. Then on being said go, they do the action and sound. Keep scores and continue the game for 5 minutes.

VI. Barkha rani

Tell the group that they will make rain. Explain that through a traditional set of actions, they would create the sounds of rain hoping for a plentiful crop and future growth. Ask the group to do five action sequence:

“Rub your hands together
Half of the group snap fingers slowly
Other half snap their fingers quickly
Lightly slap their thighs
Clap thrice”

Ask participants to repeat the action together.

Splitting groups

The way the trainer splits the main group into smaller working groups can be done in a variety of ways.

I. Picture Cards:

Hand out cards with images on such as plastics, glass, cardboard, electronic waste. Ask participants to find someone with the card that goes with their card. Have two of the same cards, if it is a paired activity, three for groups of three and so on. This could be conducted with any category – fruits, animals, cars etc.

II. Numbering

Simply ‘count off’ the participants into small groups, i.e. 1, 2, 3, (or 4 if 4 groups will be required.) if the groups do not need to be balanced in any way. People call out or are assigned numbers in sequence, up to the number of groups needed (e.g. for four groups, 1, 2, 3, 4; 1, 2, 3, 4, etc.). Then all the 1s form one group, the 2s another, and so on. Alternatively, use letters of the SESSION alphabet or names of fruit. Be clear after you have split the groups where each group should work.

III. Sinking ship

Clear a large space, climb onto a chair and explain that you are the captain of a ship and the ship is sinking. Ask everyone to clap and repeat after you ‘The ship is sinking, the ship is sinking’. Explain that the only way for people to save themselves is to jump into a lifeboat containing a precise number of people – you will call out the number required. Start the chorus and then yell out a number e.g. eight. Everybody should now rush to find seven other people to form a lifeboat. This should provoke much noise and laughter. Repeat a few times with different numbers until you feel the group is ready to stop, and then yell out the number you want for small group work.

IV. Sorting Hat

Give each team a name, put the names on slips of paper and put them into a hat. Have each

participant pull a team name from a hat. They join the teams whose names they pulled.

V. Pairs

For making pairs, put a slip on each participant's back with one of a famous pair: cricket bat and ball, football and boots, cup and saucer, etc. Ask participant to find the other of the pair.

Giving instructions

Each session has step-by-step instructions on how to conduct the listed activities. To successfully conducting these activities, it is important to provide the instructions to the

participants clearly. Following are some tips on how to give instructions well:

- Signal that you are going to give instructions.
- Say the instructions a minimum of three times.
- Get participants to explain back to you what they have to do.
- Give step-by-step instructions to the participants and allow them to complete each step before giving instruction for the next step.
- Practice giving instructions before the session.

Module: Legal Literacy

Overview

This module aims at building legal awareness and literacy amongst informal sector workers. Any effort towards empowering people would be possible only through building their critical knowledge of legal provisions, legal processes and the skill to use this knowledge to realize their own rights and entitlements. This knowledge would empower informal sector workers to demand justice, accountability and effective solutions at all levels. Informal sector workers, especially waste recyclers are socially alienated due to the social taboos and opinions around their work. A lack of legal awareness alienates them further causing fear, intimidation and alienation from legal systems and processes.

This module would help the participants identify their legal rights and responsibilities. It would facilitate a better understanding of legal conflicts and their solutions. This module starts by explaining constitutional rights and duties, explains about the institutions that comprise the legal system. It then engages participants in discussions and activities related to protection of human rights. Furthermore, it explains significance of fundamental duties as a means to protecting fundamental rights of fellow citizens. In the end, legal awareness helps promote a legal





culture of forming, respecting and following legal rules and systems.


Learning Outcomes

At the end of this module participants will be able to:





- Demonstrate an increased knowledge and awareness of their legal and human rights
- Understand Indian legal system and laws.
- Understand the meaning of government and its role in making, implementing and enforcing the laws;
- Describe the features of Indian constitution and constitutional values
- Familiarize themselves with fundamental rights and duties guided by Constitution of India;
- Reflect critically on existing laws, structures and procedures;
- Clarify values such as justice, equality, dignity, and liberty;
- Analyze real-life situations using human rights concepts and language
- Explore the social, cultural, psychological, and political constraints that prevent people from exercising their rights
- Develop a sense of personal responsibility for the promotion and protection of the human rights of all;
- Explain and utilize waste rules in India




SESSION 1: IMPORTANCE OF RULES

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Recognize need and meaning of rules and laws Appreciate need to make decisions with collective sanction ✓ Realize the importance of rules for order in society. 	
	<p>A handball, Magic wand</p>	
	<p>Game: Pass a magic wand around the room and ask participants what they would wish using a magic wand. Give each participant 30 secs to answer</p>	<p>15 min</p>
	<p>Game - 'No rules, only fun':</p> <ol style="list-style-type: none"> 1. Ask for 10 volunteers. Tell them that they have to play with a ball. Divide the volunteer group into two equal teams. 2. Give each team a ball. (It doesn't matter how teams are arranged or who gets a ball.) 3. Tell the participants to begin. 4. When they become frustrated, ask: "What's wrong?" When they mention that they do not know the rules or what to do with the ball, tell them to suggest rules. 5. Write the rules on the board, no matter how ridiculous. (Make sure the list is long.) 6. Give the ball to each team. 7. Tell the participants to begin play. As they become frustrated with too many rules, ask, "What's wrong?" 8. Discuss the problem of too many rules. 9. List the following rules on the board: 10. Form a straight line. 11. Pass the ball from the front to the back of the line by handing it over the shoulder. 12. The first team to pass the ball to the back person is the winner. 13. Tell the participants to play the game 14. Before either team can finish, stop the game. Tell them there is another rule. (Make up a rule and add it to the list. Example: Jump up and down when passing the ball.) 15. Keep repeating #11 until participants are frustrated. 16. Ask, "What's wrong?" 17. Discuss the problems caused by changing the rules after play has started 	<p>70 min</p>





	<p>Discuss that rules must be clear, known by the players, and unchanged during a game in order to be fair. Reflect how rules make the activity enjoyable rather than confusing because participants know how to behave. Participants should be ready to admit that rules are necessary for an orderly game and draw the conclusion that rules would have made the game better. Explain rules (laws) are also necessary for an orderly society. Tell participants that in next few sessions they will learn more about rules, laws, entitlements, responsibilities and duties.</p>	<p>5 min</p>
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SESSION 2: GOVERNMENT

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Recognize need and meaning of rules and laws ✓ Describe the meaning of government; ✓ Understand the role of government in making, implementing and enforcing the laws; ✓ Gain a sense of why Government is required ✓ Recognize the need for universal adult franchise ✓ Appreciate need to make decisions with collective sanction <p>Understand key elements that influence the functioning of government</p>	
	<p>Ball, Flipchart, Mod5/PPT Section: Government</p>	
	<p>Game:</p> <ol style="list-style-type: none"> 1. Toss a ball at a participant and ask him/ her to say what comes to their mind when you say “Rule”. 2. The participant should only say 2-3 words and not more and pass the ball to the next participant who repeats the same. 3. The words that may appear are- “ laws, government, important, constitution, police etc. 4. As this happens note down the words on a flipchart using a word web. 	<p>10 min</p>
	<ol style="list-style-type: none"> 1. Highlight the words ‘Laws’ and ‘Government’ from the word web. Ask how the two are related. 2. Ask participants what they understand by the term “Government”. 3. Show Mod5/PPT Section: Government and explain the meaning of a government, functions of government, organs of government and Levels of government 	



	<ol style="list-style-type: none"> 1. Ask participants to think of some of the Indian laws that they know of : <ul style="list-style-type: none"> • Why were these laws necessary? • How were they formed? • Can they be changed? • Are they different for different people or segments? • What is the basis of these laws? 2. Show Mod5/PPT Section: Constitution and explain using the notes given in the presentation. The presentation covers the following: <ul style="list-style-type: none"> • Meaning and Importance of Constitution • Meaning of the Preamble of Indian Constitution. • History of Indian Constitution 3. Conduct the exercise described in slide 16 4. Explain Mod5/PPT Section: Constitution, slide on constitutional values. 5. Debate: <ul style="list-style-type: none"> • Ask the participants to brainstorm and debate whether India has been able to achieve the values that were written in the Preamble more than 60 years ago and to what extent. • Explain that the group has to discuss and agree upon what rating to give to each value in terms of extent of achievement. Tell them to rate each value on a scale of 1-10, 1 being the least and 10 being the highest. • Explain Mod5/PPT Section: Constitution, remaining slides 	<p>5 min</p> <p>20 min</p> <p>15 min</p> <p>5 min</p> <p>40 min</p> <p>15 min</p>
	<p>Read and practice the presentation before the session. The notes in each slide have additional text to explain the slides in greater details.</p>	
	<p>Quiz: Summarize the session using the quiz given in Mod5/PPT Section: Constitution and let them think about the extract given in the slide and answer</p>	<p>15 min</p>





SESSION 4-5: FUNDAMENTAL RIGHTS

	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the meaning of rights and duties ✓ Critically evaluate their need and importance in our day to day life; ✓ Assess the importance of Fundamental Rights given in the Constitution of India ✓ Analyze exceptions and restrictions in Fundamental rights; <p>Understand the process of seeking justice through constitutional means in case of violation of Fundamental Rights; and</p>	
	<p>Mod5/PPT Section: Rights</p>	
	<p>Brainstorm:</p> <ol style="list-style-type: none"> 1. Ask participants what they understand by the term 'Adhikar'. 2. Explain that rights are legal, social, or ethical principles of freedom or entitlement. 3. Ask participants to map all the rights they think they have in a mind map. 4. Confirm if it is a right and why? / Why not? 	<p>15 min</p>
	<ol style="list-style-type: none"> 1. Show Mod5/PPT Section: Rights and explain using the notes given in the presentation. The slides cover the following: <ul style="list-style-type: none"> • Meaning and Importance Fundamental rights • Names of seven fundamental rights • Meaning of Right to equality. 2. Group Discussion: After explaining right to equality, conduct a group discussion on right to equality- Ask: "Right to Equality is a fundamental right in our Constitution. Do you think everyone in our country is able to exercise this right? Why?" 3. Allow the participants to discuss. Ensure that the discussion stays on topic. Redirect if it diverges. 4. Explain participants 'Right to Freedom using slide from Mod5/PPT Section: Rights 5. Design Activity: <ul style="list-style-type: none"> • Ask the participants to brainstorm and think of one message or question that they have from nation's Prime Minister. Remind 	<p>10 min</p> <p>20 min</p> <p>15 min</p> <p>25 min</p>

	<p>them that they are going to practice their Right to Freedom of speech and expression. Ensure that participants think constructively and come up with legitimate ways of asking their question or giving a message. Guide the participants to do the following:</p> <p>“As a group think of one question or message that you have for India’s Prime Minister. Decide a strategy to express the same to to the PM. What is the message or question? What is the medium of expression? (Rally, Letter, Meeting, any other</p> <ul style="list-style-type: none"> • Once participants have decided the message and the medium of delivery encourage them to design necessary materials to send this message or question to the PM.(Pamphlets, posters, letter, banner, any other). <p>6. Show Mod5/PPT Section: Rights and explain Right against Exploitation, Right to freedom of religion, Cultural and Educational Right and Right to Constitutional remedies using the notes given in the presentation.</p> <p>7. Summarize the six rights studied thus far and lead the group to another discussion.</p> <p>8. Group Discussion:</p> <ul style="list-style-type: none"> • Divide the participants into 6 groups. Assign one right to each group. • Instruct the participants to discuss within the group- “What would have happened if this right was not in the constitution? How would absence of this right affect lives of citizens?” 	<p>30 min</p> <p>15 min</p> <p>15 min</p> <p>30 min</p>
	<p>Quiz: Summarize the session by holding a quiz given in last slide of section2 – Fundamental rights.</p>	<p>5 min</p>




SESSION 6-8: RIGHT TO EDUCATION



	<p>At the end of this session participants will be able to:</p> <ul style="list-style-type: none"> ✓ Understand that Fundamental rights could be amended. ✓ Explain the process of bringing amendments to Fundamental Rights ✓ Appreciate the implications of recently added Right to Education ✓ Describe Right to Education and its key features <p>Explain provisions in the Right to education Act 2009</p>
	<p>Mod5/PPT Section: Right To Education</p>

	<p>Video: Play the video given in Mod5/PPT Section: Right To Education</p>	<p>5 min</p>
	<ol style="list-style-type: none"> 1. Ask participants if they have heard of Right to Education. Tell group that Right to Education was not a fundamental right until 2010. Right to education is an amendment to fundamental rights. 2. Show all slides on Right to Education MOD5/PPT. The slides cover information on: <ul style="list-style-type: none"> • 86th Amendment Act 2002 • Key terms used in Right to Education • Provisions for schools and children • Norms for schools and teachers • Responsibility of Government and parents or guardians in enforcing RTE • Grievance redressal 3. Design Activity: <ul style="list-style-type: none"> • Divide participants into 3 groups. Tell participants, “There are many children in your community who do not go to school. Work as a group to create awareness about RTE in your community” • Assign the following topics to each group: <ul style="list-style-type: none"> o Group 1: Create a skit to explain their neighbours about RTE o Group 2: Create a song for raising awareness about RTE o Group 3: Create 3 posters giving information about RTE • Allow participants time to practice the skit and song. • Ask all groups to present their work. 	<p>85 min</p> <p>90 min</p> <p>30 min</p> <p>30 min</p>
	<p>Ensure that all the participants understands the importance of Education</p>	
	<p>Splash Summary: Make slips with the following words and keep them in a bowl. Ask participants to pick a slip and explain the word they have got or explain anything related to that word.</p> <ol style="list-style-type: none"> a) Government b) Laws c) Rules d) Rights e) Fundamental rights f) Equality g) Justice 	<p>30 min</p>




	<ul style="list-style-type: none"> h) Sovereign i) Secular j) Democracy k) Universal Adult Franchise l) Fraternity m) Constitutional Remedies n) Cultural and Educational Rights o) Amendment to Constitution p) Amendment to Fundamental rights q) Right to Religion r) Right to freedom s) Right to Equality t) Provisions for children in RTE u) Duty of parents or guardians in RTE v) NCPCR 	
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SESSION 9: FUNDAMENTAL DUTIES

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Appreciate the importance of Fundamental Duties and the need to perform them as a good and law-abiding citizen of India. ✓ List the fundamental duties. ✓ Understand the meaning of Directive Principles of State Policy. 	
	Mod5/PPT Section: Fundamental duties	
	<ol style="list-style-type: none"> 1. Story telling: A bunch of young boys and girls decided to celebrate an festival. For this they blocked the road, put up a stage with terrible singers and installed massive amplifiers that blared music for a kilometer around. When asked they said –“We are exercising our fundamental right to freedom of expression”. The people in the neighborhood spent a sleepless night, and the next morning hauled them to court. When asked they said- “We exercising our right to constitutional remedies”. To this the noisy bunch said, “We have a right to equal protection by law”. And then the story continued on and on. Ask: Everyone in the story was exercising their Fundamental rights. What was wrong? 2. Tell participants: “It’s nice to know and use your rights; it’s nicer still to know that other people also have rights. With rights, come duties towards the nation and other fellow-citizens”. 	10 min




	<ol style="list-style-type: none"> 1. Read out the quote by Oliver Wendell. Ask participants what they understand by the quote. 2. Tell participants: “The fundamental rights have been provided at the cost of some fundamental duties and the rights have real meaning only if individuals perform duties. A duty is something that someone is expected or required to do. Parents, for example, have a duty to take care of their child. You have duties towards your parents. A teacher has a duty to educate participants. In fact, rights and duties are two wheels on which the chariot of life moves forward smoothly. Life can become smoother if rights and duties go hand in hand and become complementary to each other. Rights are what we want others to do for us whereas the duties are those acts that we should perform for others. Thus, a right comes with an obligation to show respect for the rights of others.” 3. Tell participants about the fundamental duties and their history using Mod5/PPT Section: Fundamental duties 4. Briefly discuss with participants the Directive Principles in our constitution using the slide in Mod5/PPT Section: Fundamental duties 	<p>40 min</p>
	<p>Ask the participants to work in pairs and select 4 duties that are most important according to them; discuss why they selected the 4 duties against the others and share that with the rest of the group. (Display the duties in the classroom using a chart)</p>	<p>40 min</p>




SESSION 10: HUMAN RIGHTS

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Define the term “human rights,” ✓ Explore their meaning in today’s world. ✓ Develop interest and a general familiarity with the topic of Human Rights 	
	<p>A wastepaper bin, Mod5/PPT Section: Human Rights</p>	
	<ol style="list-style-type: none"> 1. Place a convenient object (e.g. an inverted wastepaper bin) before the class. Suggest that it is a visitor from another part of the universe. This visitor is curious to learn about the beings that call themselves “human”. Ask for suggestions that might help the visitor identify us as “human beings”. 2. Discuss: What does it mean to be “human”? How is that different from just being alive or “surviving”? 3. Debrief: Since human beings do not only need to survive but need to live happily, in a dignified manner, free from prejudices and discrimination, they need to have human rights. 	<p>20 min</p>






	<ol style="list-style-type: none"> 1. Remind participants the three types of rights. Tell them that in this session, they will understand more about human rights 2. Show slide showing meaning of Human rights. 3. Show participants Mod5/PPT Section: Human Rights on Elements of Human Rights. After reading out each of the elements, ask participants to recall and tell if any of these elements also hold true for Indian constitution. 4. Show participants the list of Human rights as given in International bill of rights. 5. Tell the participant group to look at the table that shows that a number of fundamental rights guaranteed to the individuals in Part III of the Indian Constitution are similar to the provisions of the Universal Declaration of Human Rights. 	<p>40 min</p>
	<p>Ask for 5 volunteers and ask them to tell about one instance when they felt that a person's human rights were violated. Ask the audience, which human right is being violated in their understanding.</p>	<p>30 min</p>

SESSION 11-12: WASTE RULES IN INDIA

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Differentiate between policy and rules ✓ Recall the meaning of informal sector ✓ List key national policies for the welfare of wastepickers in India. 	
	<p>Mod5/PPT Section: Waste Rules in India</p>	
	<p>Game:</p> <ol style="list-style-type: none"> 1. Start the session by playing Pictionary with the participants. 2. Divide the whole group into two teams. 3. Tell the participants, "One player from each team will draw clues as pictures for their team mate to figure out what the pictures represent. If your team mate does not figure out what your drawings mean quick enough, the other team can have a shot at stealing your turn". 4. Give words like 'football', 'kick', 'head' 'mosquito', rain, stairs, waste, wastepicker, waste rules, and policies. 	<p>20 min</p>

	<ol style="list-style-type: none"> 1. On a chalkboard – write the terms “policy” and “rules”. Ask what participants understand by the two terms. 10 min 2. Using slides in section on waste rules in India Mod5/PPT Section: Waste Rules in India explain: 20 min <ol style="list-style-type: none"> a) Difference between policies and rules. b) Indian policies and waste rules 3. Design Activity: 40 min <ol style="list-style-type: none"> a) Divide the participants into 4-5 teams. Tell the groups, “Imagine that you are requested by the government to suggest two new rules for wastepickers in Delhi. What would you suggest and why? Present your discussion points to the rest of the group” b) Allow participants time to think of the two Rules. 4. Show participants slides from Mod5/PPT Section: Waste Rules in India and inform them about other reports, National Committees and regional legislations on including the informal waste recycling sector into mainstream activities. 40 min 5. Discussion: “It is estimated that informal sector recyclers pick 15-20 percent of waste and save upto Rs. 6 lakhs daily for the government. Even though informal sector recyclers are responsible for keeping cities cleaner, why are they still excluded and denied these entitlements?” Ask the participants to discuss in groups. 40 min 	
	<p>Facilitate the discussion emphasizing importance of informal sector in the new waste rules</p>	
	<p>Show the flyer summarizing the waste rules in India.</p>	<p>20 min</p>

SESSION 13-14: OTHER LEGAL ENTITLEMENTS

	<p>At the end of this session participants will be able to</p> <ul style="list-style-type: none"> ✓ Know their rights in times of harassment and exploitation ✓ Understand in greater details role of police. 	
	<p>Mod5/PPT Section: Other Legal Entitlements</p>	
	<p>Narrate the Story: Manwara Begum's Victory Allow participants to discuss the case</p>	<p>20 min</p>
	<p>Tell participants that they will understand more about their legal rights in similar situations in this session. They would also recapitulate laws that they know about.</p> <p>Ask participants to recall Manwara's story and list all the laws that were flouted in the case.</p> <p>Explain the legal entitlements provided to citizens using MOD5/PPT Section: Other Legal Entitlements.</p>	<p>140 min</p>
	<p>Ask participants, two things they learnt new in the session.</p>	<p>20 min</p>

Annexure

Slide 1:





Slide 2:

सरकार

किसी देश या राज्य को नियंत्रित करने के लिए प्राधिकरण प्राप्त लोगों का एक समूह

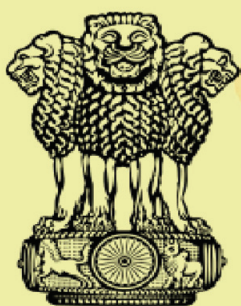
किसी देश, राज्य आदि को संचालित करने के लिए एक विशेष प्रणाली का उपयोग किया जाता है।



CHINTAN
Environmental Research and Action Group

Slide 3:

भारत सरकार



सत्यमेव जयते

- संघीय ढांचा
- भारत के संविधान के अंतर्गत स्थापित
- भारत गणराज्य
 - 29 राज्य
 - 7 केंद्रशासित प्रदेश
- भारत की राजधानी नई दिल्ली है।

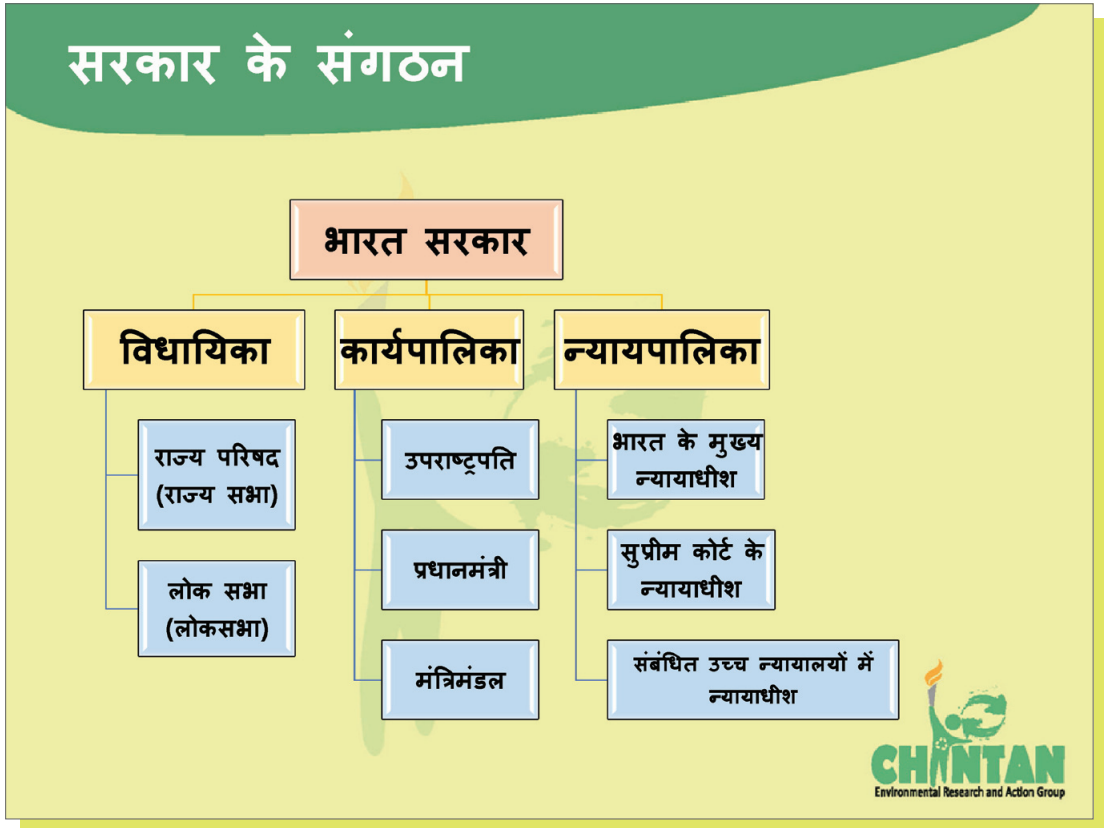
Slide 4:

सरकार के कार्य

- केंद्र सरकार नियंत्रित करती है:
 - रक्षा
 - विदेश नीति
 - कराधान
 - सार्वजनिक व्यय
 - आर्थिक (औद्योगिक) योजना
- राज्य सरकार नियंत्रित:
 - वातावरण
 - कृषि
 - शिक्षा
 - राज्यों के भीतर कानून और व्यवस्था
 - निधि के लिए केंद्र सरकार पर निर्भर



Slide 5:



Slide 6:

कार्यपालिका



- घटक:

- राज्य सभा (राज्यों का सदन/ऊपरी सदन)
- लोक सभा (जनता का सदन / निचला सदन)

राष्ट्रपति संसद के अभिन्न अंग है।
विधायिका मुख्य रूप से कानून बनाती है।

Slide 7:

राज्यसभा



- राज्यों की परिषद्।
- संसद का ऊपरी सदन।
- राज्यों का प्रतिनिधित्व करता है।
- सदस्यों की अधिकतम संख्या 250।
 - भारत के राष्ट्रपति द्वारा 12 सदस्यों को नामांकित किया जाता है
 - बाकी अप्रत्यक्ष रूप से राज्यों की विधान सभाओं से चुने जाते हैं।
- इसे भंग नहीं किया जा सकता है।
- सदस्यों का निर्वाचन छह साल के लिए होता है।

Slide 8:

लोक सभा



- जनता का सदन
- संसद का निचला सदन
- सदस्यों की अधिकतम संख्या 545।
 - भारत के राष्ट्रपति द्वारा 2 सदस्यों को नामांकित किया जाता है
 - बाकी प्रत्यक्ष रूप से जिलों से सीधे चुने जाते हैं।
- 5 साल की अवधि तक भंग नहीं होती है।
- लोकसभा मंडलों, संसद भवन, संसद मार्ग, नई दिल्ली में बैठक।

Slide 9:

कार्यपालिका

- राज्य के दैनिक काम-काज के लिए एकमात्र प्राधिकारी और जिम्मेदारा।
- न्यायपालिका द्वारा लिखित एवं न्यायिक प्रणाली द्वारा विवेचित कानून का निष्पादन या कानून को लागू करवाना
- अंग हैं:
 - राष्ट्रपति
 - उपराष्ट्रपति
 - प्रधानमंत्री की अध्यक्षता वाली मंत्रिपरिषद्

Slide 10:

न्यायपालिका



- कार्य:

- विधायिका द्वारा बनाई गई कानून की व्याख्या और विवेचना
- कानून का उल्लंघन करने वालों को दंडित करना
- नागरिकों के अधिकारों की रक्षा करना
- भारत की न्यायपालिका में सर्वोच्च न्यायालय सबसे बड़ा न्यायालय है।
- इसमें एक मुख्य न्यायाधीश और 17 न्यायाधीश हैं।

Slide 11:

भारत में न्यायालयों के प्रकार



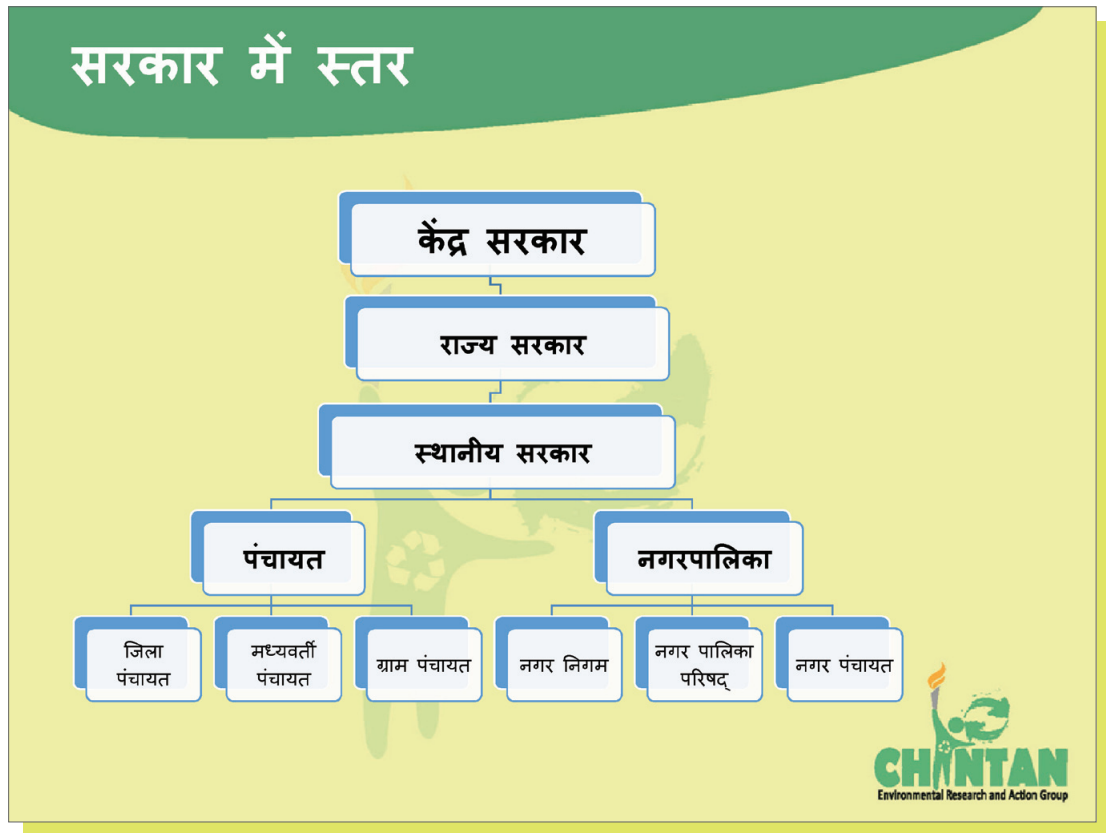
सर्वोच्च
न्यायालय

उच्च न्यायालय

जिला अदालत

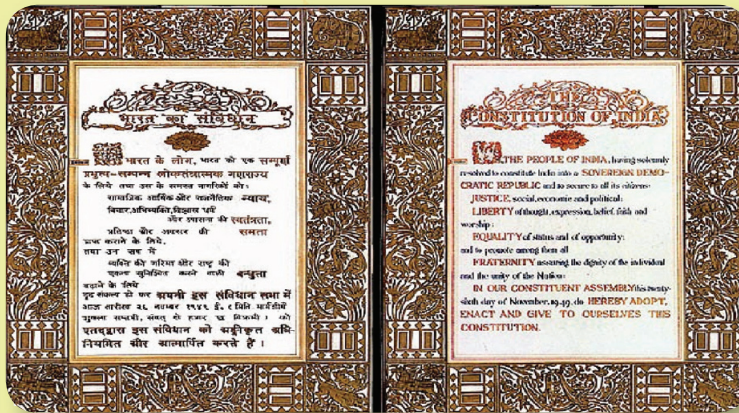
न्याय पंचायत

Slide 12:



Slide 13:

संविधान



- दो मुख्य पहलुओं से संबंधित:
 - सरकार के विभिन्न स्तरों के बीच संबंध।
 - सरकार और उसके नागरिकों के बीच संबंध।

Slide 14:

संविधान का महत्व

- किसी देश को ठीक से नियंत्रित करने के लिए।
- बुनियादी नियमों को निर्धारित करने के लिए जो समाज के सदस्यों के बीच कम से कम समन्वय करने की अनुमति प्रदान करता है।
- किसी समाज में निर्दिष्ट करने के लिए कि निर्णय लेने की शक्ति किसमें है।
- सरकार अपने नागरिकों पर क्या लागू कर सकती है, इसकी एक सीमा निर्धारित करने के लिए



Slide 15:

मौलिक अधिकार और कर्तव्य



- संविधान द्वारा अपने नागरिकों के लिए अधिकारों और स्वतंत्रता का आश्वासन "जबकि"
- मूलभूत कर्तव्यों ऐसे मूल कर्तव्य या जिम्मेदारी है जो देश के नागरिक के रूप में आप को निभानी है

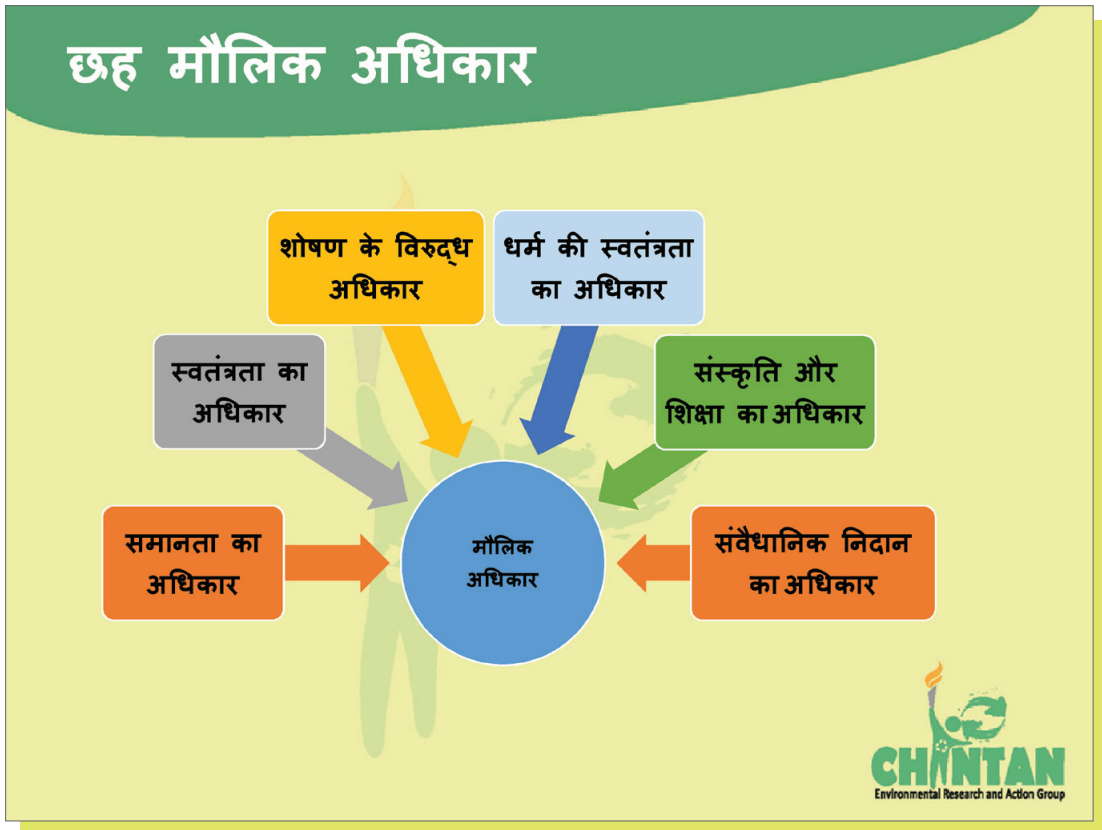
Slide 16:

मौलिक अधिकार



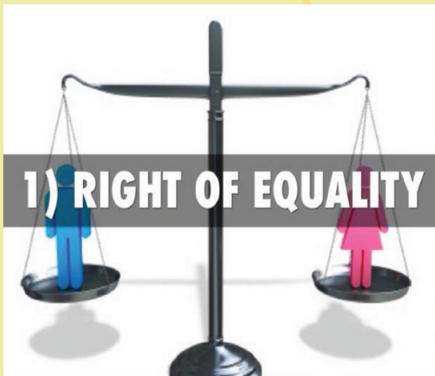
- संविधान द्वारा अपने नागरिकों के लिए अधिकारों और स्वतंत्रता का आश्वासन दिया गया है।
- ये हर एक व्यक्ति को विकास के लिए आधार प्रदान करते हैं
- भारत के लोगों और अधिकारियों को इन अधिकारों का आनंद लेना चाहिए।
- उन्हें आपातकाल के दौरान निलंबित किया जा सकता है।

Slide 17:



Slide 18:

समानता का अधिकार (अनुच्छेद 14-18)



- **अनुच्छेद 14:** “सभी व्यक्तियों को भारत के क्षेत्र के भीतर, राज्य के द्वारा कानून के समक्ष समानता और कानून का समान संरक्षण प्राप्त होगा।”
- **अनुच्छेद 15:** भेदभाव का निषेध।
- **अनुच्छेद 16:** अवसर की समानता।
- **अनुच्छेद 17:** अस्पृश्यता का उन्मूलन।
- **अनुच्छेद 18:** उपाधियों का अंत

Slide 19:

स्वतंत्रता का अधिकार (अनुच्छेद 19)

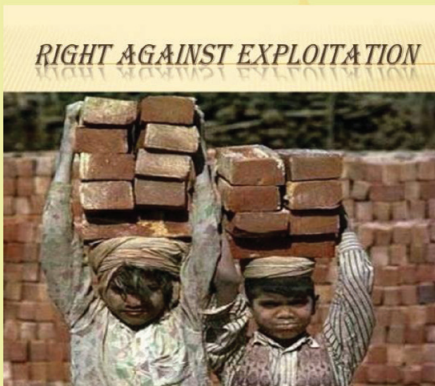


अनुच्छेद 19

- भाषण और अभिव्यक्ति की स्वतंत्रता
 - बिना हथियारों के शांति से इकट्ठा होने की स्वतंत्रता
 - संघों और यूनियनों को बनाने की स्वतंत्रता
 - स्वतंत्र भारत के पूरे इलाके में स्वतंत्र रूप से भ्रमण करने के लिए
 - भारत के किसी भी क्षेत्र रहने और बसने की स्वतंत्रता
- किसी भी पेशे का अभ्यास करने या किसी पेशे, व्यापार या व्यवसाय को जारी रखने के लिए स्वतंत्रता
- अनुच्छेद 21 ए: शिक्षा का अधिकार
- अनुच्छेद 19(1): सूचना का अधिकार

Slide 20:

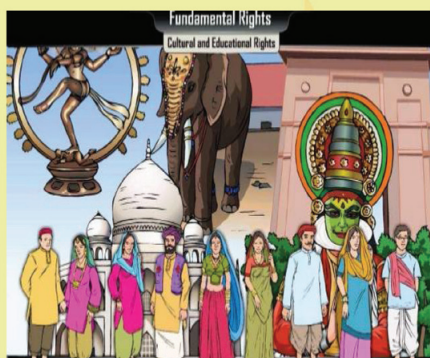
शोषण के विरुद्ध अधिकार (अनुच्छेद 23-24)



- अनुच्छेद 23 :
 - मनुष्यों की खरीद-फरोद एवं मजबूरन श्रम करवाने का निषेध
 - अनिवार्य सेवाओं का निषेध
- अनुच्छेद 24 : बाल मजदूरी का निषेध

Slide 21:

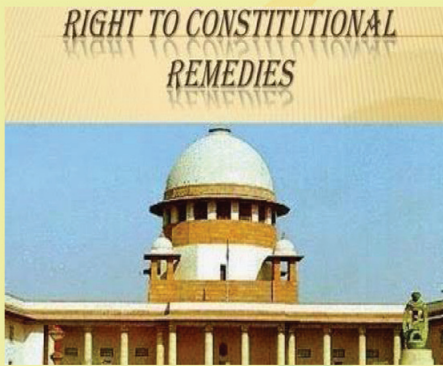
संस्कृति और शिक्षा का अधिकार (अनुच्छेद 29-30)



- अल्पसंख्यक समुदाय की रक्षा के लिए
- अनुच्छेद 29 :
 - अल्पसंख्यकों के हितों का संरक्षण
 - शैक्षिक संस्थानों में प्रवेश पाने की स्वतंत्रता
- अनुच्छेद 30 :
 - शैक्षिक संस्थानों की स्थापना के लिए अल्पसंख्यकों को अधिकार
 - अनुदान देने में किसी भी तरह को भेदभाव नहीं

Slide 22:

संवैधानिक निदान का अधिकार (अनुच्छेद 32)



- मौलिक अधिकारों के हनन के मामलों में नागरिकों को कानून की व्यवस्था के तहत न्यायालय जाने का अधिकार।
- अनुच्छेद 32: भारत के सर्वोच्च न्यायालय को बंदी प्रत्यक्षीकरण, परमादेश, प्रतिषेध लेख, उत्प्रेषण, अधिकार पृच्छा लेख आदि पांच प्रकार के रिट जारी करने का अधिकार है।
- राष्ट्रीय या राज्य आपातकाल के मामले में केंद्र सरकार द्वारा इन्हें निलंबित किया जा सकता है।



Slide 23:

अनुच्छेद 21ए: शिक्षा का अधिकार

यहाँ विडियो चलायें



Slide 24:

शिक्षा का अधिकार

संविधान का (86 वां संशोधन) अधिनियम, 2002

- राज्य छह से चौदह वर्ष की उम्र के सभी बच्चों को निःशुल्क और अनिवार्य शिक्षा प्रदान करेगा, जैसा कि राज्य, विधि द्वारा निर्धारित किया जा सकता है।
- निजी विद्यालयों में कमजोर वर्गों और आर्थिक रूप से वंचित समूहों के प्रवेश के लिए 25 प्रतिशत आरक्षण प्रदान किया जाएगा
- सरकारी स्कूलों को छोड़कर सभी विद्यालयों को उनकी मान्यता रद्द करने से बचने के लिए तीन साल के भीतर सभी विशिष्ट मानदंडों और मानकों को पूरा करना आवश्यक होगा।
- शिक्षा की गुणवत्ता में सुधार का अधिदेश देने वाले इस अधिनियम के अनुसार वित्तीय बोझ को केन्द्र और राज्य सरकारों के बीच साझा किया जाएगा



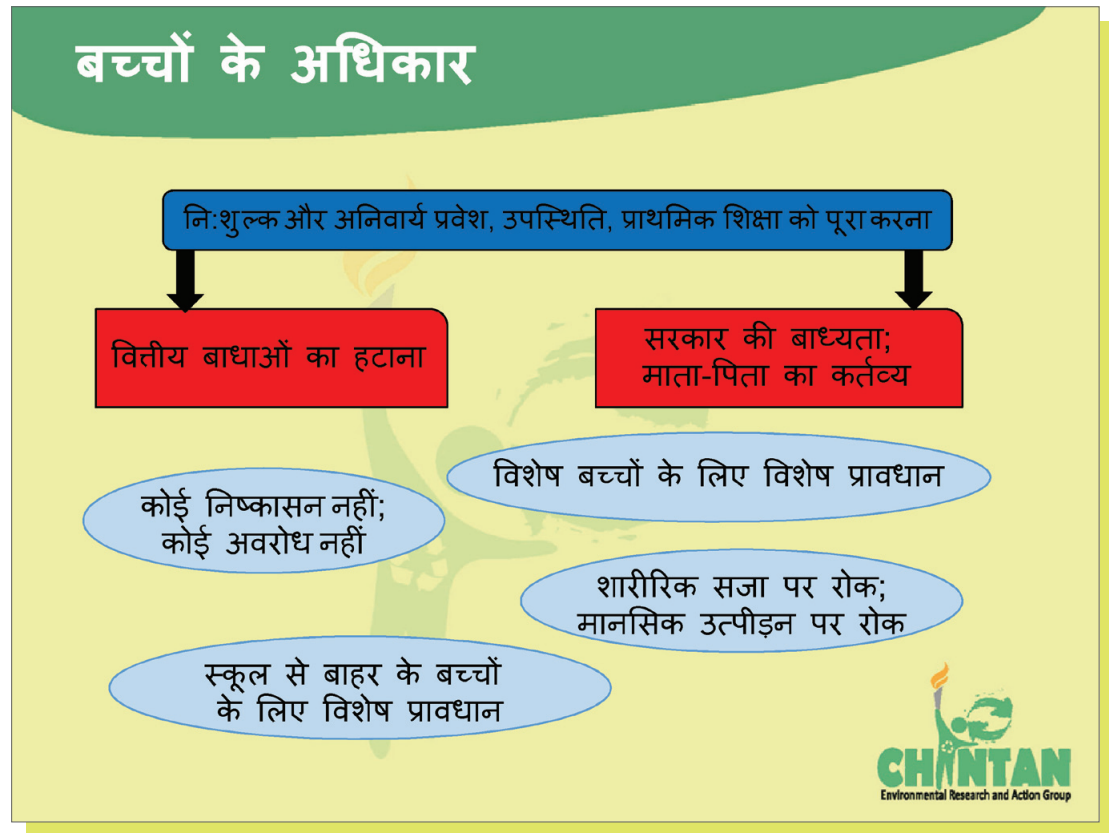
Slide 25:

मुख्य शब्दावली

- "अनिवार्य शिक्षा" को राज्य के दायित्व के रूप में परिभाषित किया गया है ताकि सुनिश्चित हो सके कि हर बच्चे इसमें भाग लेकर प्राथमिक शिक्षा को पूरी करे।
- "निशुल्क शिक्षा" को दायित्व से स्वतंत्रता के रूप में परिभाषित
- स्कूल में किसी भी शुल्क का भुगतान करना, और
- ऐसे अन्य निर्धारित खर्चों को रोकना जो बच्चे को प्राथमिक शिक्षा में भाग लेने और उसे पूरा करने से रोकते हों



Slide 26:



Slide 27:

शिक्षकों की भूमिका

निजी ट्यूशन
पर रोक

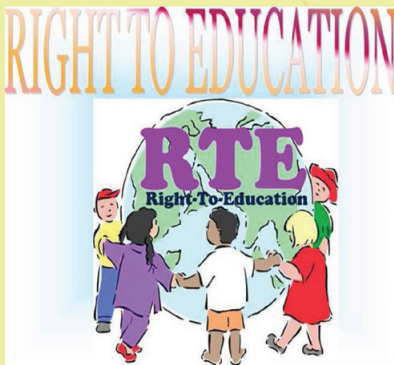
अध्यापक द्वारा
गैर-शैक्षणिक
उद्देश्य के लिए
तैनाती का निषेध

शैक्षणिक जिम्मेदारियां

- नियमितता और समय की पाबंदी बनाए रखें।
- नियत समय में निर्धारित पाठ्यक्रम पूरा करें।
- प्रत्येक बच्चे की सीखने की क्षमता का आकलन करें।
- अतिरिक्त निर्देशों को जोड़ें।
- माता-पिता के साथ नियमित बैठकें करें।

Slide 28:

सरकार की भूमिका

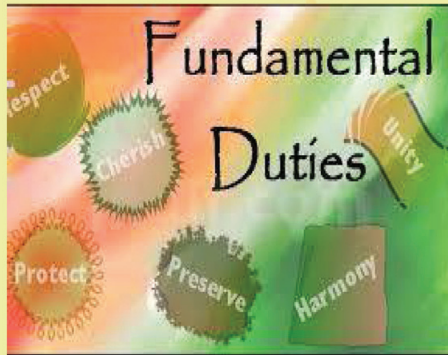


- राज्य और संघ सरकार के शिक्षा विभाग की प्रत्यक्ष रूप से प्रदान करने की जिम्मेदारी है:
 - विद्यालय
 - आधारभूत सुविधाएं
 - प्रशिक्षित शिक्षक
 - पाठ्यक्रम
 - शिक्षण सामग्री
 - मध्याह्न भोजन
- नियमित रूप से निगरानी और सभी अवरोधों (सामाजिक, आर्थिक, शैक्षिक, शारीरिक, आदि) को दूर करने के लिए आवश्यक कदम उठाना ताकि हर बच्चा का प्राथमिक शिक्षा पूर्ण करे



Slide 29:

मूल कर्तव्य



- मूल कर्तव्यों, नागरिकों के ऐसे मूलभूत कर्तव्य या जिम्मेदारी हैं जिनका पालन हमें देश के नागरिक के रूप में करना चाहिए।
- महत्व:
 - मौलिक अधिकारों के आनंद में सहायक
 - राष्ट्रभक्ति उत्पन्न करता है
 - मार्गदर्शक सिद्धांतों के रूप में कार्यरत

Slide 30:

मूल कर्तव्य (जारी)



प्रत्येक नागरिक का कर्तव्य होगा कि वह संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे।



स्वतन्त्रता के लिए हमारे राष्ट्रीय आन्दोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोये रखे और उनका पालन करे।



भारत की सम्प्रभुता, एकता और अखण्डता की रक्षा करे और उसे अक्षुण्ण बनाये रखे।



प्रत्येक नागरिक का यह कर्तव्य है कि वह देश की रक्षा करे और बुलाये जाने पर राष्ट्र की सेवा करे।



Slide 31:

मूल कर्तव्य (जारी)



भारत के सभी भागों में समरसता और समान भावत्व की भावना का विकास करे, जो धर्म, भाषा, प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हो और ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं।



हमारी समन्वित संस्कृति की गौरवशाली परम्परा का महत्व समझे और संरक्षण करे।



प्राकृतिक पर्यावरण की, जिसके अन्तर्गत वन, झील, नदी और वन्य जीव भी हैं रक्षा करे और उनका सम्बर्द्धन करे तथा प्राणी-मात्र के प्रति दयाभाव रखे।



प्रत्येक नागरिक की कर्तव्य है कि वैज्ञानिक दृष्टिकोण, मानववाद और जानार्जन तथा सुधार का भावना का विकास करे।

Slide 32:

मूल कर्तव्य (जारी)



सार्वजनिक सम्पत्ति को सुरक्षित रखे व हिंसा से दूर रहे।



व्यक्तिगत व सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरन्तर बढ़ते हुए प्रगति और उपलब्धि की नवीन ऊंचाइयों को छू सके।



माता-पिता द्वारा बच्चों को शिक्षा के लिए अवसरों को उपलब्ध करना



Slide 33:

मानवाधिकार



- ऐसे अधिकार जो हमारे स्वभाव में अंतर्निहित हैं और जिनके बिना हम मनुष्य के रूप में नहीं रह सकते।
- अधिकार सभी लोगों के मनुष्य होने के आधार पर है

Slide 34:

मानवाधिकारों की विशेषताएं

- सार्वभौमिक
- अंतर्राष्ट्रीय स्तर पर प्रदान किए गए
- कानूनी रूप से संरक्षित
- व्यक्तिगत और समूहों को सुरक्षा प्रदान करते हैं
- छीना नहीं जा सकता
- बराबरी और अविभाज्य

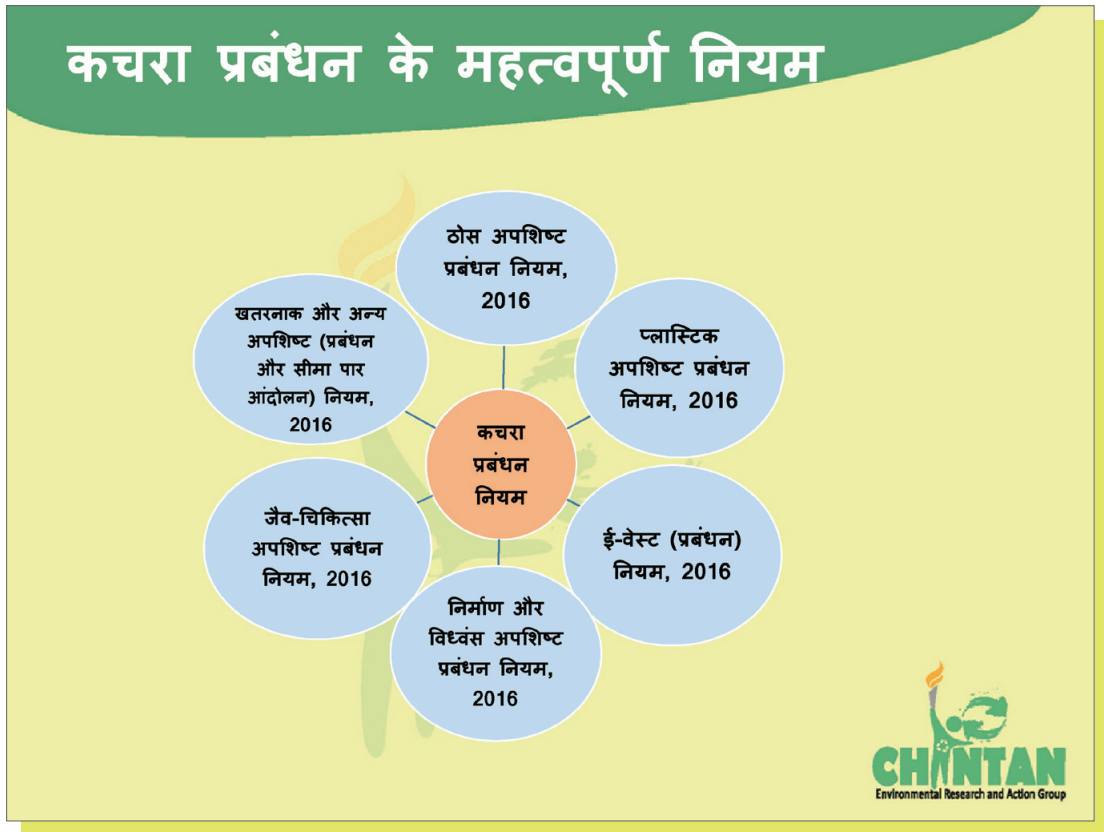


Slide 35:

मानवाधिकारों के प्रकार

- आर्थिक, सामाजिक और सांस्कृतिक अधिकार
- श्रमिक अधिकार
- प्रजनन अधिकार
- आत्मनिर्णय का अधिकार
- अल्पसंख्यक समूह के अधिकार
- लोकतांत्रिक अधिकार
- जीवन के अधिकार, स्वतंत्रता और व्यक्ति की सुरक्षा
- कानूनी अधिकार
- समानता का अधिकार

Slide 36:



Slide 37:

कानून / रूल / पॉलिसी – ये क्या होते हैं?

कानून

- नियमों की ऐसी व्यवस्था जो की एक देश या समुदाय अपने सदस्यों के आचरण को नियंत्रित करने के लिए मानता हो और उसे लागू करने के लिए प्रतिबन्ध भी लगाये ।

रूल

- स्पष्ट और समझ में आने वाले नियम और सिद्धांतों का समूह जो आपके आचरण और कार्य-प्रणाली / प्रक्रिया को नियंत्रित करता हो । खास तौर पर किसी विशेष क्षेत्र या गतिविधि पर ।

पॉलिसी

- कार्य-प्रणाली या सिद्धांत जो किसी संगठन या व्यक्ति ने अपने लिए प्रस्तावित किया हो या अपने ऊपर ग्रहण किया हो ।

Slide 38:

वेस्ट-पिकर (कचरा उठाने वालों) से सम्बंधित पर्यावरण कानूनों का इतिहास



- बजाज समिति की रिपोर्ट, 1995
- सुप्रीम कोर्ट समिति, 1999 की रिपोर्ट
- असीम बर्मन समिति की रिपोर्ट, 1999
- राष्ट्रीय पर्यावरण पालिसी, 2006
- सीएजी ऑडिट रिपोर्ट, 2008
- नेशनल एक्शन प्लान फॉर क्लाइमेट चेंज, 2009

Slide 39:

अन्य कानूनी हक

इस लिंक से कहानी पढ़ें: <http://globalrec.org/2013/08/01/safai-sena-fights-for-justice-for-a-waste-picker-and-child-beaten-and-tortured-by-police/>

ऐसे मामलों में पुलिस की भूमिका क्या होनी चाहिए?

- प्राथमिकी दर्ज करें, खासकर शारीरिक हमले के मामलों में।
- कानूनी जांच के लिए मामला भेजें या जहां भी आवश्यक हो वहां मजिस्ट्रेट को सूचित करें।
- पीड़ितों की चिकित्सा जांच कराएं, विशेष रूप से शारीरिक हमले के मामलों में।
- पीड़ितों को एक मनोचिकित्सक के पास भेजे यदि बच्चों का मामला है तो बाल मनोचिकित्सक के पास भेजें।
- पुलिस स्टेशनों के अंदर महिलाओं और बच्चों के अधिकारों को हिंदी में स्पष्ट रूप से प्रदर्शित करें।
- स्कूलों की मदद से बच्चों में उनके अधिकारों और उनकी रक्षा के बारे में जागरूकता पैदा करें।



Slide 40:



Notes: _____

Notes: _____



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