

GROWTH IN HUMANNESS



Part - 3

GROWTH IN HUMANNESS



9. Human Feelings

10. Justice

11. Equality

12. Equal but different

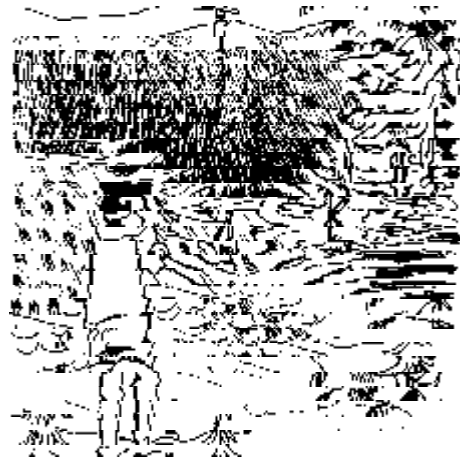
13. Freedom

9. HUMAN FEELINGS

Story 1

The dispersed cranes and the united human beings

Kadir was studying sixth standard in Madurai. He was a hosteller. He belongs to a well-to-do family. He has come to his village for quarterly holidays. The day after he came home, after having his breakfast, he went out to play.



There were many fields around his house. There was a pond in the middle of the fields. He had a catapult in hand. He was catapulting stones here and there aimlessly.

When he was doing that, he noticed a number of cranes near the pond. On seeing them he was tempted to shoot a stone at them. He held a stone in the catapult and aimed it at the cranes. It hit a crane on its head. The crane fell dead on the spot. On seeing one of their members dropping dead, the other cranes flew away out of fear.

Kadir was overwhelmed with joy. When he walked further he noticed many women transplanting crops in the fields. The children of these women were engaged in playing with one another near the field. Are they not the children of these labourers? Some children were wearing shirts and some were not. He thought of hitting the children also as he did the cranes. Immediately he thrust a stone in the catapult and aimed it at a child. The stone hit the child on his foot and the child screamed in pain. The mother of the child, alarmed by the scream, came running. Not only the mother, but also all the women who were engaged in the work ran

towards the scene and raised an alarm.

What do we understand from this story? As soon as a crane was hit, all other cranes flew away. But when a child was hit, no one sped away. All of them came to the rescue of the crying child.

Now you recall the lesson we read about social life. Human beings live in society. They have a social sense and that is why when a member of the society is affected, every one gets affected. This is what distinguish men from all other animals and this is what we call human nature or culture.

Why does not this nature come out at times? What is the reason.?

Human Nature

Human feelings are like a storm and also like a gentle breeze. The storm will uproot the trees and pull them down. But the breeze will play through the branches and leaves of a tree and sing songs in a sweet voice. Strong emotions will destroy human beings and nature, and the gentle, breeze will respect human dignity and its growth.

***If there is honesty in heart,
there would be beauty in character;
If there is beauty in character,
there would be harmony in the home;
If there is harmony in the Home,
there would be, orderliness in the country;
If there is orderliness in the country,
there would be peace on earth.***

- Confucius

Story 2

Little Peacock

Murugappan stood in front of his hut carrying his five year old child on his shoulder.

His wife Valli asked earnestly, **“What did the doctor say and how is my child?”**

“What to say? The doctor says the child is suffering from a peculiar kind of fever and we should be careful.



We must admit the child before 6 O’clock in the hospital”, When he was saying this, his eyes were filled with tears. “Don’t worry, Goddess Mariamma would not let us down. I would also come to the hospital in the evening and we shall get the child admitted in the hospital!”so said Valli.

“It is not a free hospital, it is a private hospital. First we should pay Rs.1000/- Then only they would admit the child, said Murugappan. Valli was worried she said “Where do we go for a thousand rupees? We are daily wage earners “Who will give a thousand rupees to us”

Murugappan lit a beedi and inhaled the smoke. The cycle caught his eye. He became brisk. He removed his lungi. He wore a pant and a sleeveless banian.

He addressed Valli, “ey! Valli, I am going out. If the child opens his eyes, you give him some gruel. I will return before sunset.”

On the big bazar street, there is a large vacant place. Murugappan went there pushing his cycle. Some balloons had been tied on the two sides of the rear wheel of the cycle. He pedalled the cycle fast. The balloon rubbed against the wheels. It created a big, fluttering noise. It attracted the attention of the people. In a few minutes old people, mothers, children all arrived and formed a circle. Murugappan addressed them.

“Elders, mothers, youngmen, and children, I salute all of you! I am going to do some acrobatic exercises on my bicycle. Finally I will break some tube lights on my back. Please help me with money. I am going to amuse you in this scorching heat. All the children clap your hands.”

The children assembled there clapped their hands enthusiastically. Murugappan performed many acrobatic tricks on his bi-cycle. The large assembly of people looked at him in wonder.

He thought, if each of the assembled people drops just one or two rupees as charity, he will get about a thousand rupees and he can admit the child in the hospital. "How lean my child has become! I must buy apples, horlicks, etc. Murugappan murmured to himself.

The show came to the last episode. Murugappan removed his sleeveless banian. He had black skin and shapely muscles formed out of hard labour. Fused tube lights of four feet length were by his side.

He demanded the attention of his benefactors. "Oh! Philanthropic gentlemen! Please watch! I am going to break these tube lights lying here" "Then he picked up the tube lights one by one and hit them on his back. They broke into pieces with a tinkling sound. His back was bleeding. The crowd expressed pity for him and dispersed.

Source: Dinathanthi, Kudumba Malar 5.5.2002

Have you finished reading the two stories? And now just think over the two stories for a while. After finishing it please try to find answers the following questions. Let me see.

1. What did the other cranes do when a crane was hurt?
2. What made the fellow shoot a stone at the poor child?
3. What did the women who were transplanting seedlings do when the child was hit by a stone?
4. What did Murugappan do when his child fell ill?
5. What did he do for his child who was suffering?
6. Do you realise that the feelings that are manifested in the two stories are natural human feelings?
7. Murugappan suffered so much to save his child, what can be the reason?
8. What are the rights lost by Murugappan and his family?

Why do we speak high about the sea ? It receives the water from ponds, tanks, lakes, rivers, etc. with a large heart. When you respect the dignity of other human beings and accept them in your heart, you are as great as the sea.

Class Exercise

1) (a) List ten feelings that exhibit the humane character of man

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Dogs and cats never like each other. When a dog chases a cat, the cat climbs over the tree and sits there. But pups and kitten would play with each other. If people are as innocent as a child they would respect each other and live in peace.

One morning, the sun spoke to the flower. “Had there not been a cool night you would have suffered under my hot rays for the whole day. You are fortunate.”

The flower said, “I thank you dear Sun, for the energy I get from your rays in the day time.

The human relations are like this

It gives energy and love and
helps him to live with dignity.

(b) List ten harmful feelings that are against humane nature.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(2) What are the human feelings hidden in the following sentences?

(a) "I felt I should slap her"

(b) "I would never do such an unjust act"

(c) "How can I convince you? Are you a man at all?"

(d) "However I suffer, I would never receive bribe."

(e) All these girls have come to study! Are they going to become collectors?"

(f) "I would always help the poor people"

(g) "Why should I care, if your daughter is in the hospital? Do I have a lot of money to spare or else have you dumped your money here? Get out you beggar, beggar dog!"

(h) I would never forget those who help me

(i) "Who do you think I am? Do you know that all women and children of this place would come and fall at my feet if I just move my little finger a bit? You are a teacher who came yesterday. Mind your own business. More than that if you mention the word 'revolution', I would cut you to size."

(j) "You should live like a queen. All your desires must be fulfilled. I give you leave happily

(k) "Ramu! you acted well in the drama yesterday. My hearty greetings to you. I wish you become a famous actor in future":

(l) "It is right to punish the minister who has swindled crores and crores of rupees"

(3) State your feelings while reading the statements given below

Event 1 : You hear that the people at Tasildar's office demand Rs.50/- as bribe to give a community certificate? What are your feelings?

Event 2 : What are the feelings that arise in your mind when you see the hardships of the slum dwellers, when the slums are cleared for beautifying the cities?

Event 3 : The feelings that arise in me, when I see children of school - going age working in match factories and hotels.

Event 4 : When my neighbour thrashes and tortures his wife, the feelings that arise in me

Event 5 : The feelings I get when I see people employed in cleaning faeces

Event 6 : The feelings I get, when I see people being hurt and ill-treated by our words and actions

Events	Feelings		
Event one	1.	2.	3.
Event two	1.	2.	3.
Event three	1.	2.	3.
Event four	1.	2.	3.
Event five	1.	2.	3.
Event six	1.	2.	3.

(4) What do you think are your good qualities? Please write them

1.	2.	3.
4.	5.	6.
7.	8	9

The sudden downpour of rain will not drench the depth of the earth. That will run away quickly. The rain that pours down steadily will moisten the inner layers of the earth. That will give strength to trees, plants, creepers and bushes. Our feelings are also like that. Negative feelings rush out of our mind. But they here is no use. Positive feelings will soothe others. These will develop the dignity of children, men and women.

5. Among these qualities choose any five that you like most and state the reason why do you like them.

The qualities I like	Reasons
1.	
2.	
3.	
4.	
5.	

6. Of these 5 good qualities, which one would benefit the society the most, according to you? How will it benefit the society?

The good quality	Benefit	How it will benefit

7. What do you think are your bad qualities?

1.	2.	3.
4.	5.	6.
7.	8.	9.

8. Of your bad qualities, which one will cause the maximum harm to society? How will it cause harm?

Bad Quality	Damage	Nature of Damage

9. Name a good human being who has impressed you much. List five good qualities of the person you like Why do you like these qualities of the person?

The person	Good qualities	Reason
1.		
2.		
3.		
4.		
5.		

10. Mention the name of a person whom you don't like? List 5 bad qualities that you hate in him State why?

A human being you dislike	Bad qualities	Reason
1.		
2.		
3.		
4.		
5.		

11. Close your eyes, get into a calm, serene mood and think of your classmates. List down the qualities you have noticed in them.

a. Qualities you like	b. Qualities you dislike
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Home Exercise

12. Fill up the tables with the help of your mother or father or an elderly member of your family. Share this in class. Later the teacher will ask thought-provoking questions and share with the students his/ her views on this.

Ten Humane qualities that can nourish the society	Ten Evil qualities that can destroy the society
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

10. JUSTICE

Incident 1

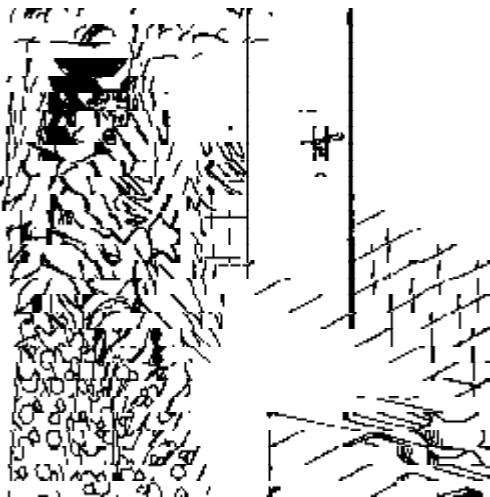
All our life we toiled for the village

Karuppasami and Muthammal are aged launderers. They have been laundering for many years. Now the people ask them to vacate the village, since they have become old. “We have become old. We are ailing and our son is not with us. We told the villagers that we won’t be able to launder their clothes any longer. Villagers say that if we can’t launder their clothes, we should vacate our house and leave the village. We didn’t vacate the house. The plight we are in is so bad that we pray that even our enemies shouldn’t face such a condition. The villagers have ostracized us. No one talks to us here. When we ask for water to drink, they refuse us. At nights, stones rain down on the roof tiles. They have set fire to all our firewood. Our cooking vessels have been broken to pieces. We feel orphaned at this old age” Muthamma begins to weep.

- *Tamizhan Express, January 2002.*

Incident 2

Went to work and returned with burns!



Bhoopathiammal narrated her story, sobbing, “Chitra is my daughter. I struggled hard to bring her up. Now, see her lying on a plantain leaf. She had been assisting me in the fields. I sent her to work in a person’s house as a domestic helper. After a few days, the people there told me to send her for work at their relatives’ house. I took her there last *Thai* (Jan - Feb). They said that they would give Rs.150 each month and give her 3 meals a day. They also said that they would buy her utensils and household things when she got married.”

“The last new moon day, around 11.00 a.m., 2 persons came on a motor- bike and said to me that my daughter had been admitted in a private hospital in Mayavaram after she had fallen ill with vomiting and diarrhoea. They gave me 20 rupees and asked me to go to the hospital. But, when I went to the hospital. I saw her with burns all over the body, lying inert, without any movement”.

“The persons at the hospital told me that the persons, who admitted my daughter, gave them Rs.2,000/-, for which she had already been treated, and that if she had to be administered further treatment, I should pay more. They pushed me out saying that I could take my daughter away if I didn’t have the money. Then, I got my daughter admitted at the Government hospital. There she was taken care of very well. She told the doctor, police and the judge about what happened to her. They had taken her deposition too.”

Chitra, who was suffering from wounds, both physical and psychological, began talking slowly. “I worked in their household for one year. I would call her ‘Akka’ (elder sister). She didn’t like me serving food or coffee to brother(the employer’s husband). Once when I did, she told me, “Just wait and see what I do to you one of these days”.

“I hadn’t committed any crime. So, I didn’t take the matter seriously. On the morning of the day of the incident, saying that I had stolen her slippers and had kept them in my bag, she started hitting me. She and her daughter hit me for a long time with slippers and broomstick, saying that I had shown the qualities innate to my community. They abused me, referring to the name of my community. I told them that I was willing to go home if they didn’t like me staying there. But they pushed me into the bathroom saying, “You’ll go home only if I leave you alive” and poured kerosene over me. Then, they set fire to me and bolted the door from outside”.

“I shouted for help. It was a girl, working in the neighbouring house, who heard my cries and opened the door. I ran to the water tank and jumped into it. I don’t know what happened after that since I regained consciousness only in the hospital”.

“I haven’t done anything wrong. I don’t know how Akka could think of murdering me. Will I survive?” saying this, Chitra began sobbing uncontrollably.

- *Junior Vikadan 03.04.2002*

Incident 3

A community in caves

Irulas are a community of Scheduled Tribes living in Rayakottai, Dharmapuri District. They are still languishing in rock caves. Outsiders have chased them away from lands that they had been inhabiting earlier and cultivate grains there. These people, who have lost their land because of their ignorance are now purchasing flour from the market for food.

To suppress hunger, these people tie a ribbon like cloth around their abdomen tightly. These people are not allowed to visit temples. None of them are literate.

Raja (19) is a boy, who stopped going to school after attending classes for 3 days. He says that he would like to study but has no means to pursue his education. He says that they don't have the means, even for food and that he fills his stomach by eating 10 wild plantains a day. A cactus variety called *kalli mulli* also assuages the hunger of these people.

What is striking is that these people have not been included in the census so far. Many among them are not able to pursue their studies since they haven't got their community certificates. They have no access to facilities like housing, roads, drinking water, electricity and ration card. Their population also remains stagnant without any growth.

- *India Today, March 14, 2001*

Class Exercise

1. Divide the class in 3 groups and ask them to read the 3 real life incidents. The leader of each group should tell a brief summary of the incident that they have read, before the entire class.
2. Later 3 students should express in their views about the treatment meted out to the persons in the incidents and say whether they are right or wrong.
3. They should write on the blackboard, who the victims were, in each of the incident.
4. Write on the blackboard, the reasons for saying that the treatment meted out to them was unjust.

5. You would have understood that victims are persons, who have been denied their rights.
List down the rights that have been denied to them.

S. No.	Community	Lost Rights
1.	Scheduled Tribes	
2.	Dalit Elderly People	
3.	Girl who went to work	

Lost Rights eg:

1. Right to Food
2. Right to Work
3. Right to Education.

6. Is it right that affluent people grab settlements or lands given by the Government to poor people, widows and Dalits? Give reasons.

7. Write the feelings that arise in you when you witness incidents of injustice.

8. What is justice? What is injustice? Explain with examples.

9. Write an essay of not more than 20 lines on the life of a famous person, who worked for justice or such a person who lives in your town/ village. You could have read about this person in your textbook or could have heard about him/her, or could have met him/ her in person.

10. A mother has 2 children. One is an intelligent and healthy kid. The other is a physically challenged child. Is it just or unjust if the mother treats them equally? Why?



11) 2 children come to a nursery school for admission. One comes from a poor family. This child's parents are not well educated and are poor. The other child comes from an affluent family and its parents are well educated. Both of them are subjected to an entrance test, in which the same questions are put to both. Which one of them would get more marks? The child of the well-educated parents would definitely score more marks. Is it just if the child, who got good marks alone is admitted in the school? Or is it unjust? Why?

12) Government provides free note books, clothes, bus pass and monetary assistance to poor children belonging to the scheduled communities. Is this a just or unjust practice? Why?

13) A construction work is going on in your town/ village. Men and women do masonry work there. They do the same kind of work. But the men are paid more. Is this just or unjust? Why?

JUSTICE...

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... do hereby adopt, enact, and give to ourselves this constitution.

(Preamble to the Constitution of India)

The state shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which JUSTICE-Social, economic and political-shall inform all the institutions of national life.

(Article 38, constitution of India)

The State shall secure that the operations of the legal system promote JUSTICE, on a equal opportunity, and shall, in particular provide free legal aid, by suitable legislation or schemes or in any other way, to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.

(Article 39 A, constitution of India,)

The State shall, in particular, direct its policy toward securing that the citizens, women and men equally, have the right to an adequate means of livelihood.

(Article 39(a), constitution of India.)

14. Mark '✓' in the 'correct' or 'incorrect' columns for the following questions.

	Correct	Incorrect
1. Street children dirty the streets. So, they should be punished		
2. Thieves won't speak the truth. So, they should be tortured in prisons to bring out the truth.		
3. Women need not study more than men.		
4. There is nothing wrong in clearing slums to beautify the town.		
5. Parents should bring up their children, without discriminating between boys and girls.		
6. The Government should give credit only to talent . It should not consider caste.		
7. Prevalence of too many religions is a threat to unity. So, only a single religion should prevail in India.		

Class Exercise

15. Students should form groups and discuss the incidents of justice or injustice that they witnessed and should stage it in class in the form of a short play.

- a) Bring the newspaper cutting of an incident of justice or injustice published in daily newspapers recently, to the class.
- b) Divide students into small groups. Each group should prepare a poster with the news paper cuttings.
- c) Group members should show the poster in class and conduct debates on the news cuttings in class.
- d) The teacher's ideas would be shared finally.

11. EQUALITY

Students !

All of you would have known about ‘Thanthai’ Periyar. You would have seen his photos in many places. You might have seen buildings named after him. There are Universities and Colleges in his name. Why have they been named after him. Why are we still singing his praises? Listen to an incident relating to him.



When he was young, ‘Thanthai’ Periyar wanted to go on a pilgrimage to Kasi. He went to his father and got the necessary amount of money. Then he went to Kasi with his friends. He saw the place and spent all the money he had. The friends, who had accompanied him, returned home. But he had no money left. The day after all his money was exhausted, he starved the whole morning and went in search of a place, where he could get free food.

He saw a ‘Mutt’. It was afternoon and he was very hungry. He eagerly went in. Many people were having food there. But he was chased out, since it was a place where food was distributed free of cost only to people of the upper caste. He waited outside for the plantain leaves to be thrown out. When they fell, he ran towards it. He ate the left overs. But this incident inflicted deep wound in his heart. He couldn’t forget the experience of being treated as a low caste man, for the rest of his life.

‘Thanthai’ Periyar struggled all through his life for safeguarding ‘humanism’ that we are talking about now. He said that all the persons living in this society should have self-respect. He said that a person who does not have self respect is not a human being at all. He questioned, as to why some persons were treated lowly and stressed that all people have self-respect. He opposed the subjection of people to slavery because of their birth in a particular community. He

Government shall have the responsibility for developing, with the participation of the indigenous and tribal peoples, coordinated and systematic action to protect the rights of these peoples and to guarantee respect for their integrity.

(Article 2:1, International labour conference : convention concerning indigenous and tribal peoples in independent countries, 1989)

became furious on seeing one community being enslaved by another community. He was enraged on seeing one language being dominated by another. He fought to abolish the domination of men over women. His principle was 'equality'. He said that to create equality, all people should defend their self respect. He was even prepared to oppose religious for this sake.

E Q U A L I T Y	<p>Social Equality should prevail ; There should be economic protection; There should be right to choose desired job ; Everybody should get education. So, those who have wealth and capabilities have no right to oppress, those who lack them.</p>	A M B E D K A R
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Class Exercise

1. (a) Do your parents treat your brothers and sisters and you equally at home? In what ways do they treat you equally? What are the ways in which you are not treated equally?

Activities in which one is treated equally?	Activities in which one is not treated equally?
1 -----	1 -----
2 -----	2 -----
3 -----	3 -----
4 -----	4 -----
5 -----	5 -----

Equality of opportunity in matters of public employment -
(1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.
(2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.
-Art. 16, Constitution of India

(b) What are your feelings when you are treated equally and when you are not treated equally?

My feelings when I am treated equally	My feelings when I am not treated equally
1 -----	1 -----
2 -----	2 -----
3 -----	3 -----
4 -----	4 -----
5 -----	5 -----

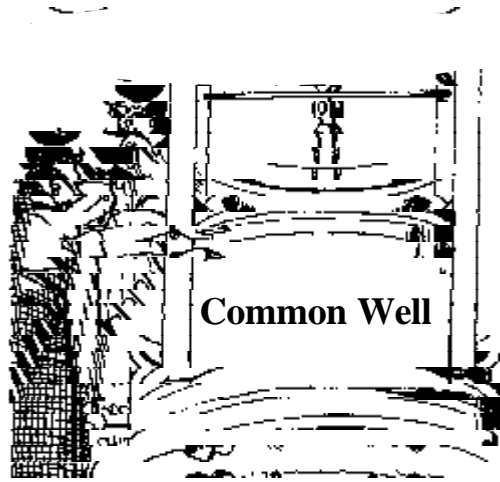
(c) Do you treat others equally, with human dignity? How and why?

How	Why
1.	
2.	
3.	
4.	
5.	

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political, or other opinion, national or social origin, property, birth or other status.

- International covenant on civil and political rights 1966

2.Untouchability is still being practised in 6,000 villages in Tamil Nadu. Dalits cannot take water from the common well and cannot walk on the streets of the upper caste people. In teashops, Dalits are served in separate tumblers. This points to an unequal situation.



(1) Write answers for the following questions individually first.

(2) Then, form groups and share them with other students.

(a) If you were one among them, what would have been your feelings?

(b) What are your suggestions to remove these evils and create an 'equal' society?

Equality

*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, **EQUALITY** of status and opportunity;*

(Preamble, Constitution of India.)

Nothing in this article shall prevent the state from making any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the state is not adequately represented in the services under the state.

(Article 16:4- constitution of India)

Home Exercise

3. (a) In the places / situations mentioned below (1) Is equality practised or not? 2) Write down the details regarding these experiences after directly observing or enquiring others about it. Later share in the class.

1. In ration shops
2. In temples
3. In village ponds (or) well
4. Village festival (or) in school ceremonies
5. In village streets
6. In educational institutions
7. In families
8. In hospitals
9. In wedding festivities
10. In farming areas.

b) What are the feelings that arise in you when someone asks what your caste is? In which manner do these feelings affect your mind and humanism?

Your feelings	Ways in which you are affected
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

c) Share the experience of being treated inferior to others just because you are a girl, with another student. Or share the experience of treating a woman lower than a man just because you happen to be a man, with another student. And explain if the human dignity of the boy or the girl diminishes or grows because of such a treatment.

Equality before law

The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

-Art. 14, Constitution of India

12. DIFFERENT BUT EQUAL

One day the teacher came with some cardboard pieces to the classroom. He placed them on the table and said to the students, “See this, this is the world map. But I have cut it into pieces and have mixed them up. Now, can anyone of you place these pieces in the correct position and create a world map? Those who believe that they can, may come”.



First, a girl attempted, but she failed. Then, another girl tried but failed. Five other girls who followed her too failed. But a student named Shanthi was observing this keenly. She was wondering why those students failed in their attempts.

Shanthi rose up as the 6th student and tried. She put all the pieces upside down. Immediately, the teacher said, “What are you doing?” She replied, “Wait for a while, I am trying”.

What did Shanthi do? When she placed the pieces upside down, there she saw a man’s image. So, she arranged the pieces to form the complete image. This was easy for her. When the man’s image was formed on one side, the world map formed all by itself on the inverse side. The teacher praised Shanthi.

What truth does this incident convey? The world stands divided only since people are split up. When people living in a country are split, the nation is split too. Evils like discrimination, domination and selfishness divide people, who divide the nation and destroy it. Peace is lost.

At the same time, it is natural that men are different from each other by race, language, religion and culture. We dealt with this in the lesson ‘Pluri Communities’. We should accept this diversity and respect it. When we acknowledge and accept this, there comes good relationship and co-ordination among the divisions. This will protect a nation from destruction. Then, the teacher explained that the game’s objective was to point out that only when we respect and acknowledge the habits, culture, religion and language of people in every country, a brotherhood will develop among all people of this world.

Class Exercise

1. a) What are the basis on which people are divided in our nation? (Eg.) Caste.

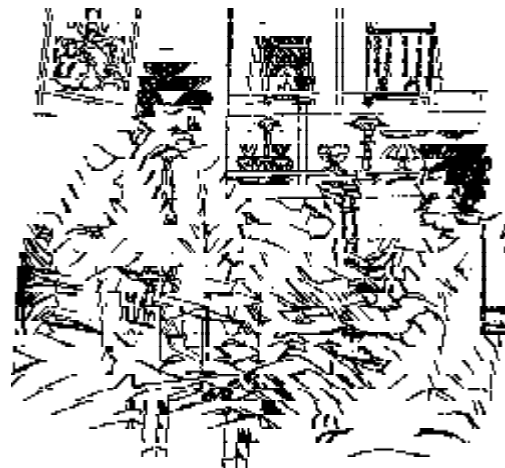
1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

b) Who are the people depicted in a derogatory manner in films and television? (Example - How are domestic helpers shown in films?)

Persons Depicted	How are they depicted derogatorily
1.	
2.	
3.	
4.	
5.	

c) Who are the people you dislike for creating divisions in the society? Why?

(Example) I do not like the money lender, who resides in our street because he enslaves poor people by lending money for high interest.



The children born of the same parents enjoy equal status and rights. So also, there needs to be equality among people belonging to the same nation.

- Periyar

Whom do you dislike?	Why
1.	
2.	
3.	
4.	
5.	

2. a) Do you discriminate among the students in your class? If yes, why?

b) Is there unity although there is diversity? Why? How?

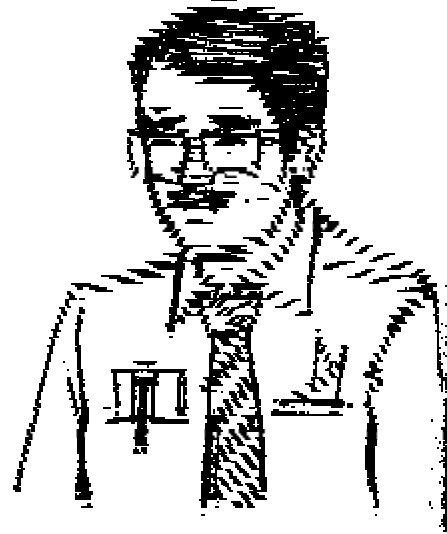
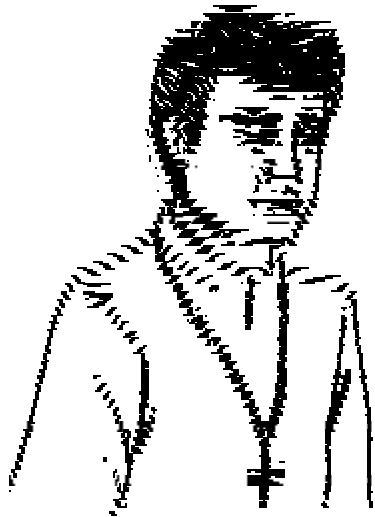
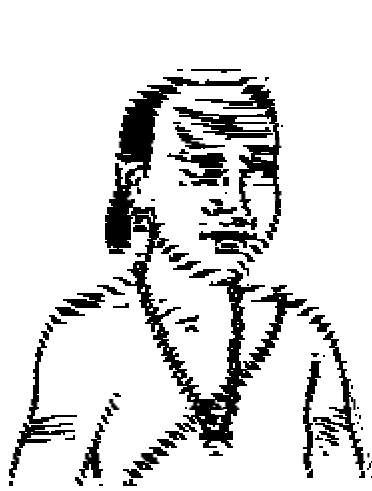
3. Observe the diverse Indians pictures given below. Note down their appearance, attire, culture and language in the column given beside the picture.

(a) What are the similarities you observe in the pictures?

(b) What are the dissimilarities?

(c) What makes us united in spite of the dissimilarities?

(a) Similarities	(b) Dissimilarities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



(c) What brings us all together?
1
2
3
4
5

Home Exercise

4. a) You have met the people in the below mentioned columns, often. Think of 3 good qualities you find in them. Write them and bring it to class.



***All National Groups shall have Equal Rights!
 There shall be equal status in the bodies of state,
 in the courts, and in the schools,
 for all national groups and races;
 All people shall have equal rights to use their own language and to develop their
 own folk culture and customs;
 All national groups shall be protected by law against insults to their race and
 national pride;
 The preaching and practice of national, race or colour discrimination and contempt
 shall be a punishable crime; All apartheid laws and practices shall be set aside.***
(Freedom charter of South Africa, 1955).

b) Write down the social features that would affect their human nature. Of the qualities that you see in them, which are the qualities that could affect them?

Persons	Good Qualities	That, which could affect them
Scavengers	1. 2. 3.	1. 2. 3.
Hindus	1. 2. 3.	1. 2. 3.
Muslims	1. 2. 3.	1. 2. 3.
Christians	1. 2. 3.	1. 2. 3.
Daily labourers	1. 2. 3.	1. 2. 3.
Child Labourers	1. 2. 3.	1. 2. 3.

5) After reading this lesson, go home and reflect on them for awhile. Let us consider that you think that your pre-conceived notions about others were incorrect. Write down suggestions on how to tell this to others. Bring this to class and share it with other students.

Essentials of unity in diversity

Acceptances:

Men belong to different races, religions, cultures, and nationalities. We have to accept this reality whole heartedly. Remember, human dignity is the same. Accept the differences.

Recognition:

We must recognize that the basic human rights are the same for all human beings.

Tolerance:

We must remember that the different beliefs, customs, socio-economic structures of different people are inevitable. Learn to tolerate these differences.

Appreciation:

We must appreciate what is good in other cultures and praise them for that. We should not condemn things just because they belong to the down trodden or foreign cultures.

Assimilating:

We must accept what is good in other cultures and try to make them our own.

Objective outlook:

Society may be prejudiced against certain things. But we must learn to look at them objectively and come to a conclusion. We must remember that these prejudices may be the result of the selfishness of certain people in the past.

Offering Help:

We must be prepared to accept as human beings even those belonging to other cultures and try to help them in their needs. We must think in terms of human rights.

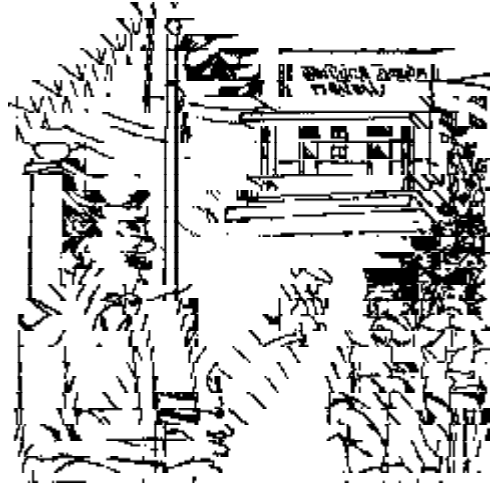
Total outlook:

We must not view the problems of the down trodden, women, tribes and other side lined people as isolated problems, but view them as part of national and international problems.

-UN Human Rights Series 1989

13. FREEDOM

On August 15th, Independence Day is celebrated in a school. All the students have pinned paper national flags on their shirts. The Panchayat President hoists the national flag on the flag post planted in the school compound. Students clap hands joyously. Once the flag is hoisted and the national anthem is sung, the Panchayat President, who is the Chief Guest, delivers the Independence Day Special Address.



Dear Headmaster !

Teachers,

Parents !

and My dear Students !

My Independence Day wishes to all of you. Each year we celebrate this day as our Independence Day, with great joy. It is good that we celebrate. Why should we be Independent? What is the importance of this day? Only if we think of all these, there will be a meaning in celebrating this day.

Don't all people long to live? Why does this longing for existence exist? Isn't it for living? What is living? Living means, leading an independent life. Independence means a life with rights. Does living mean leading any sort of life? Is it called independence? Definitely not. You should know that life means leading an independent life. Leading an independent life doesn't mean living according to your will. You should be aware of that too.

Let's think of our country now. Why do we celebrate Independence Day? It means that before we got Independence, we were dependents and slaves! Who were we enslaved by?

A Student : By foreigners.

Panchayat

President : How were we enslaved?

Student : They ruled over us. They had all the authority. They wanted us to do whatever they wanted us to do.

Panchayat : All that is true. Why did they come from a land 6,000 miles away to rule over us? First, to enslave us and plunder our wealth. Second, they thought

President

that we couldn't rule ourselves and only they could rule. See! They didn't bother to think that we have honour. They thought that we didn't have anything and we were people with no integrity. How could we remain silent after all these? So all our people got together and opposed them. When we opposed, they hit us with clubs and shot at us with guns. They imprisoned us. They killed many. But did we give up? No. Leaders like Gandhi, Nehru, Ambedkar and Kamaraj said, '*Independence is our birthright*' and rallied people and made them fight. Many leaders and people lost their lives. These people didn't die for their sakes. *They died for our country's independence*. So, do you realize the value of Independence? Now,

Another important information has to be remembered.

We shouldn't celebrate Independence Day, just to remember the independence that we got in 1947. We should protect the independence that we got on that day. We should know that we have the right to ask. Shouldn't everyone in our land enjoy the Independence which we struggled to get, because a human being can't remain a human being if there is no freedom? So all should be independent. It is not enough if we are independent. We should strive for the independence of others too. Am I right?

I thank all those who gave me an opportunity to take part in this function. (The function came to a close with the distribution of sweets to everyone)

The essence of human nature is human freedom and the consciousness of this Freedom. The value of freedom is felt only as long as one enjoys.

Class Exercise

1.a) What is Independence? Write down your views on it and share them in the class.

b) What are the freedoms you enjoy? What are the freedoms that you are denied.

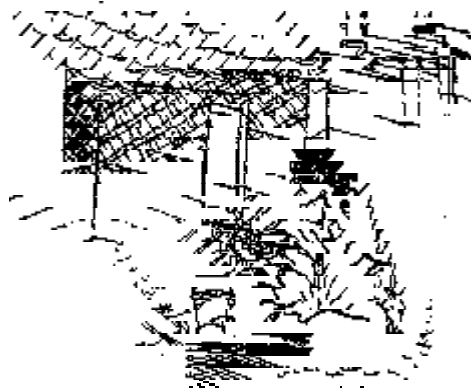
Freedoms	Denied Freedoms
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Independence is the basis for the growth of an individual and that of the society. Only democracy can provide this growth. It is this democracy that nurtures Unity in Diversity.

- Nehru

2. a) Suppan was a scavenger. But he desires to educate his son well and see him get a government job. Since he didn't have enough funds, he asked his employer for assistance for his son's studies. But the employer said, "What is your son going to do after receiving education? He has to continue your work, even if he is educated. Isn't it? So, don't send your son to school. I'll help you when he gets married". Since Suppan had no other option, he continued his daily work. What was the reason for Suppan's acceptance?

b) Kanimozhi was a good student, who studied in the 7th grade. Her father was a tailor and her mother worked as a domestic helper in a household. Her parents sent her to school. But then her father needed help at his tailor shop. So, he said to Kanimozhi, "You have studied enough. From now on, come to my shop and help me". But her mother Rasathi wanted her daughter to study. Kanimozhi also wanted to study and become a professor. But she couldn't object to her father's words. She became a prisoner to the circumstances. All her teachers spoke for her. But when the school re-opened, Kanimozhi wasn't there in the 8th std.



If you were in Kanimozhi's situation . . .? Write down your opinion and feelings.

c) Malarvizhi's house was on the road side. She liked to keep things clean. Her hobby was sweeping, cleaning and adorning the house in the morning and evening. But she would throw all the garbage on the road. On seeing this her friends said, "Why do you throw the garbage on the

road instead of putting it into the garbage bin at the street corner?” Kanimozhi retorted, “I have the freedom to empty garbage on the road. Let the Municipality’s sanitation worker clean the road. I don’t have to care about it.” What is your opinion about this?

d) Manimaran is a student studying in 12th std. He would study till 11.00 p.m. and listen to songs on his tape recorder till 12 at night. He liked to hear songs at high volume. His neighbours would go to sleep by 10.30 p.m. The volume of Manimaran’s tape recorder disrupted their sleep. When many people complained to Manimaran, he said, “I have the freedom to listen to songs”. What is your opinion on this?

e) Malathi is a class 10 student. She would play truant often and go to watch movies without informing her parents. Whenever her friends said, “What you are doing is wrong,” her retort would be, “I wish to live independently. I have the freedom to do whatever I want, whenever I wish”. What is your opinion about this?

f) Ezhil wanted to study engineering. But her parents said, “Members of our family have studied medicine and have become doctors since many generations. So, you should also study medicine”, and got her admitted in the medical college. Although she had no interest, she went to college as per her parents’ wish; What is your opinion on this?

Right to Freedom

Protection of certain rights regarding freedom of speech, etc.

- (1) All citizens shall have the right -
- (a) to freedom of speech of expression ;
 - (b) to assemble peaceably and without arms ;
 - (c) to form associations or unions ;
 - (d) to move freely throughout the territory of India;
 - (e) to reside and settle in any part of the territory of India; ¹[and]

 - (g) to practice any profession, or to carry on any occupation, trade or business.

Art. 19, Constitution of India

Home Exercise

1. Ask your mother about the extent of freedom she has at your home. Ask her about the freedoms enjoyed by her and denied to her. Share it in class.
2. Ask the leaders and prominent people of your village about the freedoms that the people in your village have and the freedoms that have been denied to them. Compile them and bring it to class.

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.

LIBERTY of thought, expression, belief, faith and worship... do hereby adopt, enacts and give to ourselves this constitution

(Preamble, constitution of India)

Freedom of conscience and free profession, practice and propagation of religion. Subject to public order, morality, and health and to the other provisions of this part, all persons are equally entitled to freedom of conscience and the right freely to profess, practise and propagate religion.

Nothing in this article shall affect the operation of any existing law or prevent the state from making any law :

(a) regulating or restricting any economic, financial, political or other secular activity which may be associated with religious practice;

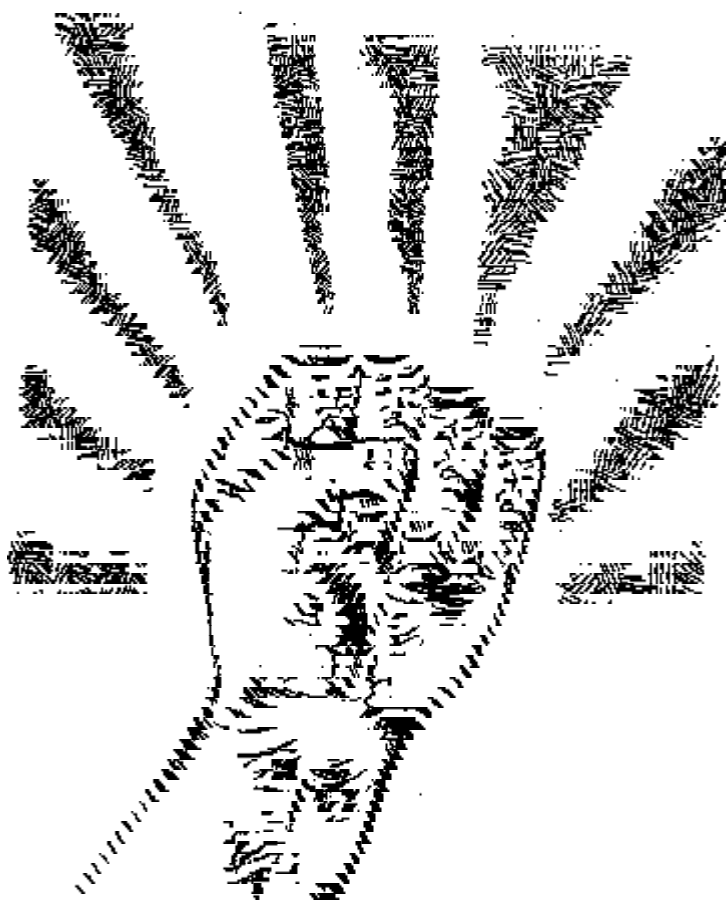
(b) providing for social welfare and reform or the throwing open of Hindu religious institutions of a public character to all classes and sections of Hindus

(Article 25, Constitution of India)

No one shall be held in slavery servitude; slavery and the slave trade shall be prohibited in all their forms.

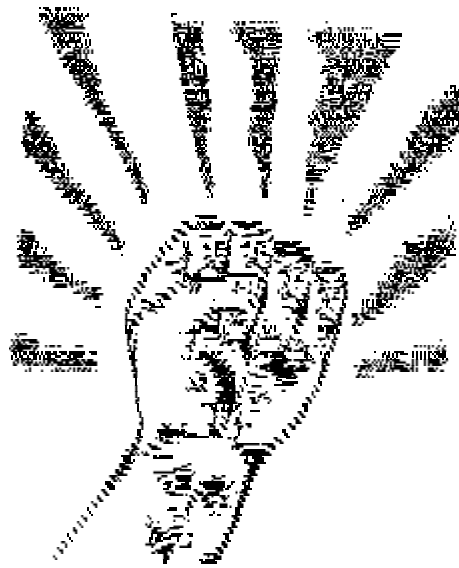
(Article 4, UN Declaration of Human rights, 1948)

PROMOTION AND PROTECTION OF HUMANNESS



Part - 4

**PROMOTION AND PROTECTION
OF HUMANNESS**



14. Needs and Desires

15. Human Rights

16. Monarchy and Democracy

14. NEEDS AND DESIRES

Basic needs are fundamental rights. Rights are meant for man and they cannot be separated from man. They help a human being to lead a life with integrity. So, the State and Central Governments are duty-bound to protect these rights.

Desires

These are related to feelings. Even if desires are just, it can't be said that the Government is duty-bound to fulfil them. Fulfilment of the need or desires cannot be made compulsory.

Incident 1

**There is no life without Rights
Desires are not life**

It is a hamlet. Manikandan, who lives in that small village, is a farmer. His wife Muniammal was in the advanced stage of her pregnancy. In their village, it is the midwife, who takes care of the delivery. If there is any complication, the survival of the mother and child is doubtful.

Muniammal had labour pain. As usual, word was sent to the midwife. The woman came and started tending to Muniammal. Time went by. Muniamma couldn't bear the pain. The midwife did all that she could to help. She didn't know what else to do and said, "I can't do anything more. Only if she is taken to the government hospital, the mother and child can be saved". Manikandan didn't know what to do. Buses don't come to their village. To catch a bus, one had to walk 5 km to the main road and there was no proper road to go to the main road. Even if they wanted to go to town and hire a taxi, taxi-drivers wouldn't be willing to come since the road was bad. Even if one of them relented, they would demand exorbitant amount of



money. These were people who led a day to day existence. How could they afford it? Manikandan pleaded with his neighbour and took his wife to the hospital in the neighbour's bullock cart. But it was too late by then. Muniammal delivered a child. But alas! the child was born dead.

Incident 2

It was a small family. There were 2 children. The father worked in a private company. His salary sufficed just to meet the monthly household expenses. They could barely make both ends meet even if they spent money carefully. They could spend for the child's medical and educational expenses, if they spent money carefully.



But the needs of families these days do not stop here! The children would go to the neighbour's house to watch television as there was no TV set at home. The wife didn't like this and compelled the husband to buy a television set. She said to her husband, "All we have here are old chairs. It would have been nice if there were sofa sets at home, when we have to entertain guests". The husband asked her how they could afford it with no money. The wife told him, "Do people buy things with a lump sum in hand? We'll pay a small initial amount and pay the rest in instalments". The husband didn't know what to do. The children too pestered him. So, they bought the sofa. Then they proceeded to buy the washing machine and vacuum cleaner since they could also be bought by making payments in instalments. The only outcome of all this was that they were drowned in debts.

Needs

These are basic features necessary for human beings to lead a life as human beings. Without these, one cannot live as a human being. (example - food, clothing)

Desires

These cannot be called basic necessities of life. Even without these, people can have a normal existence. (example - refrigerator)

Class Exercise

1. Basic needs

a) In the first incident, what facility was lacking, leading to the death of the child?
(eg.) Road, Transport facility

b) Give 2 reasons to say that these needs are basic rights of people.

c) In the second incident, were the things that were bought, basic necessities?
Debate on this in the class after forming groups and compile the views.

2.(a) List the basic necessities that you need to lead a human life.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

According to the changing social environment, the luxuries of one era will become necessities later. eg.:- 25 years ago transistors might have been luxury goods. But today it has become a basic necessity. In this day and age when the importance of communication has increased a lot, this article has become an absolute necessity.

b) Put in order the things that you consider important from among the above-mentioned articles.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

c) The teacher should write down the notes prepared by students on the blackboard. Questions should be put to students to find out how much importance they attribute to different kinds of necessities. Answers should be sought. Finally the teacher should share his/her thoughts on them.

3. Desires

a) List the things you desire

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

b) Put into order the things among these that you consider to be important.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

basic necessities are basic rights

c) The teacher should write on the blackboard, the things that the students put in order. The teacher should put questions to the students to find out how much importance they attribute to what kinds of needs and finally the teacher should share his/her thoughts.

4) Give answers to the following questions, keeping in mind the village / city that you live in.

- a) People of what kinds of economic status reside in your village / city? (Eg.: Daily labourers, printers, Big Industrialists, Merchants . .)
- b) What are the basic amenities that each section of people have now?
- c) What are the basic amenities that they need?
- d) Why are these basic needs not available to them yet?

S. No.	Section of People	Basic amenities available	Amenities that are not available	Reasons for unavailability
1.				
2				
3				
4				
5				
6				
7				
8				
9				
10.				

e) Why have the basic needs not been fulfilled yet for many people?

f) For a select few, not only their basic needs, but also their desires are fulfilled. Why?

g) When you see such discriminations, some queries may arise in your mind. Write 3 such important questions and share them with other students.

1. _____

2. _____

3. _____

h) Will you accept a condition in which the basic amenities are still denied to one group of people? Why? Cite reasons.

1. _____

2. _____

3. _____

i) When the basic needs of one section of people are not fulfilled, the desires of another section are fulfilled. Will you accept such a situation? Why? Cite reasons.

1. _____

2. _____

3. _____

Home Exercise

1. a) List down the things in your house.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

b) Sort them into basic necessities and luxuries.

Basic Needs	Desires (Luxuries)

c) Write the use of each article

d) Mention the things that are necessary to lead a life.

Fist sized heart - But desires that could fill an ocean

The footwear we don't use are of the bare footed!

The houses we have constructed and have left empty belong to the homeless!

The lands we have amassed and left untilled belong to the tillers!

The clothes we stack unused in wardrobes, belong to the bare bodied !

e) Mention the things without which life cannot go on.

f) Mention which things are for luxury or adornment or are status symbols

g) Are there things in your house that have been bought but kept unused by your family members or you? If yes, list them.

2.a) Buy or get from your parents, an article that you like, which fulfils a basic need and bring it to school.

b) Keep all the things that the students brought, in a place so that everyone can see them.

c) Tell the class why you like these things.

d) Give all these things to a poor girl, who has been denied basic amenities.

e) Each student should write down the feelings that arose in their hearts, when they gave away the things and each student should share this in class.

3.a) There are thousands of farmers in this country, who do not own even a piece of land and work for daily wages. There are also people, who own thousands of acres of land without directly farming them. What shall we call such people? Write the relation between this situation and human rights and read it in class.

b) There are countless labourers, who don't even have a proper shelter. On the other hand, there are people who keep constructing one house after another. What shall we call such people? Write down the relation between this situation and human rights and read in class.
