

HUMAN RIGHTS EDUCATION



To Survive...



To Protect...

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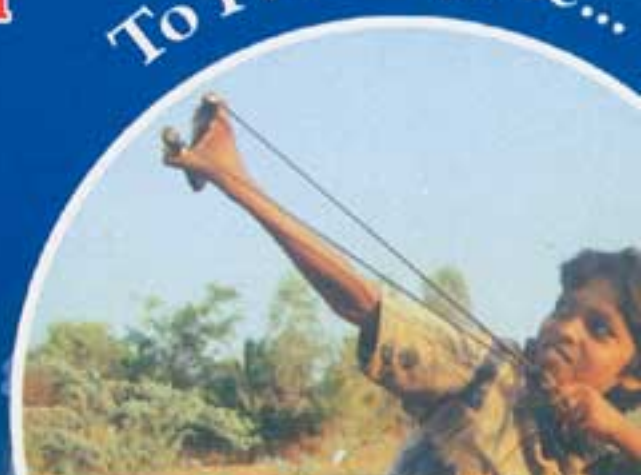


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To Develop...

MODULE II

To Participate...



UN Decade for Human Rights Education
(1995 - 2004)

CHILD RIGHTS

Students Module - Part II

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Foreword

One can comprehend what pity is. Even those, who do not have the heart to show pity would have known *how* to show it.

Likewise even those, who fail in their duties will know how to be dutiful.

But many will have contradictions and mental blocks in comprehending what '**rights**' are and accepting its explanation. Pity, responsibility towards work and human rights are essential for coexistence in the human society. Pity and responsibility alone cannot create complete '**equality**'. Only rights can conclusively bring about equality.

A rich man can take pity on a poor person and help him monetarily or treat him to a feast. But pity cannot dissolve the discrimination among the rich and poor. Many people involve themselves in charitable work only because of the pride of being a superior person.

Teachers take teaching to be a duty and take pride in it. But this makes them to assume that they are the birthplace of knowledge and the student has a vacant space in place of a brain. They feel that students are balloons which are duty bound to take in all that they blow. So there is no equality even in this classroom duty. Along with knowledge, power is also reflected through the use of canes. Misuse of power in the form of caning, reigns as a duty.

Teachers have the right to teach. Likewise students have the right to learn. Understanding this is Education of Rights. The atrocious class practice and discrimination is based on power, a saying that it is the duty of a teacher to teach that 'Apple' means a round fruit and that it is the duty of the student to blindly imbibe it, should change. Human rights education makes a teacher understand that the classroom is a place where the teacher learns from the students that there are student perspectives where some of them feel that an 'apple' is a food stuff that they have never seen; something that has been denied to them and a society symbol that discriminates a person like him, who has no means, from others.

The Institute of Human Rights Education which has taken human rights to schools on a large scale for the first time in India cannot be praised enough for this commendable job.

It is definite that this Human Rights Education module titled 'Child Rights' authored by Dr. I. Devasahayam will teach lessons on equality not only to students but also to the teachers.

Chennai
29.08.03

R. Christudas Gandhi, I.A.S.,



Felicitation

The UN's Decade on human rights education comes to a close in 2004. This is the 9th year of the decade. The United Nation's member states accepted the 10 year program for human rights education. But the fact remains that only some of the nations implemented them. It gives me immense pleasure on knowing that human rights education has been introduced for the past 8 years in India, only in Tamilnadu in its schools. Moreover it is a big revolution in the history of education in Tamilnadu that this program is being taken to the state Govt.'s Adi Dravida Welfare (ADW) Schools.

The Module, 'Human Rights Education - An Introduction' which was introduced in the 6th standard last year found welcome among students and teachers. This year, 'Child Rights' is also to be introduced as a module. It is a fact that children, who are brought up in a rights' perspective will grow up to be good citizens tomorrow. In the same way, this topic focuses on children in such a way that they are made aware of their rights at a very tender age and become 'Complete' Children. Our aim is to build up a culture of human rights not only among children but also among their families through them and in the society through those families.

In today's circumstance where there are lots of allegations that child rights are not respected in schools, it is our desire that children should be happy and develop into 'Complete' children. Many books and publications on Human Rights Education and child rights are being released. But there are no modules that are meant for children, on human rights. This is a new effort on our part. There may be drawbacks. They will certainly be rectified in the coming days.

Congratulations to all those who have contributed towards creation of this module.

Madurai
29.08.03

Henri Tiphagne
Executive Director
Peoples Watch - Tamilnadu

Acknowledgement

There are many charters, declarations and conventions on child rights. But the fact remains that there still isn't a textbook in Tamil through which children can comprehend what child rights are. In 1999 Peoples Watch brought out a module on child rights. The Institute of Human Rights Education of People's Watch takes immense pleasure in presenting the module on 'Child Rights' in a new form this year to the students of the 7th standrad.

Mr. Henri Tiphagne, the Executive Director of People's Watch, is the Institute of Human Rights Education's soul and spirit. It would not be an exaggeration to say that it was because of his constant encouragement that this module on Child Rights was made possible.

I remember with gratitude Rev. Fr. Aloysius Irudayam, who extended his support to us in the first edition of this book. We thank him for his valuable suggestions during the formation of this module.

My gratitude is also due to the members of the special advisory board of the Institute of Human Rights Education, who read the module in the written form and made changes and gave suggestions. I am particularly indebted to Mr. A.K. Venkata Subramanian, I.A.S. (Retd.) and Mr. Christudas Gandhi, I.A.S. for their valuable suggestions.

Before sending for printing, this book was shown to teachers in the Syllabus Training Program for teachers of human rights education. Opinions of teachers were sought because the success of the Module lies only in the complete participation and understanding of teachers. Their suggestions were largely taken up. Our gratitude is due also to them.

This is a joint effort. Many supported us in this effort. I have to mention atleast few of them. My gratitude is due to Prof. Xavier Arockiasamy, Dr. Anna Durai, our Zonal Coordinators Mr. Vanarajan, Mr. Devaneyan Mr. Paul Devaneyan and Mr. Sundar Rajan, our office secretary Ms. Chitra Devi and Mr. Panneer Selvam of the Documentation centre. I have to thank Mr. Jothi Basu and Mr. Jeyaraman of the Computer section, in particular, for their tireless help in spite of our endless demands on their time. We express our gratitude to Mr. Senthil and Mr. Salai Selvam, who beautified the module with their captivating illustrations and to Mr. Antonyraj, who printed it.

My heartfelt gratitude to Ms. Vidhya Priya and Ms. Veeramani of Alagappa University, Karaikudi, who helped us in the documentation and compiling, on the topic 'Child Rights'.

Finally, when I sat down to write this modue, the situation was such that I needed a hand. How will I express my gratitude to Ms. Kuzhandai Theresa, who functioned like a hand to me at that time?

Finally I record here, the same words that I have authored in the Introduction of the module, 'Human Rights Education - An Introduction'. This is a module prepared, keeping school going children in mind. There might be many flaws. They will be avoided in future. With the hope that your criticisms will help us rectify these flaws

Madurai
29.08.03

I. Devasahayam,
Associate Director,
Institute of Human Rights Education

Introduction

Dear teachers of human rights education!

You have taught human rights to students of the 6th standard as an introductory lesson. We hope that you might have learnt the various dimensions of human rights by now. We also hope that you would have gained clarity in the fact that human rights are essential to protect and respect humanism.

We have seen how the search for humanism is a natural characteristic of human beings under the topic “In search of humanism”, how this humanism is destructed in the topic ‘Destruction of humanism’, how to promote humanism, under ‘Growth in humanism’ and how to protect humanism that has been promoted, under the topic “Promotion and Protection”.

Human rights are natural and intrinsic to man. Hence they are indivisible. This explanation is the essence of human rights. These rights, which are indivisible from human beings, are unattainable for a certain section of people. Apart from this, their rights are violated too. It is these people whom we call ‘Weaker Sections’ Women, Children, refugees, Dalits and Minorities comprise the weaker sections.

Since rights that belong to all are violated more in the case of the weaker sections, laws, declarations, Charters and Conventions have been created on National and International levels to protect their rights.

We hope that the module, ‘Human Rights Education - An Introduction’ would have created an understanding of human rights, atleast on a small level. This year, we have introduced ‘Child Rights’ as a subject for the children in the hope that an understanding on Child rights will lead them in the right direction.

Objective:

Children are cherished treasures of mankind. There is no doubt in the fact that the complete growth of future society lies in the manner in which we care for children, who are our wealth. But,

Does this society treat children as children?

Do these children, who need to be protected under the wings of the family, receive complete protection within the family?

What does the education system, which has to pave way for a child’s complete growth, give the child?

Whom do the Communication devices, which have entered even our Kitchens, target? What do our social institutions, which function only with the aim of reaping profits, do for the children?

We destroy our progeny, our priceless treasures, in the womb or indulge in the brutal practice of infanticide. We discriminate if it is a female child. We destroy the childhood of these children by transferring their identities into that of bonded labourers, street children, criminals and children, who are denied education and medicine, sold or trafficked.

It is the future society that is being destroyed here, not the children!

Child rights have to be protected for the very fact that a healthy tomorrow lies in the well being and enjoyment of rights of today's children. Hence, this module on child rights is brought into being.

Lesson Structure

This module titled, 'Child Rights' has been divided into the following 3 main divisions:

1. Budding Shoots
2. Burnt buds
3. Blossoming Childhood.

Part I **Aspiration : Budding Shoots**

There are 4 lessons under this title

1. Introducing Children to themselves.

We say that marital life becomes complete when we beget children. We call children our wealth. Begetting children is not just a bodily function. It is an event worth celebrating. The source and focus of life lies in begetting children through marital life.

The joy that begetting children gives, is natural, inherent and indivisible. Only because of this parents take pride over their children. Poets and artists, who love nature, celebrate children. The first lesson is formed in such a way that it reminds us of this experience, this feeling that is natural to man and has become ingrained in us.

2. The happy child

Happiness is an innate and natural characteristic of children. A society that denies a child its happiness is a lifeless society. A family that gives regard to the happiness of children is one that strives for true joy. All the signs of happiness that a child reflects, are in fact its needs for being happy.

When happiness is denied to children, their needs are denied. And when needs are denied, rights are also denied.

The happiness and needs of children are not different. The objective of this lesson is to show that the needs for the happiness are their fundamental rights.

3. Kids World

Children are neither mere dolls nor are they lifeless corpses. They might not have gained the maturity that is expected by elders. They might not have the talent to look at world experiences minutely. But they are not ignorant. Children grow each day. They project this growth every moment. Children do not do wrong things. It is we, who make mistakes in understanding them. It is because of this problem in understanding them that they become a weaker section.

It is the society, which refuses to understand the creatitivity, innocence and sense of equality that are innate in children that bends children according to its cheap values.

This lesson has been created with the objective that children can be saved from the attitude of not being treated as children if an understanding is created that the above mentioned characteristics of a child should be understood.

4. Fullness of Childhood

In lesson titled 'The happy child' we saw that the needs for a child's happiness are its rights. Children are able to live life to its fullest only when they get a chance to enjoy these rights.

The objective of this lesson is to point out that fullness of life lies only in fulfilling rights. Fullness of life does not mean merely the fulfilling of bodily needs. On the contrary it also includes the needs of the body, mind, society, recreation, rest, education and medicine - This forms the objective of this lesson.

Part II

Actuality : Burnout buds

This lesson strives to show that children are buds that bloomed with hope, but the sorry state that exists today is that these buds that are glorified as treasures are being transformed into wilting buds.

A society that has humanity will definitely be united. Inequalities, subjugation of women, exploitation, unequal sharing, poverty, destruction in family relationships, piling up nuclear weapons, wars that take place in the name of caste, religion, race and language, riots, discriminations and denying education, not only question social well being but also the existence of humanity.

Equality, justice, freedom, peace, truth and humanity have become human values that are just written and spoken about. The 6 lessons in part II portray the situation faced by children in this society, where these values are being denied.

5. Girl Child - Right to life

Children are being discriminated. This lesson explains the denial of right to life of the girl child since she is discriminated in a male dominant environment, from the womb to the tomb.

6,7 Child Labourers, Child Bonded Labourers

These lessons explain the unfortunate situation where children are denied of their childhood and are transformed into Child Labourers or Child Bonded Labourers.

8. Street Children

Street children are created as a result of poverty and destruction in families. This lesson introduces to the world, the children, who have lost all their fundamental rights and are living an unstable life.

9. Physically challenged children.

Physically challenged children comprise another section, where right to life has been denied in an unsympathetic, non supportive environment. This lesson makes one realize that such children too have right to life, in this society, which makes them disabled mentally too.

10. Child Trafficking

In this society, where poverty and inequality have been justified and rights are denied

shamelessly, not only are children discriminated but are also treated as inanimate things and sold. This lesson outlines how such violences perpetrated against children affect their honour.

Part III

Actions : Blossoming Childhood

There are 3 lessons in this section. Two of them are specific while one is general. These lessons have been given as answers to the question ‘How to make wilted buds bloom?’

11. Right to Education

School is the first place where a child steps in, from its family environment. Although the first efforts towards socializing is made in the family, it is sharpened only through education. It is this education which helps to develop the skill of finding characteristics like an individual’s self identity, the meaning of childhood and a child’s honour. Since this education, which helps to develop this skill and an individual’s societal participation, belongs to all, it is the fundamental right of a child. So Right to Education becomes a lesson here.

12. Right to Health:

How is a strong society possible in the future if today’s children, who are supposed to create it, are suffering from poverty and malnutrition. Lack of nutrition is not a problem that concerns the body alone. It is a problem that affects an individual psychologically and spiritually. In brief, it concerns the all around growth of a child. The rights’ perspective that a child’s health need to be protected, is given prominence in this lesson.

13. Right to Protection:

As children are also human beings, their rights need to be protected. Right to protection of a child is discussed in this lesson since child rights also are human rights.

14. Child achievers:

Children are by nature endowed with winning attributes. If children are brought up in a way that these attributes are promoted, they will be reflected in an astounding way.

Children have exhibited their talents even in situations, where their rights have been denied and they have been discriminated. The objective of this lesson is to create a feeling in these children that they can be achievers by introducing them to children, who have made achievements.

Finally,

This is not a textbook but a guide. Let the experience that lie buried in us, become lessons.

Although the lessons have separate titles, the lessons are not separate. They are linked with one another.

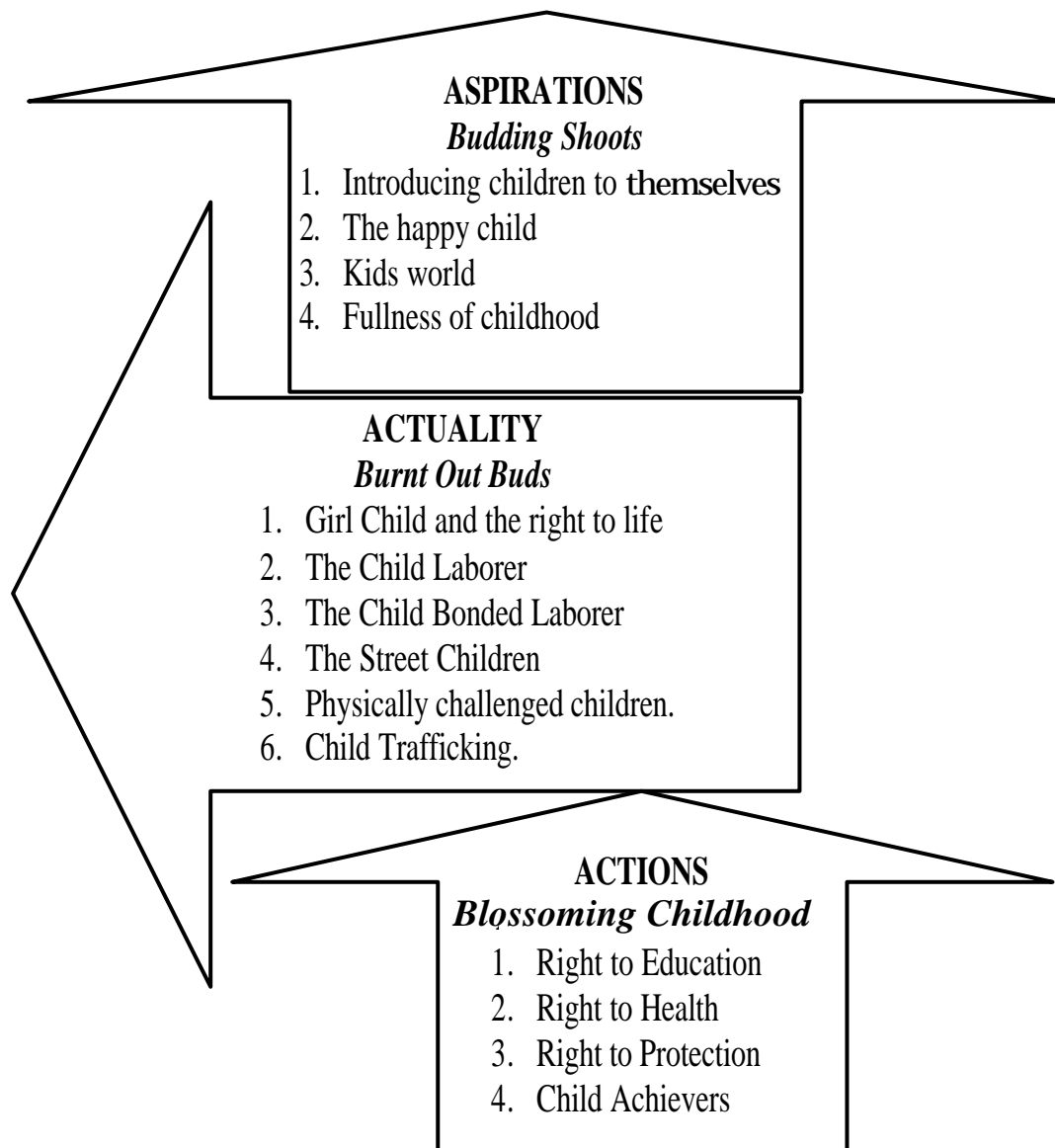
One should not forget that the objective of the lesson will be fulfilled only through the complete guidance of teachers and participation of students.

This is not an exam oriented, classroom oriented or text book - oriented subject. It is life - oriented. So the teachers should encourage students to make them work out the class exercises and home - exercises given in the book.

In a sense this last Lesson is a summing up of all the foregoing Lessons. It is also a pointer towards the urgent need for the adult world to give the promise of fullness of childhood to the younger generation.



PERSPECTIVE ON CHILD RIGHTS - DIAGRAMMATIC VIEW



Human Rights Education

Child Rights

(Module II)

Content

Part -I - Aspiration: Budding Shoots

- Lesson 1 - Introducing Children to Themselves.
- Lesson 2 - The Happy Child.
- Lesson 3 - Kids' World.
- Lesson 4 - Fullness of Childhood.

Part - II - Actuality: Burnt out Buds

- Lesson 5 - Girl Child and the Right to Life.
- Lesson 6 - Child Laborer
- Lesson 7 - Child Bonded Laborer.
- Lesson 8 - Street Children.
- Lesson 9 - Physically Challenged Children.
- Lesson 10 - Child Trafficking.

Part - III - Actions: Blossoming Childhood

- Lesson 11 - Right to Education
- Lesson 12 - Right to Health
- Lesson 13 - Right to Protection
- Lesson 14 - Child Achievers.

Lesson 1



INTRODUCING CHILDREN TO THEMSELVES



Loving Children, We are introducing you to yourself!

Indeed such an introduction will be a surprise; and we are aware of this.

This introduction is not only for you, but it is also for your mother who has lovingly carried you for ten months and nurtured and cared for you.

It is for your father who has brought you up affectionately.

It is for your brothers and sisters.

It is for your relatives



Do you know how your mother protected and cared for you when you were in her womb?

Do you know how your maternal grandmother looked after your mother in order to protect you?

Do you know your father, mother and grandparents were overjoyed when you were born?

Do you know how anxious your parents were when the first pregnancy was delayed?

Do you know the delay made them all the more happy when you arrived at last?

Do you know some issueless parents adopt children and bring them up as their own?

You are the future!

Future is bleak without you!

Books shower praises on you!

Poets sing in praise of you!

Tears well up when we look at you!

Do you know what Thiruvalluvar said about children?

Children are the greatest wealth one can earn on the earth

✍✍ When you hug and cuddle a child, you experience great joy

✍ When children speak, it is music to the ears.

✍ It is a feast to the eyes when children run and play.

The lisping of the children is music in itself

Only those who are deaf to this music, find the flute sweet.

Listen to a poet



A man had great wealth. This wealthy man was always **surrounded by children who fed him with their nimble fingers, spilling rice all over his body.** But for these children, his wealth has no meaning!

Children with silken hands and fragrant mouths are the real wealth, according to a poet called **Pugazhendhi.**

***Children are the elixir
lovely portraits
and dancing sugar candies.***

- Bharathi

Poet **Kannathasan** says

**I found God in these kids;
And his mercy, in their
lispings; A thousand
dreams in their innocent
look.**



Tagore says:

**“Every child born into this world
signifies that God has not lost
His trust in Man.”**

Dear children, have you read the
introduction about yourself?



**Can you say something about the happiest moment in your
life? (Childhood)**

Do you remember your early childhood days?

Class Room Exercise

1. Do you remember how your mother fondled and cooed at you?

ex: Sweetie, Darling.....



2. Can you recall the lullaby she sang to put you to sleep?

3. Can you recall the ways and means she used to make you eat, When you refused to eat?



4. Can you recall the pet names you were given to make you happy?

5. Your mother must have narrated stories like the fox and the crow, the story of the king and the queen, the three bears, the three pigs and so on, to amuse you and make you laugh. Can you recall your favourite story and narrate it in the class to your friends?

6. What were the ambitious dreams of your parents? Ex: You should become a doctor?

7. How do your elder brother and sister show their love for you?

8. When you fall ill, how do your parents attend on you?

9. How do your grandparents express their love for you?

10. When you return from school, how does your mother express her happiness?

11. How worried your mother is if you come late from school?

Home Work

12. Write down the lullaby your mother sang when you were a child and sing it in your class.

13. Ask your parents how they celebrated your first birth day.

- Speak to your parents, collect information and share it in the class)

14. Ask your parents how happy they were when you toddled and lisped? and share it in the class?

Lesson 2

THE HAPPY CHILD



Place: Class Room

Teacher's activity

The teacher divides the students into small groups and asks them to discuss the following questions:

Group activity :

1. When do you feel happy?

eg: at play

when praised.



(a) ----- (c) ----- (e) -----

(b) ----- (d) ----- (f) -----



2. What are the things you need to be happy?

eg: food, dolls, nice clothes.

(a) ----- (e) -----

(b) ----- (f) -----

(c) ----- (g) -----

(d) ----- (h) -----

3. How should you be treated by the people stated below to be happy?

Parents	Relatives	Friends	Society	Teachers
ex: Cooing				

Teacher's Activity

The children discuss in groups what they need to be happy and read their findings in the class. The teacher writes their findings on the blackboard. The children write them in their note books.

Class Room Exercise

1) How do you feel when you meet the following people?

	Happiness	Fear
ex: 1. Friends		
2. Teachers		
3. Father		
4. Mother		
5. Grandfather		
6. Grandmother		
7. Village Leader		
8. Police		
9. Doctor		
10. Shop Keeper		

2) How do you feel when you go to the following places?

	like	dislike
1. To return home from school		
2. To school		
3. To Church or Temple		
4. To a Village		
5. To the Playground		
6. Friend's house		
7. Relative's house.		

Homework

3) Meet the following children and find out the reasons for their happiness and share the findings in the class room.



a) a handicapped child.

b) a girl child

c) a sick child

d) a cowherd

e) a rich child

4) Write an essay on anything that you like and read it in the class room

For example

Your school,
Your house,
Your village, etc.



Lesson 3



THE KIDS WORLD

Incident : 1

Six year old Kumar is travelling with his parents in a bus. They have not bought, a ticket for kumar. The conductor asks how old the boy is. Kumar's mother replies, "He is only 3 years old. Why should I buy a ticket?". Hearing this Kumar jumps up and says "No, No, conductor uncle! I am studying in the first standard. I am 6 years old."



Reflection:

What quality of a child is revealed in this act of kumar?

Incident : 2



It is a creche. A three - month old baby is left in the creche by the parents before they go to work. The maid looks after the baby. She lays the child on the cot. She tries her best to stop it from crying. She fondles and coos; she shakes the rattle, but does not succeed. She is unable to find out the cause of the child's distress. She puts the child in the cradle and rocks her gently. Gradually the child stops crying and sleeps.

Reflection:

Why does the child refuse to sleep on the cot?
Why does the child sleep in the cradle?
Why does the child feel safe in the cradle?

Incident :3

Sundar has got the habit of buying snacks for his children while returning home after work .

On that day, as usual, he returns home with a packet of biscuits. The children eagerly look at that. The father opens the packet and gives a biscuit to one of the children. The other child asks "Dad , for me?"



Reflection:

What quality of the child is revealed when it says "Dad for me"?

Is it selfishness or equality that is expressed here?

Incident :4



A THREE YEAR OLD WINS 5 LAKHS!

Three year old Akshya's father is a farm labourer and her mother is a school drop out. Akshya belongs to a poor family. She receives Rs.5 lakh as an award from the Tamil Nadu Chief Minister. What has the child done to receive this award?.

She knows 400 Thirukurals (two-line poems) by heart. Say the first word and she can complete the poem with much ease. Her memory power is really amazing. she has learnt by heart 400 poems in a year!

The Hindu 5/6/03

Reflection:

What does the achievement of this 3 year old child teach you?

Incident :5

This is a nursery school. A little boy was crying. He wanted to see his mother at once. I was surprised to see him crying as he is usually a bright and happy child. I asked him, "Why do you want to see your mother?" He responded, "My father had beaten mother and she was weeping the whole night. I am afraid that something would have happened to my mother. So I would like to see her at once." I told him not to worry as nothing would have happened. He was consoled only after I repeatedly assured him that God would protect his mother.

Reflection:

What is the reason for this child to be worried about his Mother?

Incident :6

It is 4 p.m. The children in the class room eagerly await the ringing of the bell. After the last hour of the day, when the school bell rings, they scream with joy and rush out of the school.

**Reflection:**

What is the message you get when you see the school children rushing out of the school at great speed?

Class Room Exercise

The teacher invites each child to read out the qualities revealed in each of the above incidents. Then the teacher offers his/her explanation.

Qualities Revealed

Incident	1	-----
Incident	2	-----
Incident	3	-----
Incident	4	-----
Incident	5	-----

2) Do the following encourage or discourage these qualities? Mark

	Encourage	Discourage
Parents		
School teachers		
Relatives		
Friends.		
Priests.		

Homework

(3) The above incidents reveal some inherent qualities of children. Besides these they may have other good qualities. List them below:-

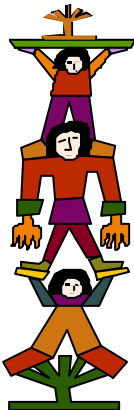
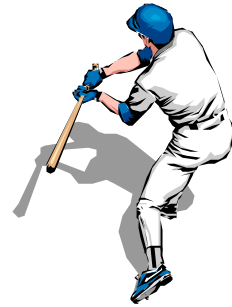
- a) -----
- b) -----
- c) -----
- d) -----

(4) Talents



a) What are your strengths / talents you are aware of ?

b) List your strengths that others have observed in you (by discussing with others)



c) Your strengths known to yourself and others.

(5) Do these people encourage or discourage your talents? Mark ☐ or ☐

People	Encourage	Discourage
Parents		
Teacher		
Relatives		
Friends		
Priests		

6) Were you ever discouraged when you tried to express your talents? When? what did you do to overcome this discouragement? Share you experiences.

CAN YOU THINK OF A NATION WITHOUT CHILDREN?

Children regulate the society. They have all the rights. They should have security of life, balanced food, compulsory education, social security, parental care and all other things needed to make them happy;

They are the roots of every nation. National planning should be based on child welfare and child development.

Can you think of a nation without them.

What will happen if the children refuse to accept the world fearing violations against them?



- NAALAI : JANUARY - MARCH 1999

FULLNESS OF CHILDHOOD

Place - Class room

To be done by the Teacher:

The teacher recapitulates what is taught in the previous lesson about what makes a child happy.

Then he/she writes on the blackboard the findings of the children regarding what makes them happy and when they are happy.

After that he/she relates the findings with the following rights of the children.



1. Right to life



2. Right to good health



3. Right to nutritious food

4. Right to clean drinking water

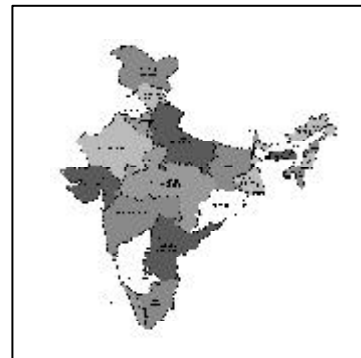


5. Right to security in parent's custody



6. Right to a name that one likes

7. Right to nationality



8. Right to free, quality education

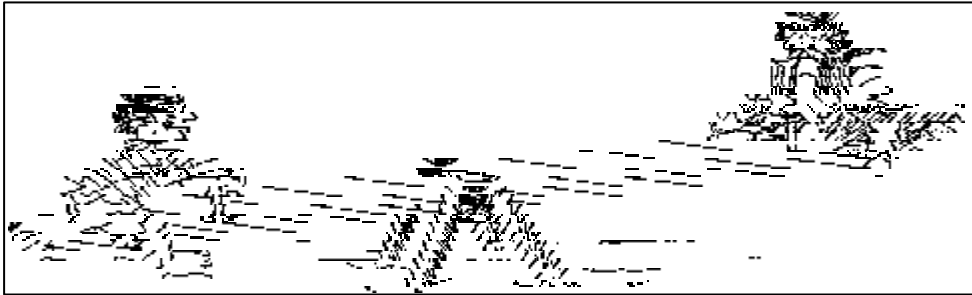


9. Right to love and affection as a child

10. Right to social security

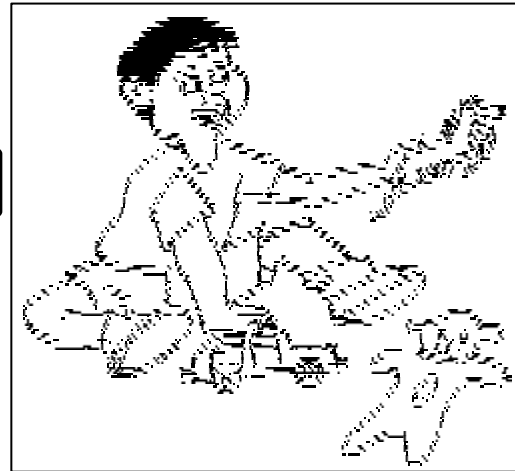


11. Right to rest



12. Right to play

13. Right to relaxation



14. Right to participate in cultural activities



15. Right not to be economically exploited



16. Right not to be humiliated

17. Right to be treated humanely

18. Right to be respected



19. Right to be appreciated

**20. Right to be freed from
child violence**



21. Right to protection from war

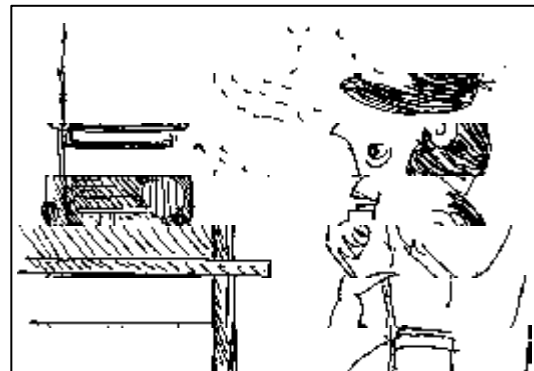


22. Right to a child's opinion

23. Right to express

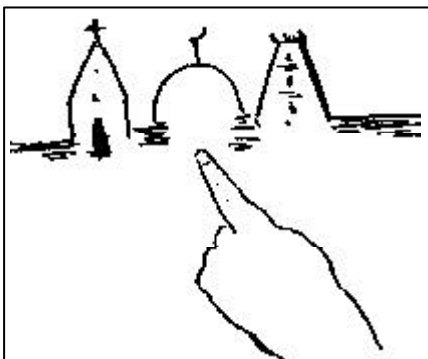


24. Right to information



25. Right to think

26. Right to act according to one's conscience



27. Right to choose one's religion



28. Right to love and friendship

Class Room Exercise

1) The teacher asks each child to read the rights aloud.

The children are put into groups to discuss and prepare a report.

S.No.	Group	Rights enjoyed or experienced	Rights denied	Rights which are not understood
1.				
2.				
3.				
4.				
5.				

(2) of all these rights, What are the ones that make you happy?

eg: right to play.

- | | |
|---------|---------|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

(3) Write an essay “**Happiness is the child’s right**” and read it in the class.

(4) Do the following people respect or violate child’s rights?

	Respect	Violate
1. School teacher		
2. Parents		
3. Relatives		
4. Friends		
5. Priests		
6. Government		

Homework

5. Meet a child labourer of your village and record the rights enjoyed by or denied to him.

Rights enjoyed / experienced	Rights denied
1.	1.
2.	2.
3.	3.

6. Do your parents allow you to relate or to have friendship with everyone you choose?

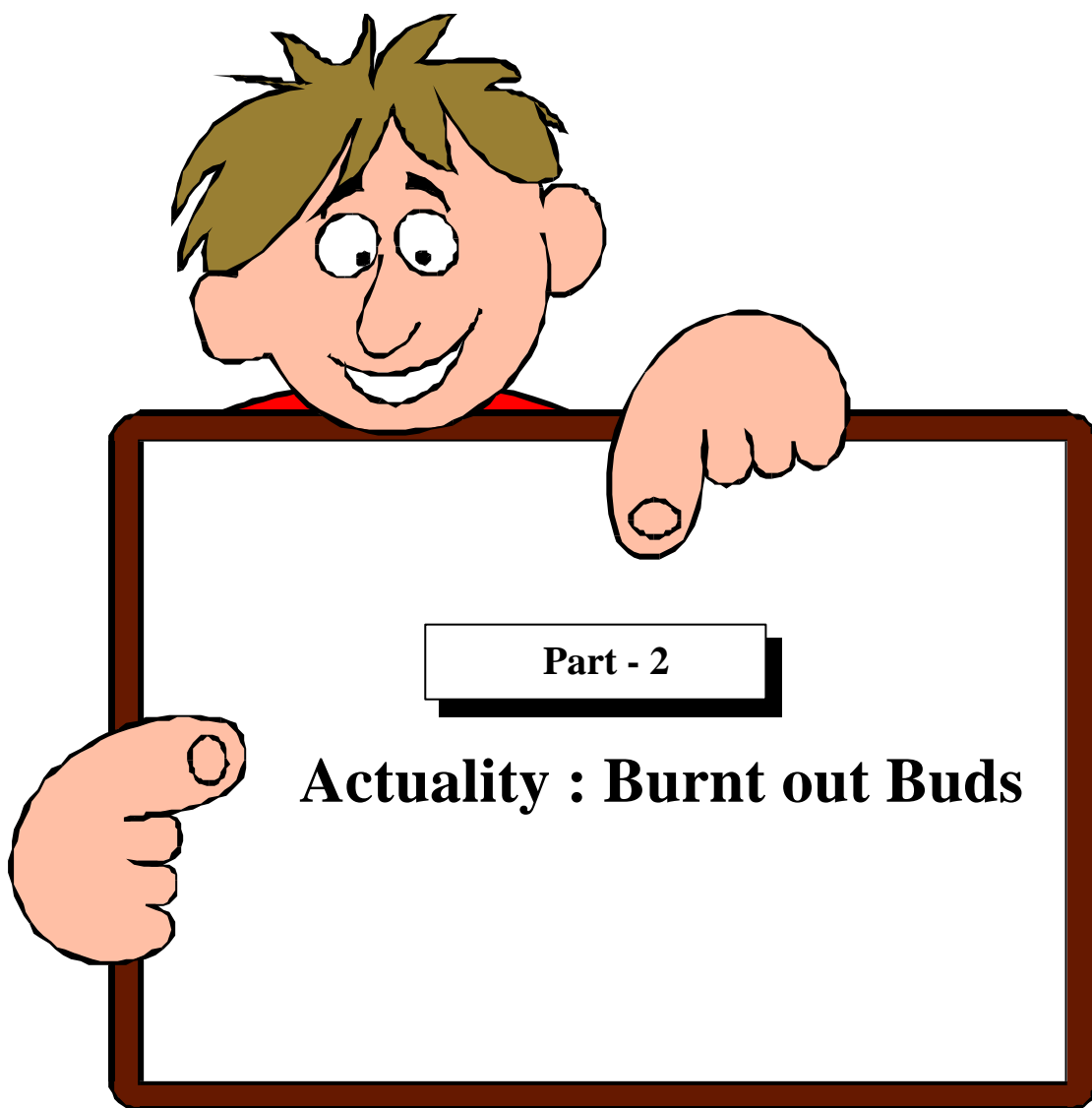
If they don't, ask them for the reasons. Then share your experiences in the classroom.

7. (a) Draw a picture to highlight the theme: The rights of the child and the fullness of childhood
Explain it to the others in the class.

(b) Paste the drawings on the school notice board.

(c) The teacher appreciates and praises the child-artists and shares his/her ideas with them.





Lesson - 5

GIRL CHILD AND RIGHT TO LIFE

A FOETUS SPEAKS

5th Oct.: Today my life began. My parents do not know it yet. I am as small as an apple seed, but it is I already. And I am to be a girl. I shall have blue eyes. Just about everything is settled, even that I will love flowers.

19th Oct.: I have grown a little, but I am too small to do anything by myself. My mother does just about everything for me. And she does not even know that she is carrying me here under her heart, and that she is even feeding me with her own blood. She is so good.

23th Oct.: My mouth is just beginning to open. Just think, in a year I shall be laughing and later talking. I know what my first word would be - Ma.

26th Oct.: My heart began to beat today all by itself. From now it will beat on for the rest of my life, without ever stopping to rest. After many years it will grow tired and stop and then I will die.

2nd Nov. : Today the Doctor told my mother that I am here. Are you happy mother?

25rd Nov. :

My parents are probably thinking of a name for me. I want to be called 'Shanthi'.

28rd Dec.:

Today my mother killed me.

-The girl child in Crisis P.18



Class Room Exercise

The teacher makes the students read the above passage, “A Foetus Speaks”. After the reading the students are questioned.

Students !

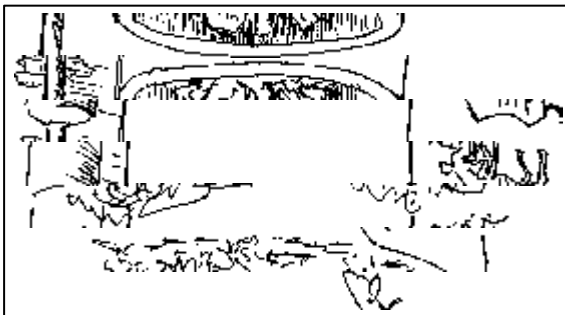
You have read about female foeticide. Girls face such discrimination not only before birth but also at different stages in their lives. They are discriminated against in various ways.

Now you can share what you know about gender discrimination and how women are subjected to violence



1st Student :

In my village when a girl is born she is killed sir.



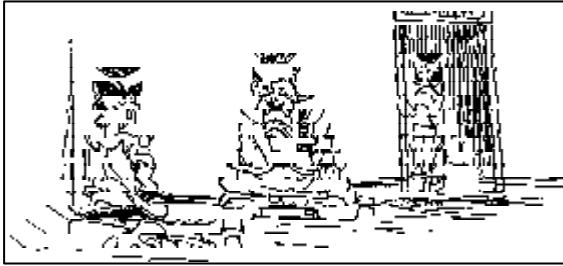
2nd Student :

I have heard that in my village, when a girl is born, she is abandoned in the hospital or she is thrown into a dustbin.

3rd Student :

In my family I am being educated but my sister is not. When I question my parents about this, they say why should girls be educated.



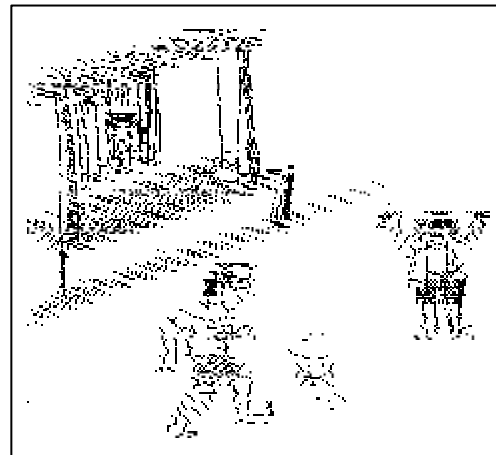


4th Student :

In my family, my grandmother says that my mother and I should eat only after all the men have eaten.

5th Student :

Madam, in my family my brother is free to play but my parents do not allow me to play, not even to sleep well.



6th Student :

Madam, do you know why Seetha has discontinued, her parents got her married to a 40 year old man.

7th Student :

Everyday when I wake up in the morning, I am asked to wash the vessels, but my brother is allowed to study.



The teacher lists out the violations faced by the girl child on the black-board :-

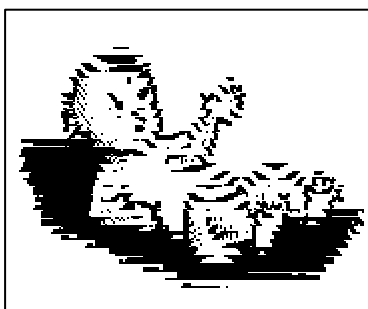
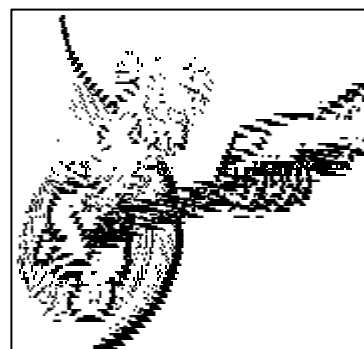
1. Female foeticide
2. Female infanticide
3. Denial of education
4. Denial of food
5. No right to leisure
6. Child marriage
7. No right to play.

State the rights denied to the girl child in each of violations listed above.

1) FEMALE FOETICIDE

RIGHTS DENIED

- a. -----
- b. -----



2) FEMALE INFANTICIDE

RIGHTS DENIED

- a. -----
- b. -----

Causing death of quick unborn child by act amounting to culpable homicide. -

Whoever does any act under such circumstances that if he thereby caused death he would be guilty of culpable homicide, and does by such cause the death of a quick unborn child, shall be punished with imprisonment of either description for a term which may extend to ten years, and shall also be liable to fine.

Sec.316, Indian Penal Code.

3) DENIAL OF EDUCATION

RIGHTS DENIED

a. -----

b. -----



4) DENIAL OF NUTRITIOUS FOOD

RIGHTS DENIED

a. -----

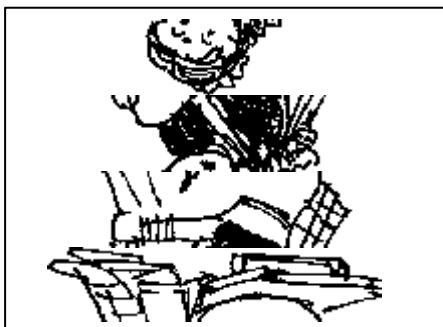
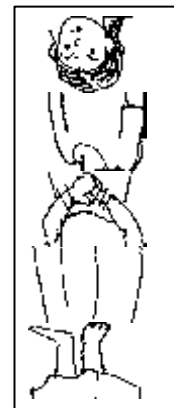
b. -----

5) DENIAL OF HEALTH

RIGHTS DENIED

a. -----

b. -----



6) CHILD MARRIAGE

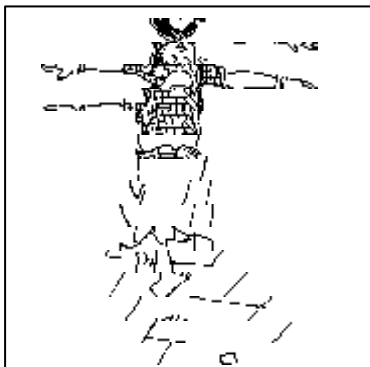
RIGHTS DENIED

a. -----

b. -----

Neither do I wish to be worshipped as a deity?
Nor to be trampled on.
Allow me to sit by your side and
Give me the strength to face life.

- Tagore.



7) DENIAL TO PLAY

RIGHTS DENIED

a. -----

b. -----

(c) i). If You are a girl child, are you treated equally with the other children in

your family?

Yes / No

ii). If you are not treated equally, in what ways have you been discriminated

against - List out.

a. -----

b. -----

c. -----

d. -----

(d) i). Do your parents give you more privileges than your sister because you are a boy

Food - Yes/No

Clothes - Yes/No

Games - Yes/No

Education - Yes/No

ii). How are they paying special attention?

The Right to Life and the Female Child

150 cradle babies have been received from 1992 to May 2001. Later, 51 deserted children and 528 cradle babies were received. Of these 729 children, 542 have been handed over to adoption centres. 43 of these are male and 499, female children. The government of Tamil Nadu shows much interest in this scheme.

-Tamizharasu, May - 2003



Home work

8. a) If you are a girl child, speak to your parents and make them recall how they welcomed your birth and share this experience in the class.
- b) If you are a boy, speak to your parents and make them recall how they welcomed your birth and share this experience in the class
9. a) Collect information from your parents why boy children are welcomed and preferred in the society and share this experience in the class.
- b) Collect information from your parents why girls are unwelcome in the society and share it in the class?
10. a) As a girl child, are you discriminated against by your family or by the society? Yes/No

Foetal Violence

Violence at home

Violence outside

Sexual abuse.

Cultural violence

Psychological violence.

Violence at work place.



Let us put an end to all kinds of violence against women.

b) **If yes**

i) How	ii) In what ways	iii) Give reasons

c) If you are a boy, have you seen girl children being treated differently in the family or in society? Yes/No

d) **If yes**

i) How	ii) In what ways	iii) Give reasons

According to recent statistics, 105 female children are killed every month in Dharmapuri district.

In Pannagram division 261 female children
 In Nallampalli division 226 female children
 In Kari Mangalam division 130 female children
 In Palakodu division 125 female children
 In Morappur division 110 female children

- Kangani Sep. 1998



11. List out the duties performed by them in your family

	Male Child	Girl Child
1.		
2.		
3.		
4.		
5.		

Prepare a statement about discrimination, based on the above exercise.

12. Action to be initiated by the school

- Staff & students should prepare slogans against female foeticide.
- Staff & students should enact plays against female foeticide & infanticide in the school and villages.
- Students could organise and participate in rallies condemning discrimination against the girl, particularly female foeticide and infanticide.
- Take a census about the girls who have dropped out of schools. The students of human rights should try to convince them to continue their studies

70 percent of our village children do not get primary education. Their talents are thus wasted... How can we put an end to this?

Even those who join schools do not continue their education. Even if they continue, they do not learn much. Can we accuse the parents for this? Even after completing fifth standard, children are not able to write even in their mother tongue. They can neither add nor subtract. This is the standard of education at present. They, how will the parents have faith in the education system? Naturally, they opt out.

-Tamil Arasu, July 1997

Act done with intent to prevent child being born alive or to cause it to die after birth. -

Whoever before the birth of any child does any act with the intention of thereby preventing that child from being born alive or causing it to die after its birth, and does by such act prevent that child from being born alive, or causes it to die after its birth, shall such act be not caused in good faith for the purpose of saving the life of the mother, be punished with imprisonment of either description for a term which may extend to ten years, or with fine, or with both.

Sec.315, Indian Penal Code.

A letter from a girl child

Dear Friends,

I am celebrating my second birthday as a happy and active girl having escaped being a victim of the scan, the poisonous milk or the scalding rays of the sun. My greatest desire is that every girl child should enjoy celebrating her birthday like me.



I am sad and depressed to think of the violations of rights girl children are



subjected to. The girl child is hated, she is killed in the womb, she is denied nutritious food. There is gender discrimination at home. She is brought up as a useless, weak girl. She is taught to be a bonded labourer to the men in the family.

Even in sports and education there is gender discrimination. Girls are subjected to sexual harassment even in the playgrounds and we hear many such sad stories everywhere..

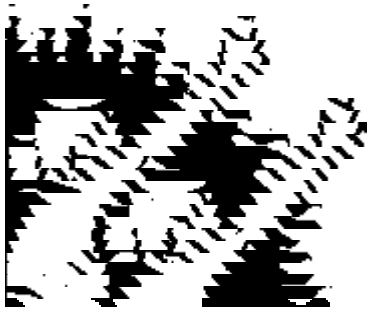
I asked my mother, "Why do people give so much of importance to men?" Mother replied, "Our society is a



patriarchal society. Even our religions advocate it." I understood very little. I asked her, "I am also a girl, then why didn't you hate me?" My mother replied, "You were also hated by many people. Many people blessed me during my pregnancy saying, 'may you give birth to a handsome baby boy'. But, we wanted a baby girl." "Why?



Mother”, I asked. She said “The great leader Periar, advocated equality among man and woman. He said, if women were given the opportunity, they would be strong, intellectually sound, and effective leaders.” I told my mother, “I enjoy freedom of movement, freedom from discrimination. Mother, you have encouraged me to be brave.” I asked her to name a few brave or courageous women. My mother listed out a few.



✍ Jhansi Rani Lakshmibhai – a warrior.

✍ Prime Ministers – Indira Gandhi, Benazir Bhutto

✍ Mother Theresa – a social worker of great fame

✍ Kiran Bedi – a police officer

✍ Medha Patkar – an environmentalist

✍ A muslim social worker Jaslima Nasreen who fought bravely against the slavery of women in her society.

My loving appeal to all of you !

Do not bring up, or treat your girls as dressed up dolls; discipline them but do not break them; educate them in a free atmosphere, and allow them to grow. If so, these women will not be victims of violence, nor victims of sexual harassment, thus putting an end to violence and dowry harassment.

Yours...

Alagi

-‘Naalai’ Jan, March

Lesson-6



CHILD LABOURERS



1st Child Labourer

Dream and Reality!

That boy may be ten years old. He loves Maths, addition, subtraction, multiplication and division. But poverty in the family decides his destiny. The boy who loves carrying his school bag has to carry a lunch box to a factory. He is sorry to leave the school. He is faced with problems.



Employed in a match factory, he has to count matches and stack them. Yet he is happy.

On the first day the supervisor teaches him his job. Enthusiastically he begins to count the matches until he reaches fifty. He is asked to stop. He loves to count beyond fifty but he cannot! His desire remains unfulfilled.

- **'Puthiya kaarru', Jan 2003.**

Reflection:

What is the boy's unfulfilled desire?

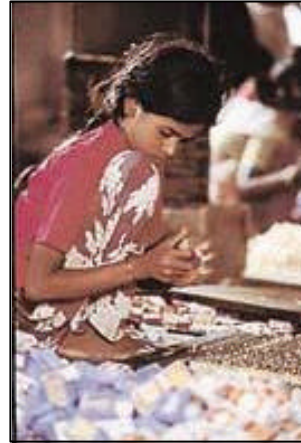
5. CHILDREN (Pledging of Labour) Act. 1993

Penalty for parent or guardian making agreement to pledge the labour of a child-whoever makes with the parent or guardian of a child an agreement whereby such parent or guardian pledges the labour of the child shall be punished with fine which may extend to two hundred rupees.

2nd Child Labourer

Shattered dreams

- There are six children in this family. 12 year old Ganga is the third child. She has never gone to school. She has been rolling beedis, eight hours a day, for the past six years. The rest of the time she does housework. Her parents are uneducated. Her mother, a farm labourer also rolls beedis after work. Her father is also a farm labourer. Ganga suffers from severe backache. She has white scars and is supposed to rest from work. She desires to go to school, but is not in a position to do so. Today she wants to learn to write, but her family situation does not permit it.



Reflection:

- *Women's link April 2001.*

- What did Ganga desire?
- What was her unfulfilled desire?

3rd Child Labourer



What is lost is life, not just a finger.

Eleven year old Kuldeep earns and supports his family by his hard labour. He works in a factory which makes spoons in Delhi. One day while operating the machines, three of his fingers were cut off. He lost all the happiness in his life.

- **'Frontline - 24th Jan. 1997'**

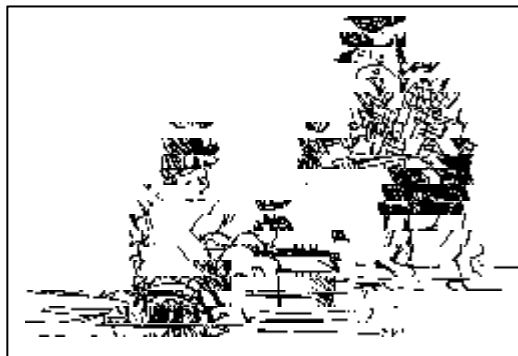
Reflection:

What does the loss of fingers signify?

4th Child Labourer

Adult Baby

I am a widow. I have a four month old baby. My thirteen year old son, employed in a factory is supporting the family. The law states that children below 14 years should not be allowed to work, and this put an end to his job and also his support. So I am trying my level best to secure a false certificate to state that he is 14 years of age, so that he could continue to support the family.



Reflection:

- Frontline, 24th Jan 1997.

What did the adult baby lose?



5th Child Labourer

The child who heads the family

My name is Raman. I work in a hotel. I make good Chappatis and Parottas. Due to poverty, I left Bihar, my own state and am working in Delhi. When I was nine years old I came here. My employer beats me for small mistakes. I toil from 6 a.m. to 10 p.m. at night. I am now thirteen years of age. I earn Rs.500/- (Rupees Five Hundred) a month. I am allowed to go home once or twice a year. I have two sisters and two brothers. My parents are farm labourers. My earnings are spent only on my family. I cannot read or write. I have seen children going to school. I have not experienced the life of a student. I have people who say that a child should not work but should go to school. If I go to school, who will look after my family?

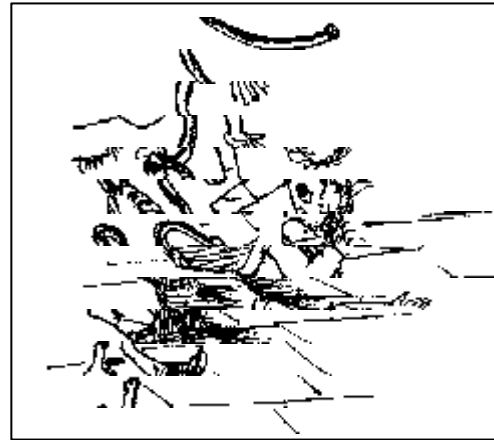
Reflection:

Why did Raman not like the idea of going to school?

6th Child Labourer

Violence within Violence

Eleven year old Ayesha, a fourth grader discontinued her studies as a result of poverty. A carefree child is now burdened as a domestic labourer. She was brought to Chennai.



Six months have passed since she joined here as a domestic labourer. They promised to take care of her with all meals provided along with a monthly salary of Rs.500/- (Rupees Five hundred). On the contrary, none of the promises are kept. She is beaten mercilessly with a rubber pipe, her hands swell and bleed. Medication is not provided and she goes to sleep in great pain. On Wednesday, 20th of November 2002, she was beaten on her eyes with the rubber pipe. She could not see, neither could she run outside. Acid was poured on her hands. She was burnt with a branding iron. She realised if she stayed, they would kill her. So she ran out in fear but they went after her, caught her and locked her up in a room.

- Kumudham reporter - 01/12/2002

Reflection:

What did Ayesha lose due to violence at home?

Myths of child labour

Myth.1 Children work because of poverty.

Myth.2 we need children's hands to contribute to the family's income

Myth.3 Children are better suited for some work than adults.

Myth.4 Child labour is necessary for the development of poor countries.

Myth.5 Children's work is a good part of their early childhood education.

Myth.6 Children have the right to decent work.

- Global March against Child labour

Class Room Exercise

1. The teacher divides the class into six groups. (If it is a co-educational institution, it could comprise three group of boys and three groups of girls). The real incidents concerning boys could be given to the boys and the incidents concerning girls could be given to the girls to be read by them. Based on these true incidents, a drama or a play may be written. The teacher may help them.
2. Each group is asked to discuss the following questions given below and answer them:

a) First child labourer

- 1) What work was this child labourer engaged in ?

WHAT CAN YOU DO TO PUT AN END TO CHILD LABOUR?

- ☞☞ Demand compulsory free education to all children upto 18 yrs
- ☞☞ Create awareness in your schools and areas around about child labour.
- ☞☞ Inform the officials concerned about child labour and child abuse.
- ☞☞ Don't employ child labourers.
- ☞☞ Pay adult labourers their due and stop their children from being child labourers.
- ☞☞ Request political parties and people's representatives to take step to put an end to child labour.



- Campaign Against Child Labour - Tamil Nadu

2) What forced him to undertake work?

3) What made him undertake this work?

4) What were the rights denied to this child labourer?

b) Second child labourer

1) What work was this child labourer engaged in?

2) Why did the child become a child labourer?

3) What were the desires of this child?

4) What were the rights denied to this child labourer?

c) Third child labourer

1) What work was this child labourer engaged in?

2) Why did the child become a child labourer?

3) Did this child lose only her fingers?

4) What were the rights denied to this child labourer?

d) Fourth child labourer

1) What work was this child labourer engaged in?

2) Why did this child become a child labourer?

3) Why did the mother attempt to get a false age certificate?

4) What were the rights denied to this child labourer?

The State parties to the present covenant recognize that:

Special Measures of protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punished by law. States should also set age limits below which the paid employment of child labour should be prohibited and punished by law.

- Article 10 (3) *International Covenant on Economic, Social and Cultural Rights*

e) Fifth child labourer

- 1) What work was this child labourer engaged in?

- 2) Why did this child become a child labourer?

- 3) Why did this child not like going to school?

- 4) What were the rights denied to this child labourer?

f) Sixth child labourer

- 1) What work was this child labourer engaged in?

- 2) What were the reasons for discontinuing her studies?

- 3) Why did this child become a child labourer?

- 4) What were the rights denied to this child labourer?

It's we who make millions of matches;
Make bangles to deck the wrists of young brides,
Inviting, in the process, diseases of different kinds;
We intake silicon dust and suffocate to death
At mines.

It's we who make blankets,
Rich and Silken
At the looms of our youth.

- Varthana Singh

3. Just reflect on the three previous lessons.

You have seen how children who should be praised and appreciated are shattered and devastated.

Answer the following questions:

When a carefree child becomes a child labourer,

a. What are the lost joys?

- 1
2.
3.

b. What are the rights denied ?

- 1
2.
3.

JOSEPH'S STORY



Nine year old Joseph was initiated into the cobbler's profession three months ago. His boss was Mr. Xavier. On the eve of Christmas, he had no sleep. He waited for the employer and his wife to go to church. Later, he took out a pen from the cupboard and some crushed paper which he smoothened out and began to write. Before writing the first word, his heart beat fast. He looked anxiously at the door and at the window. Joseph sat cross legged beside the bench and began to write.

"Dear loving grandpa", he wrote. "I am sending you loving Christmas greeting's.

May God bless you. I have no parents and you are my only relative."

I am very unhappy. No one likes me. Even yesterday I was thrashed and

Types of Labour

- 85% of rural child labourers work in cultivation and agriculture
- 40% of urban child labourers work in manufacturing and repair
- Carpet making, tea plantations, gem polishing, fireworks.

- *Global March Against Child labour*



beaten. My boss dragged me by my hands and banged me. Do you know why? While I was rocking his child to sleep, I fell asleep. Last week, the madam of the house asked me to clean the fish. I began cleaning the fish from the tail end. At once she snatched the fish and rubbed it on my face.

The other workers are ridiculing me. They send me to buy liquor from the shop. They force me to steal cucumber from the neighbour's garden. The boss beats me with whatever he has in his hands. I do not get sufficient food. In the morning and at night I am given bread, and porridge in the afternoon. They ask me to sleep on the verandah. Whenever their child wakes up I am supposed to get up and rock the cradle.

Grandpa, please come and take me away with you. I beg you, if you don't I will die. I am willing to do any work. If I do any mischief you can punish me, but please do not leave me here. I am unable to bear this torture. I thought of walking and returning home but I do not have the stamina to do so.

When I grow up I will look after you. Grandpa start immediately. Have mercy on this orphan boy who is being subjected to torture, hunger, pain, worry, and tears. I am treated worse than a dog and I can no longer stay here. Grandpa please come at once.

Your sorrowing grandson - Joseph

Russian tales, Even flowers have problems, Anton Chekov-

CHILD LABOUR IN INDIA

13.6 million (Indian census) [1981]

20 million children in hazardous condition (Labour Ministry) [1994]

77 million computed on basis of below poverty line (Commission on Labour Standards, GoI) [1995]

60-115 million (Human Rights Watch) [1996]

Child Economic Activity rate: 13.5% {Male} 10.3 {Female}% (Int'l Labour Org'n) [1995]

Child labour accounts for 20% of our Gross National Product

- Global March Against Child labour

Homework

- 1) Read the following stories carefully. Not just once, but many times.
- 2) Underline the words or expressions that touch you.
- 3) Is child labour good or bad?

Let the students debate on the above topic.

- (4) Meet child labourers and interview them.

Collect the information given

below from them.



- a) Name, educational status, financial status of the family, reasons for becoming a child labourer, the work done, how are they treated in the work-place, their future dreams, etc.,
- b) Based on the above information, prepare a statement.
- c) Read the prepared statements in the classroom.
- d) The teacher's response to the prepared statements.



- 5) a) Students are requested to bring a matchbox to the classroom.

b) Students are asked to list out the names of different companies and to note the total number of Companies making matches.

c) Each student is asked to imagine the status of a child labourer of a match unit and write three lines about their conditions.

6. You might have noticed or seen hotels in big towns.

Have you noticed child labourers?. Before you read this

Prohibition of employment of children in factories,

No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment

- Art. 24, Constitution of India

lesson, you would have only thought about the food in the hotel. In future, when you visit a hotel, you will notice the child labourers washing vessels and wiping tables. If possible try to talk to them and discover the reasons for their becoming child labourers.

- a) When you meet these child labourers, will you tell the hotel manager that it is illegal to employ child labour?
- b) Will you (students) decide not to eat or patronise the hotel which employs child labour?
- c) Have you seen children pack groceries with their nimble fingers? Will you tell the shop owner that this is wrong? Will you inform the authorities of this illegal act?

7) You must have seen child labourers in fireworks, garages -, lathes, wayside shops, tea-shops, sweet shops, gardens, tourist spots, on beeches and so on. Speak to them and find out the reasons why they became child labourers.



- Campaign Against Child Labour - Tamil Nadu

Lesson-7

CHILD BONDED LABOURERS

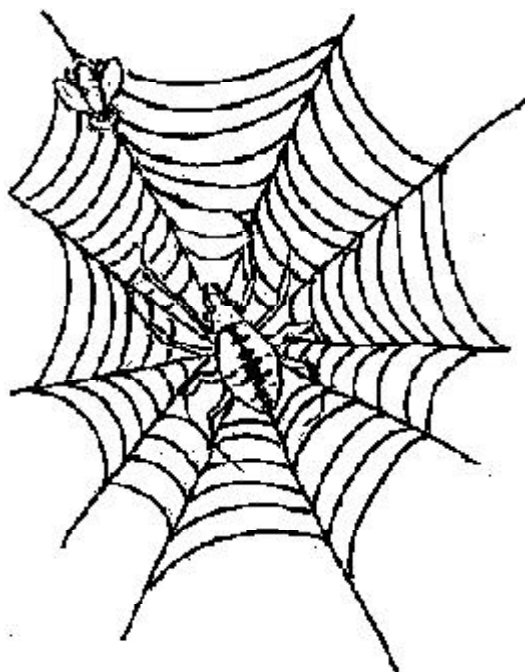
Incident I

The spider and the fly

The hairy slimy spider hides in the darkness. This insect has a dangerous web. Due to carelessness, the poor fly falls a prey to the spider by being caught in the web, and it is fatal.

That spider sits waiting patiently for the fly to get caught in the web it has woven with a lot of care. No prey caught in this web can escape because it is strongly woven and it will not break. The web is ready, it is a trap and no insect

can escape.



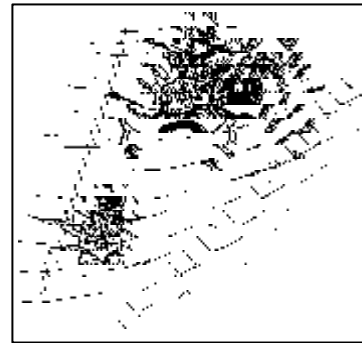
The spider awaits the arrival of a hungry fly in search of food. The fly arrives and is entrapped in the web. The spider enjoys the agony of the fly, and with hungry eyes, it waits to pounce on the fly and seeing this the fly shudders with fear. It tries to free itself from the slimy web but does not succeed.

The spider stretches out its hairy legs and clutches the fly in a murderous grip. It squeezes and sucks the blood and drains the strength of the fly. The poor fly does not give up easily. It bravely struggles and

puts up a fight but the menacing spider does not let go of the fly till it takes its life.

The fly struggles for dear life, the spider feeds on its prey, drinking its blood till the last drop and when there is nothing left it releases it.

-Wilhelm, Libnehit, Moscow



Reflection

a. When you think of the struggle of the fly and the spider, what are the emotions you experience? Put a tick

i) Towards the Spider

anger ☐

sadness ☐

irritation ☐

pity ☐

ii) Towards the Fly

anger ☐

sadness ☐

irritation ☐

pity ☐

b. What are the causes for these emotions?

c. Are there men like the spider ? Tick Yes or No

Yes ☐

No ☐

d. If “yes”, Can you identify them?

Rehabilitation of bonded labourers is more important than freeing them. Otherwise, by losing their jobs, they will also lose their livelihood also. The condition of freed bonded labourers who are not rehabilitated is worse than that of bonded labourers.

Second incident



a) “One day, twenty rupees were missing at the place I worked in. They beat me up saying that I had stolen it. I pleaded and swore to them that I had not taken it. They did not believe me. They burnt camphor on my palm and two of them held my hand so that I did not throw it off. Later on they discovered that my boss’s daughter had taken the money,

Narrated by Easwaran who was sold for a sum of Rs.5000/-

b) “I sit in front of a hot oil vessel working everyday. Suddenly, my master takes the hot spoon from the bubbling oil and spansks me. Hot oil falls on my body. He laughs loudly at my anguish and walks away. This is a game for him”.

Narrated by Kannan who was sold for two hundred rupees, six years ago.

- ‘Kumudham Reporter’, 5/1/01

Incident III

Kali, aged nine, lost her father three years ago. Today she is employed at a silk factory. When her father died, her mother borrowed Rs.4000/- (Rupees Four Thousand) from her owner to perform the last rites and to feed the family. They have no land. She is a quarry worker.



Kali’s day begins at 7 a.m. She has to walk 2 kms. to reach her workplace. There is no rest at work. They have to stand for 14 hours. Do you know what her salary is? For an hour she earns one rupee and fifty paise, for the month she earns Rs.200/- (Rupees two hundred).

If she is late to work, she is subjected to scolding, and sometimes even kicked.

Until the sum of Rs.4000/- (Rupees Four Thousand Only) is repaid, she cannot be freed from this bondage. The salary earned by mother and daughter is not sufficient to have even two meals a day. If so, how would they repay their loan?

Kali has not seen the shadow of the school.

*"Indian children in bondage",
Human Right's Watch - Asia, 1996, P.80*

Incident IV

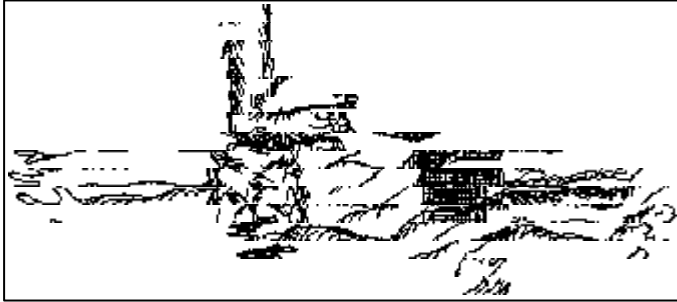
Ramasamy called us to Chennai, promising that we would get jobs for a good salary. Believing him, five of us went to Chennai.

In Chennai, we were shoved into a godown like room. From dawn to dusk we were frying puffed rice. We were restricted from even talking to one another. We were burnt on our backs with the same rods that we used to fry poori.



Venkatesh took us from Chennai to Andhra. He had a big puffed rice shop. Venkatesh and his brother Palani made us work from 3 a.m. to 7 p.m. and tortured us. We could not bear the heat from the furnace. If we raised our voice, Venkatesh would beat us with cycle tubes. The rod used to fry the puffed rice, was used to burn us on our backs.

Benjamin who was with us had a bad dream and he was found screaming. At once, Venkatesh and Palani came running, "Why are you screaming?" and they both slapped him. He replied, "I dreamt that my mother was dying, please send me home to my village" he pleaded, but they hammered him on his chest. Benjamin began to bleed through his mouth, and nose. I lifted him up at once and screamed, "Brother, he is going to die, please rush him to hospital. They



were silent and unmoved because they termed it as false (or as a pretence).

Later on Benjamin was bleeding profusely from his nose and then they put him in an auto and took him to hospital and I also

accompanied him. At the hospital, they declared that Benjamin had expired.

- 'Junior Vikadan', 25/5/03

Class Room Exercise

a) How were the bonded children mentioned above tortured?

b) What jobs were they forced to do?

c) Why were they treated like this?

e) What were the emotions you experienced while reading these incidents?

In 1980, the Supreme Court gave a historic judgement on the bonded labourers employed in quarries.

“ In accordance with Article 21,23 of the constitution, bonded labourers must be identified and freed. The Government must guarantee their rehabilitation. if the Government fails to take appropriate action, it amounts to violating the constitution.

- Bonded Labour in India -
Human Rights Watch - Asia : 1996 Page - 29



2. What are the rights denied to children in bondage

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

3. What are your suggestions to abolish bonded labour?

4. List out the differences you see between children in bondage and child labourers.

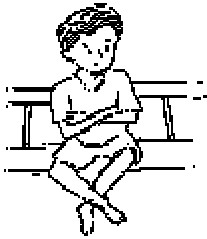
Home work

5. Collect information about children in bondage by having discussions with your family and friends. What are the rights denied to these children? Explain with examples. Later, prepare statements and read them in the class room.
6. Meet some children in bondage around your house and in your neighbourhood and interview them and list out the rights denied to them.
7. In what ways can you students help these children in bondage?

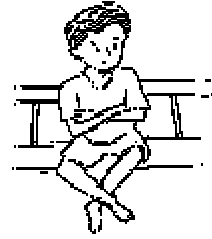
Children below 14 must not be employed in dangerous places like industries and mines.

- Constitution of India Article 24

Lesson-8



STREET CHILDREN



Aslam's story

At Mumbai central station, the porters stand in small groups holding discussions. There are some children too and amongst them is Aslam. He is nine years old and he lives on the platform. He hails from Karnataka and he came to Mumbai to earn a living. Poverty and lack of parental care forced him to leave home. The railway police often beat up Aslam and his companions with



their batons for no crime or reason. Aslam and his companions are dragged to the police station and are beaten up with belts and batons and false cases of theft are registered against them. His friend who stands beside him is asked to beat him and then it is Aslam's turn to do so and if he refuses, he is beaten again and again. This torture ends only after two hours, with a threat that they should not talk about what had taken place in the police station.

The next day, Aslam was unable to walk. He was perplexed. All he earned from collecting the throw away bottles at the station was 50 Rs. From this small amount, he had to give Rs.10 to the police, and some middle men, and yet he was beaten up. He was unable to understand as to why the police beat him up.

- 'Seminar 1996'.

Please reflect

- Why did Aslam live on the platform?
- Why did he come to Mumbai?
- Why did the police beat Aslam and his friends?
- When will Aslam get his freedom?
- Have you seen street children like Aslam?
- Can you suggest some plans to rehabilitate them?



Place : Class Room

The children are listening to the news and they hear this too..

“ There are eighteen million street children in the cities of India..

Some of them are employed in auto-mechanic garages, in tea stalls, in hotels, and as rag pickers.

There are two lakh ninety-five thousand street children in the cities of Chennai, Mumbai and Delhi.

The Minister for Child Welfare expressed his concern about these street children who are used like tools in the hands of anti-social elements who use them for drug peddling, stealing, etc.,



After the news broadcast, the teacher questions the students and writes the answers on the black-board.



- Have you seen orphaned street children ?
Yes/No
- What do they do for their living?
- Where do they sleep at night?

d) You are all privileged to be at school, but these children are on the street. When you see these children, what are the emotions you experience?

Why have they become street children?? Remember the story of Aslam and relate it to the question and see the connection.

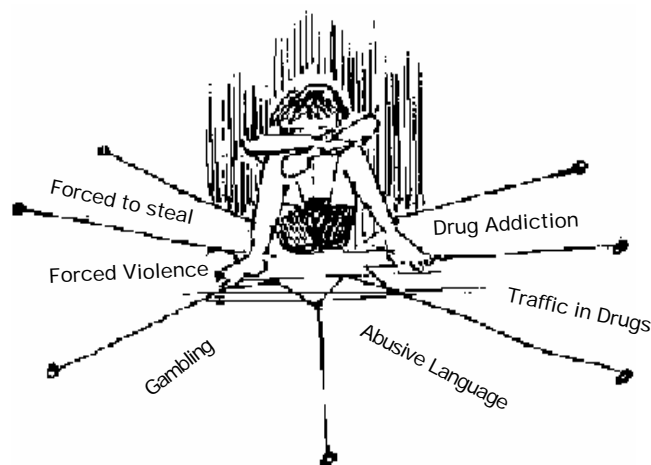


Some reasons

1. Children of separated parents
2. Children who feel unloved and neglected.
3. Poverty in the family forces them to seek employment.
4. Lack of education
5. School drop outs.

FROM STREET CHILDREN TO CRIMINALS

- 1) They become drug addicts.
- 2) They are used to sell drugs.
- 3) They are forced to steal.
- 4) They are forced to take to violence
- 5) They are forced to gamble.
- 6) They use abusive language.



Class Room Exercise

1. Imagine that you have no home, no parents, and no relatives and as a result you are a street child. Express your feelings in three lines

2. List out the rights street children are denied.

a.
b.
c.

3. Write a letter, imagining that you are consoling Ramu, a street child and read it aloud in the class.

4. What can you do to make street children enjoy the rights enjoyed by normal children? Read out your suggestions to the class.

5. What, according to the society, are the crimes committed by these street children?

6. Share the news about street children from your village who have been punished or accused of theft, drug peddling, gambling etc.

Home work

7. Interview some street children who are in your neighbourhood and share the experience in the class room.

8. For the rehabilitation of a street child -
 - a. Discuss with your parents or elders the ways and means of rehabilitating these children. Write it down.
 - b. Write about what you as an individual could do for the rehabilitation of a street child.

9. Have you seen street children who have become criminals? If so, interview them and share their reasons for becoming criminals.

10. You are studying in school. There are children living on the street. Some of them have become criminals. What or who are the reasons for their becoming criminals? Discuss with parents, relatives and friends. Share this in the class.

11. Pluck a branch with green leaves and also pluck a branch with dried leaves from your garden.
 - a. Observe and write the differences you see between these branches.
 - b. Compare the green branch to a student who goes to school and the street child to the branch with dried leaves and list out the differences.

	Green branch		Dried branch
1.		1.	
2.		2.	
3.		3.	
4.		4.	

Lesson-9

PHYSICALLY CHALLENGED CHILDREN

1. A Story

HAPPINESS OF THE SWEET LITTLE EYES:-

Kandanoor is a beautiful village. Everyone lives in harmony with one another. There is no discrimination against the rich or the poor, and Chellayee Amman is worshipped as the Deity. There is a big banyan tree where a beautiful stone statue of Amman is kept and worshipped.

Nellyaan Ambalam is the most respected elder in the village.

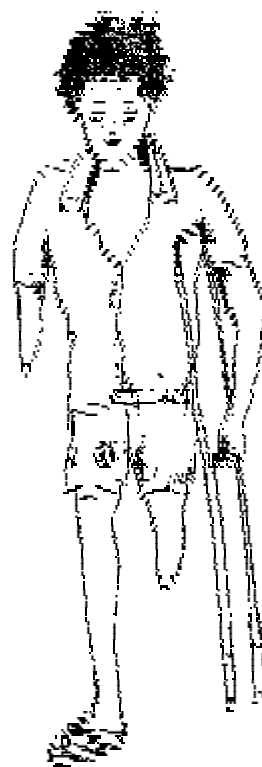
As usual, Nellyaan Ambalam had a bath and came to worship Amman. Murugan, the priest's son, was engaged in tying flowers.

He was the classmate of Ambalam's favourite daughter but unfortunately, due to a severe attack of fever he had lost the use of his leg.

His family circumstances did not permit him to study further. So everyday he helped his father in the temple.

When the priest was performing the ritualistic bath of the Goddess, Nellyaan Ambalam noticed that one of the legs of the statue was broken and he was greatly disturbed. The priest held enquiries and decided that no misfortune should befall the village as a result of this and they decided to call for a village panchayat (meeting)

The next day, the village panchayat was held. The elders declared that it was a sacrilege to worship a broken statue and if they did, they believed that the village would be destroyed. So they decided to make a new statue.



Arrangements were made for the replacement of the statue. The village elders informed the priest about the panchayat's decision. And overhearing their conversation, Ambalam's daughter Chellamaal who was on the verge of crying said:

"Dad! we bathe our Goddess daily and dress her up with a lot of veneration. Just because her leg is broken, we are going to dump her somewhere. Tomorrow if my leg is broken, will you call me a lame girl and throw me off? Our priest's son is handicapped and that is the reason he discontinued his studies. If people are handicapped will you discard them? Throw them off why he?" she asked weeping. Ambalam replied, "No my daughter, because it is a stone idol we do like that." "A disfigured idol is discarded, that is why a physically challenged Murugan is neglected!" "If the old stone is not wanted, even the new one is not wanted because a stone is a stone" said Chellammal.

As a result of this, both the idols of Amman were kept together under the tree. Murugan the physically challenged son of the priest, picked up his bag and continued to go to school with Chellammal.

- 'Nagappa Nachiappan', Nilavay Pidithavarkal.

Students are requested to read the story carefully.

a. Who is your favourite character in this story?

b. What are the reasons?

1. -----
2. -----



c. If you were the son of Ambalam, what would be your reactions?

d. What did Murugan lose when he became physically challenged?

e. What lessons did you learn from this story?

a. _____

b. _____

c. _____

2. A true story

A Handicap is no block

Gowtham, a sixteen year old, having studied from LKG upto his tenth grade, getting the best student award every year is now doing his eleventh grade in a special school for the blind and deaf.

From his second year, as advised by the doctor, he was given speech therapy and was admitted in a school for the deaf.

For the past seven years he is studying in Tamil medium. Last year, he secured first rank amongst the physically challenged in Chennai district. The government had granted permission to exempt him from studying English as a subject. He secured 365 marks out of 400, scoring 96 in Tamil, 99 in Maths, 77 in Science and 96 in Social Studies.

He is the proud winner of the best student award of Rs.3000/- (Rupees Three Thousand Only) Recently, he has secured the best physically challenged youth award.

Gowtham has a smiling face. Reading our lip movements, he responds to our questions. When you ask him what his hobbies are, he replies, “computer and cricket!”.

He cannot hear, yet he is very clever. He handles computers very well. He desires to study English too! So he is preparing himself to write his English exam in April.



Keeping English and Tamil news papers side by side, he makes a comparative study.

Presently, he is in the eleventh grade. Gowtham dreams of becoming a computer engineer. He has no inferiority complex. He is obedient and is a role model for physically challenged youth.

- Dinamani - 18/1/2003

Please read the above true story and reflect on the following questions

- What did not block or prevent Gowtham from becoming an achiever?
- What were the lessons learnt from Gowtham's achievement?

Class Room Exercise

1. Did you realise that there is no relationship between talent and disability?

Yes / No.

2. What are the lessons learnt from Gowtham's life?

- a. -----
- b. -----

3. Give 2 reasons for treating physically challenged youngsters with equality.

- a. -----
- b. -----

4. What are the rights denied to the physically challenged children?

5. What are your suggestions to treat physically challenged children with equality?

1. States Parties recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

- Art. 23, Constitution of India

Home work

6. Meet and interview physically challenged children in your neighbourhood and collect the information given below:
 - a. Is the physically challenged child treated equally on par with the other children?
 - b. Are these children permitted to speak or play with the others?
 - c. Are the talents of these physically challenged youngsters encouraged?
 - d. Do these physically challenged children go to school?
 - e. Do they allow these children to go to temple / church / mosque?
 - f. Are they allowed to attend weddings and festivals?
7. Share the experiences of the physically challenged child you met with your classmates.
8. Collect information about the Government schemes for the welfare of physically challenged and share it with the class.
9. You must have observed some physically challenged youth begging at the entrance of temples or in public places.. What were your feelings?
 - a.
 - b.
 - c.
10. What are the rights denied to the physically challenged who are dependent on others?
 - a.
 - b.
 - c.
11. Think and write about the ways in which you can help the physically challenged children.

3% RESERVATION FOR THE PHYSICALLY CHALLENGED

The High Court has directed the Government of Tamil Nadu to reserve 3% of seats to the physically challenged in government and government aided education institutions.

A student called Raj Kumar applied for a medical seat. He was ranked fifth among the physically challenged. He was not offered a seat in M.B.B.S., Raj Kumar's father, Joseph challenged this at the Madras High Court.

The Government of Tamil Nadu has not observed the reservation policy properly. Of the 1255 medical seats, only 3 have been allotted for the physically challenged; they should have allotted 39 seats as per law. The government must follow the law governing equal rights to the physically challenged (article 39) and reserve 3 of seats in all government and government aided education institutions to the physically challenged, observed the court.

- 'Human Rights Kangani', January 2003

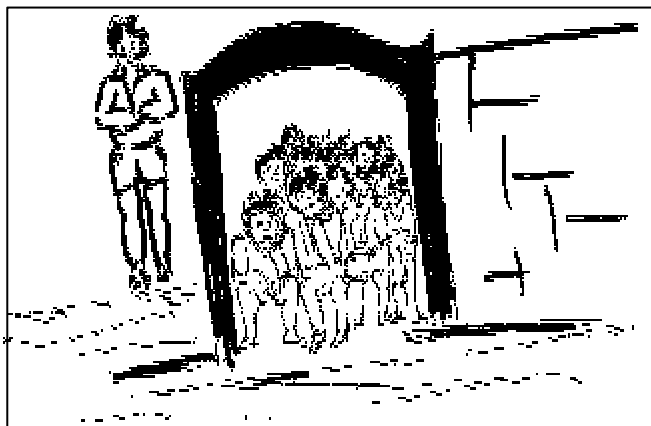
Lesson-10

CHILD TRAFFICKING



1. Children sold

a) Mothers sell their own children! Two months ago, a mother was bargaining about the price of her new born baby. Later on, she sold her son to a lady from the nearby fishing village for a thousand rupees. We witnessed this incident.



- An employee of the government hospital at Nagapattinam narrated this incident

- Junior Vikatan 25/12/02

b) Kumar barter his four year old son for 10 kgs. of rice to avoid starvation. Monsoons failed and it was a year of drought. He hoped to get aid from the government, he did not get it. He was forced to sell his son.

- Hindustan Times - 22nd March 1999

c) Ganapathy sold his six year old son for Rs.5000/- to a money lender. He was ailing for the past four years. The need for food and medicine forced him to sell his son. His wife couldn't earn much. The amount of money borrowed was insufficient and so he was forced to borrow Rs.2500/- again. When this money had been spent, he borrowed Rs.1000/-. Later, he needed more money and he sold his second son for Rs.1500/- Ganapathy said, he was not at all sorry about his action.

- Hindustan Times :18th Feb. 2001

2. Kidnapped children as beggars

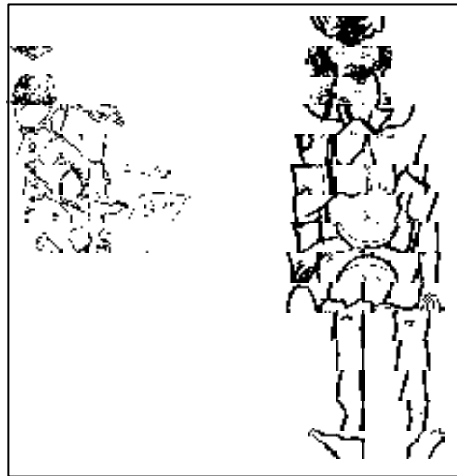
When I was returning home from school, Suresh and Lakshmi asked me if I was interested in going to Chennai. They enticed me with a promise of new clothes and ornaments - earrings etc. I was tempted and went with them to Chennai. On reaching Chennai I realised that I had been cheated. The whole day I was made to beg on the streets.

I was forced to beg from morning to night. They would take away the alms.

If the collection was less, they would burn me with the firewood all over my body. I would weep. At times, I would be made to kneel in the hot sun."

Suryakala shows all the scars on her body as a result of the burns and her eyes are filled with unshed tears.

- 'Kumudham Reporter



3. Children used for camel racing

Have you heard of small children strapped on to the backs of camels in camel races?



Children from poor families are lured with jobs and are forced into the camel racing trade. Five year old children are starved (If they are fed three meals a day their weight and consequently the weight on the camel increases) because heavier the child, slower the camel runs. So these starved kids are tied to the camel's back with strings. As the camels race along, at times, these strings break and the children fall down on the hot sand and are trampled upon by the camels and killed. The screams of these starving children push the

panic button and the camels race for dear life. While the children are starved, these camels are fed well. At the end of the race, the winning camel gets the world cup worth a few lakhs, but the poor children earn nothing but bruises. Every year this camel race takes place. Where is the end to this heinous practice? When will it be put an end to?

- Kangani - Jan. 2001

4. Children - For sale

In the state of Andhra Pradesh, at Hyderabad, when the police raided a children's home, they found 56 babies locked in the home. Among them, 52 children were girls. These children were bought from the poor tribals to be sent abroad for adoption. Each child is sold for 2000 or 3000 dollars.



- Kidnapping of children in India Pg.16

5. Marriages. Are they made in heaven



Young girls from Hyderabad are sold to men from different states for Rs.5000 (Rupees Five Thousand) to Rs.10000 (Rupees Ten Thousand). Chitra aged 25, was married to an old man who was 75. She had lived with him for the past 10 years and has two children. Her parents had sold her for Rs.5000/-. In 1991, nine year old Ameena of the same city was sold for a sum of Rs.10,000 to a 60 year old man.

- Kidnapping of children in India Pg.16

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

- Art. 35, Constitution of India

My dear children!

You have enjoyed reading about happy children. But the sufferings of children such as

Child labourers

Street children

Discriminated girl children

School dropouts.

Unhealthy children

Physically challenged children

I am sure, would have melted you.

Read the above incidents carefully.



I can understand that these incidents have touched your hearts and have stirred your emotions:

You have already read about foeticide

You have read about infanticide.

In this lesson you have read about the pathetic condition of parents selling their own children, and children being kidnapped for the sake of gain!

CHILD TRAFFICKING

All signatories of Agreement on Child Rights should take necessary steps at the national and international level to put an end to child trafficking in any form.



- Article 35, The convention on the rights of the child

Class Room Exercise

1) a. Do you have such children in your village / town? Mark ~~✓~~ ~~✓~~ ~~✓~~

	Yes	No
abandoned children		
sold “		
kidnapped “		

b. If your answer is 'yes', share your experiences with your classmates.

2) Why do parents abandon their own children? what, according to you, are the reasons?

a)	c)
b)	d)

3) List the jobs kidnapped children are forced to do.

a)	c)
b)	d)

Child Trafficking

WHY AND WHAT FOR?

Bonded labourers

House keepers

Farm labourers

Construction workers

Beggars

For drug trafficking

4) What are the rights denied to abandoned children?

a)	c)
b)	d)

5) What are the rights denied to children who are sold off?

a)	c)
b)	d)

6) What are the rights denied to kidnapped children?

a)	c)
b)	d)

Homework

7) Visit the house of a lost child, find out how the child was lost, and share your experience in the class

WHAT ARE THE REASONS?

- ? **Poverty**
- ? **Unemployment**
- ? **The low status of girl children**
- ? **Illiteracy**
- ? **Lack of awareness**
- ? **Laws - inadequate**
- ? **Non-implementation of existing laws.**
- ? **Political instability.**
- ? **Globalization and market economy has made children a commodity for sale.**
- ? **Women presented as sex objects in the media.**
- ? **Trafficking in women has become a profitable trade.**

8) Share the experiences of a parent who has lost the child in the class room.

9) Imagine the state of mind of a kidnapped, or sold child and

- **write a drama or**
- **a poem or**
- **a dialogue or**
- **an essay.**

10) Children are not ornaments / toys. They have life, emotions and feelings. Do not humiliate children by trading them as objects, do not violate their self respect.

- **Prepare posters to highlight this idea.**

There are 20 to 25 thousand child labourers in Tirupur Banyan Mills. A child from every four houses in the slum areas; one from every five houses in Tirupur Union; and one from every six houses in Avinasi division work in these mills.

- Human Rights Kangani, Sep. 1998



Lesson-11

RIGHT TO EDUCATION



Children's day

Children's day was celebrated in one of the corporation schools at Salem. Around thousand girls and boys took part in this celebration. The special feature in this celebration was that the students of Human Rights Education were the speakers, and they spoke on the educational rights of children. One of the headmasters of the corporation school was the chief guest.

Chief guest's speech

My dear children, Children's Day greetings to you all. I am extremely happy to see that all the corporation schools are celebrating Children's Day together. This year, the main theme is the Child's Right to Education. A student from every corporation school will speak on this topic.

We say that an educated man is a complete man.

Education is the medicine for ignorance.

Education is wealth. But, are all educated in this society?

Isn't education a fundamental right? This topic is open for debate and I invite the students to speak on it.

1) Geetha



Everyone is aware of the importance of Education. After independence, India has made many strides in the field of Education. There is a significant increase in the number of schools, colleges and universities. Technical institutions have grown. **The Indian constitution states that all children below 14 years of age should be given free, quality, compulsory education. The 93rd amendment states that primary education should be free and compulsory. Yes, all this is true.**

But what do we see in reality? Even though the Government provides free and compulsory education, there are countless children who have not seen the gates of school. Some who join schools are unable to continue their education. There are many villages without schools.

In this situation, we also see that education has become a commodity.

The poor go to schools with no facilities, and the rich to schools with all facilities. Why is Education not a right for all? Why are the poor and the village folk denied access to Education?

Is not the right to primary education denied to them?

If the right to education is a fundamental human right then all children in the society should be educated. This is my fervent appeal. Thank you.

2) Azhagan



Dear friends, my companion Geetha spoke on how the right to education is denied. Of course, education is denied if there are no schools. **But when the schools do not have the basic infrastructure, it is also a violation of the right to education.** Recently, I read an incident in a magazine about a school. That school was built 50 years ago. The thatched roof has been blown away by the wind. The tiles have broken. The black board is in a bad condition that the teachers have forgotten the very use of it.

Above all, a snake skin hangs from the roof. When it rains, the entire school huddles together in the middle part of the school. If it rains heavily, a holiday is declared.

This school has the strength of seventy children and two teachers. But for this school, the Dalits would not send their children to school.

- Kumudham Reporter – 12/12/02



Reflection

Are we not disturbed when we hear that there are such schools in Independent India? When our schools do not have the basic infrastructure and facilities, how can we expect our children to receive quality education?

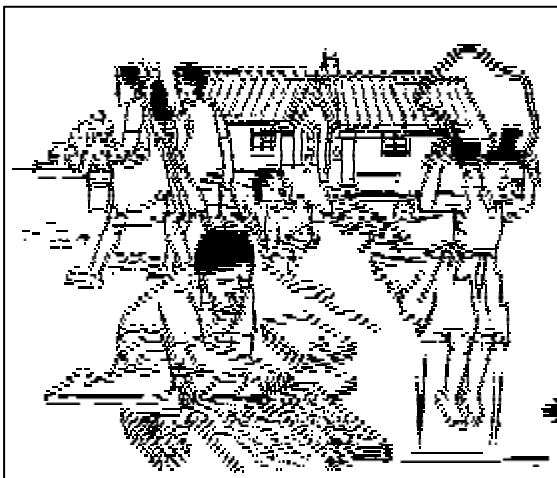
3) Arivan

Of course, there are no schools in many of our villages and many schools lack the basic infra-structure. But, the question is, “Do we have quality education?”

“How many students who have completed the fifth grade can read and write without mistakes in their mother tongue?”

Some children do not know even addition and subtraction. How many schools have the basic infra-structure like laboratory, library etc. that are needed to provide quality education?

In many schools, the number of teachers is not adequate. We still have schools run by single teachers. Moreover, even among these teachers, how many of them are dedicated? In this situation, how do you expect to achieve quality education?



Is not quality education a child's right?

Is it not discrimination against the poor when the rich go to schools offering high quality and the poor to schools with no facilities at all?

Is not this discrimination a violation of human rights?

4) Selvi

I do accept all the arguments put forward by my friends. I accept that these are all violations of the right to education. But I wish to place before you yet another aspect.

All of us know about examinations

Through examinations, our skills and strengths are assessed. I do not say that examinations are not necessary. My question is, can we assess one's capabilities through examination alone?

Do you know how many children have discontinued their studies because of examination fear?

Some have even committed suicide. Don't you know that?

ex: Read this news item that appeared in a paper.



Yamuna, a seventh standard student committed suicide. Reason? Her father refused to sign the progress card of Yamuna because she had scored very low in the examinations. Fearing punishment from the teacher, she ended her life by jumping into a pond.

I can share yet another real incident. In their anxiety to achieve cent per cent result; the school authorities and the parents actually torture the students. Last year alone, there have been 13 suicides. One student ran away from home out of fear of exams. When we spoke to him he said that the quarterly exams were approaching and the syllabus was too heavy for him to study. If he wrote his exams he scored less marks, his parents and teachers would beat him or scold him. To avoid that he ran away from home.

- Kumudham Reporter – 16/2/03

- Why are children afraid of examinations?
- Why do students commit suicide?
- If examinations cause fear and death, is not this a violation of rights?

Chitra a student wishes to express her views and so she seeks and gets the permission of the headmaster. Fear of examinations alone does not affect the Educational rights of children. Corporal punishment by teachers also leads to suicide.

To cite a few examples from news papers

Kalaivani was beaten by the teacher for submitting the record note book late by a day. She swooned when the teacher hit on her nape.

Kumudam Reporter- 16.2.03.

A girl scored very low in the examinations. The teacher scolded her and smacked her. The girl was made to kneel on the cement floor in the hot sun, unable to stand this punishment, the girl swooned.

Nakkeeran 0 3.12.02.

In some schools, they not only beat but also scold the children. Instead of counselling the children, the teachers insult and humiliate them leading to suicides. Are not beating and scolding forms of torture? Does it not lead to hatred for school? Does not this hatred lead to loss of enthusiasm on the part of students to study? All these negative factors are also violations of the right to education.

Some teachers scold rural students and those who belong to scheduled caste. They say **“You are useless Why do you come to study?”** This causes a kind of hatred for studies. Is this not a violation of the right to education?



Presidential address

You have all expressed your views extensively on how the right to education is violated. The right to education is not having access to a school alone. The status of the school, corporal punishment, scolding students, forcing children to memorise, scolding them using caste names are also part of the violation of the right to education. I do understand this.

I would like to point out that something else also prevents children from enjoying their right to education.

The overloaded syllabus

That is, small children are forced to study too much and **they are over burdened** and this is also a violation too.

There is another kind of violation. When a child is **forced to study in another language**, he/she is forced to memorise the lesson, as he/she does not understand the language. This is also a violation.

Tests and heavy syllabus also affect a child's **right to play and to relax**. These are all violations a child faces.



I thank the student speakers and the students who listened to the discussion patiently. We shall all take an oath not to allow our right to education to be violated.

Our text books are first informative; they do not make the children think. Books that do not give life education, only add to the burden of the children.

- Yashpall Commission Report



- ? Low scoring students are not without talents.
- ? Book worms are not the only intelligent.
- ? Emotional violence is more harmful than physical violence.
- ? Too much of advice has negative results.
- ? Comparing children with each other promotes hatred and enmity.
- ? Talking ill of children in the presence of others develops inferiority complex.
- ? Permit children to play. It is also a kind of education
- ? A child who participates in family functions is likely to grow into a responsible person.

- 'The Week', Sep1, 1998

Class Room Exercise

1. Do you like to go to school? Why? Give your reasons.

- 1
- 2

2. Please tick. Is there a school in your village? Yes/No

	Yes	No
a. Are there separate class rooms?	<input type="checkbox"/>	<input type="checkbox"/>
b. Are there teachers for all the classes?	<input type="checkbox"/>	<input type="checkbox"/>
c. Is there enough toilet facility?	<input type="checkbox"/>	<input type="checkbox"/>
d. Is there a play ground?	<input type="checkbox"/>	<input type="checkbox"/>
e. Is there a black board in each class room?	<input type="checkbox"/>	<input type="checkbox"/>
f. Do they give first aid?	<input type="checkbox"/>	<input type="checkbox"/>
g. Do they supply nutritious meal?	<input type="checkbox"/>	<input type="checkbox"/>
h. Is there a room to relax?	<input type="checkbox"/>	<input type="checkbox"/>

If no

a. What is the distance between your village and the school?

b. How do you go to school – on foot or by bus?

c. Do you find time to learn your lessons at home?

3. Do they give corporal punishment in your school? Yes/No

Beat / Do not beat

Yes

No

a) When a child is beaten by the teacher, how is he/she affected?

1.

2.

b) If you were beaten in the class room, how would you feel? Write a para and read it to others.

4. Do they permit you to play in the school? If yes, when?

5. Do the examinations in your school frighten you? If yes, in what way?

Home work

6. Observe and report. In your neighbourhood, do the students carry a heavy load of books? Is the medium of instruction their mother tongue or English? Are the English medium students overburdened?

7. Answer the following questions.

a) Number of school going students in your street.

b) Number of school drop outs.

c) Number of students who have completed their fifth grade

d) Number of students who have completed their eight grade

e) Number of students who have completed their tenth grade

f) Number of students who have completed their twelfth

g) What are the reasons given by the drop outs for discontinuing their studies?

1) -----

2) -----

3) -----

4) -----

5) -----

Each state party to the present covenant which, at the time of becoming a party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, Free of charge, undertakes within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be faxed in the plan, of the principle of compulsory education free of charge for all.

*- Article 14 International Covenant on Economic,
Social and Cultural Rights.*

h) Are they right in discontinuing their studies? Why? Give reasons

i) When students discontinue their studies, what are the rights denied to them? List out the rights they would lose in course of time.

Rights denied	Future loss of rights
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

j) Try to meet and interview school drop outs and make a study of what they are doing and share it in the class room.

8. Find out the differences between rural and urban educational system and share it in the class room. If you do not know, speak to experienced people.

Unless quality education
Reaches the common man,
Freedom is only incomplete.



- The states parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society.

Promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

- Article 13 (1) *International Covenant on Economic Social and Cultural Rights*.

Discipline vs. Punishment

Discipline	Punishment
Emphasizes what a child should do	Emphasizes what a child should not do
Is an ongoing process	Is a one time occurrence
Sets an example to follow	Insists on obedience
Leads to self control	Undermines independence
Helps children change	Is an adult release
Is positive	Is negative
Accepts child's need to assert self	Makes children behave
Fosters child's ability to think	Thinks for child
Bolsters self-esteem	Defeats self-esteem
Shapes behavior	Condemns misbehavior



Lesson-12

RIGHT TO HEALTH



Place : Class Room

The teacher asks the students the following questions and writes the answers on the black-board.

1. Do you have a hospital in your village? Yes/No

If yes, is it a private or government hospital?

2. Who go to the private hospital?

Who go to the government hospital?

3. How far is the hospital from your village?

4. Why do poor people go to private hospitals even though they can get free medical treatment in the government hospital? Enquire and give two reasons.

a) -----

b) -----

5. Has any child died for want of immediate medical attention?

6. Are children and pregnant mothers given nutritious meal? Yes/No

7. Do you know that breast feeding is the best nourishment for a child? Yes/No

a) Do you know that every child has the right to his/her mother's milk? Yes/No

b) Do you know that every child has the right to medical assistance? Yes/No

8. In your village when a child is sick or stung by a snake, do you go to the doctor first or do you seek other remedies?

(eg. magician)

9. a. Do they give vitamin drops to children to protect their eyes? Yes/No

b. Do they give them anti-diarrhoea tablets? Yes/No

10. a. Do you know your weight? Yes/No

b. When did they last check the weight of your brother and sister?

Ist Real incident

In a very remote and small village, at night fall a two year old is shivering in a hut. The child has dysentery. Manimekalai who is looking after her brother is at a loss and does not know what to do. Her mother who had gone to work in the fields had not returned. Father had gone for coolie work to another village. The mother returns, sees the helpless child and is very worried. She knows that she has to take her to the hospital, but it is 54 kms. away. To go to hospital, she has to work for one more day. She is in a fix. The child needs urgent medical attention but the hospital is far away, and she does not have the means to give medical treatment to the child.... What can she do?



Reflection

- 'Health for the Millenium' Oct. 2002

- State the reasons why dysentery could not be arrested.

a. ----- b. -----

- Why is the mother worried?

a. ----- b. -----

2nd Real incident

Our daughter Chitra had a boil on her back and had been suffering for the past one month. We took her to hospital. She was given injections and medicines. The doctor said that the boil would disappear, but it didn't. Then the doctor said that an operation was necessary. He demanded Rs.2500/- and we gave it to him. My daughter was taken to the operation theatre. But only her body was returned. We wept. The doctor offered us Rs.5000/-. We threw the money at his face and left.

- Kumudham Reporter – 1/12/02

In India, 75 million children suffer from malnutrition. The fund the government has allotted for children reaches only 20 million children.

- Outlook, March 18, 2002.

Reflection

- What is the cause for Chitra's death?

.....

- What did Chitra not get?

.....

Class Room Exercise

1. Write four important things a healthy child needs

a)

b)

c)

d)

2. Give ten suggestions as to how people can be healthy.

Your suggestions should be brief, sharp and assertive.

a)

b)

c)

d)

In India, 11000 children die every year of preventable diseases. 1.5 million die of diarrhoea. The reasons are :

Population Explosion.

Unhygienic conditions.

Lack of medical facilities.

Lack of awareness about nutrition and health.

- 'Children and Society at Tubnec', University of New Orleans.

e)

f)

g)

h)

i)

j)

3. Ask your teacher how lack of nourishment affects the physical, mental and intellectual growth of a child.

a) What rights of the child are violated in the first incident?

b) What rights of the child are violated in the second incident?

Home work

4. Visit a hospital or a Community Health Centre with two of your classmates

a) Observe the surroundings and note what is going on

In Tamil Nadu, 30% babies are born underweight. Two thirds of children do not get nutritious food. 57 out of 1000 children born in Tamil Nadu die before they complete the first year.

There are only 879 female children for every 1000 male children in Usilampatti; 850 female children for 1000 male children in Chellampatti; and 924 for every 1000 in Nagai.

(Dinamani 8.5.2000)



b) Please tick and indicate whether you have the following facilities in your hospital?

Yes/No

	Yes	No
Ambulance	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory	<input type="checkbox"/>	<input type="checkbox"/>
Operation theatre	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient doctors	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient nurses	<input type="checkbox"/>	<input type="checkbox"/>
Hygenic care	<input type="checkbox"/>	<input type="checkbox"/>
Gynecology Ward	<input type="checkbox"/>	<input type="checkbox"/>

c) Were you satisfied with the nursing care and the medical attention given by the nurses and doctors? Yes/No

d. Was there an emergency ward in the hospital you visited? Yes/No.

In India, one third of the babies are born underweight. The death rate of babies at birth is 4.4 per one thousand.

-National Family Health Survery

5. a) Collect the following information from your village, street and slum areas near your village.

- **Do you have drinking water facility?**
- **Do they take preventive measures to arrest the spread of contagious diseases?**
- **Do you have toilets?**
- **Do they clean the drainage?**

b) Prepare a statement of your findings and add your suggestions.

c) Share your experience in the class

d) Then, the teacher will give his/her views.

Do medicine, doctor and hospital alone contribute to health?

No..... Never.

We need:

- Safe drinking water
- nutritious food for all
- Job opportunities
- Sufficient income
- rest
- healthy environment
- equality for women
- basic medical facilities

All the above components comprise good health. Do all the people in your village get the above? What are you going to do to get these?

- (1) Every individual shall have the right to enjoy the best attainable state of physical and mental health.
- (2) States parties to the present charter shall take the necessary measures to protect the health of their people and to ensure that they receive medical attention when they are sick.

(Article 16. The African Charter on Human and People's Rights)

Lesson-13

PROTECTION OF CHILD RIGHTS



Dear Children! kindly bring back to your mind everything you have learnt in the previous lessons : you might have been amazed at the different facets and aspects of a child. The treatment meted out to children might have disturbed you. Violations of child's rights must have upset you too. You may feel angry at these and the perpetrators of these violations.

Recall your first lesson, where you were introduced to your own self. You also found how you were welcomed into the world.

Children by nature are happy, carefree beings. They are transparent and creative and they strongly believe in equality.

Inspite of the laws to protect children, how are children treated today?

Children

- ✍ as labourers
- ✍ as street children
- ✍ in bondage
- ✍ who are denied education.
- ✍ who are denied health.



Dear Children!

How can you allow yourselves to be denied your childhood?

Do you know that you have a right to express your views and also the right to organize yourself as a group?

Dear children !

- ✍ You are being discriminated against
- ✍ You are being exploited
- ✍ You are being denied the right to life as a foetus
- ✍ You are being abandoned in government cradles or on the streets
- ✍ You are sold as bonded labourers
- ✍ Forced to work, you are denied your childhood
- ✍ You are treated as machines- heavy syllabus.

classroom violence, denial of the right to play and leisure to cause this.

What are you going to do when you are denied the right to life, the right to equality, the right to freedom, etc.?

Dear Children!

You are students of Human Rights. Place these demands to the Government.

We demand! We demand!

We demand our rights!

Right to life!

Right to a better life.

Right to live with equality.

Right to live with our parents.

Right to express our views freely.

Right to mingle freely with other children.

Right to mingle freely with relatives.

Right to be safe from sexual harassment

Right to identity and dignity

Right to be free from exploitation

Right not to be kidnapped or sold

Right to leisure and rest

Right to a free and safe

Right to education

**Right to treat physically -
challenged children with equality**

**Right to protect the rights of
refugee children**

**Right not to use children in
armed conflict.**



Class Room Exercise

1. Write these demands and put them up on notice boards and on the walls as posters for everyone to read.

2. Choose five important rights and explain their importance, giving reasons.

a. First important right

Reasons

.....

.....

b. Second important right

Reasons

.....

.....

c. Third important right

Reasons

.....

.....

d. Fourth important right

Reasons
.....
.....

e. Fifth important right

Reasons
.....
.....

3. Among the rights of a child mentioned above, What are the ones denied to children? Make a list.

Exposure and abandonment of child under twelve years, by parent or person taking care of him/her:-

Whoever, being the father or mother of a child under the age of twelve years, or having the care of such child, shall expose or leave such child in any place with the intention of wholly abandoning such child, shall be punished with imprisonment of either description for a term which may extend to seven years, or with fine, or with both.

Sec.317, Indian Penal Code

Home work

4. a) Children bloom only when their rights are protected.
Draw a picture to highlight this idea. Explain it to your friends.
- b) Exhibit the picture on the school notice board.
- c) The teacher should assess the pictures and give his/her comments.
5. a) Name three lessons you liked most. Give three reasons. Write down the reasons and share them in the class
- b) Which lesson touched you most? (Only one lesson) Why? Write down the reasons and share your views in the class.
- c) How would you strive to protect the rights of children in future?
Express your views in ten sentences and share them with the others

- Every child shall have without any discrimination as to **race, colour, sex, language, religion, or social origin, property or birth**, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the state.

- *Article 24 International Covenant on Civil and political Rights 1966.*

Lesson-14

CHILD ACHIEVERS

1st Child achiever

Food as Medicine

Twelve year old Ramalakshmi, hails from Sivakasi. She is one among seven children of a poor labourer. She discontinued her studies after the third grade and is employed in a match factory as a child labourer. She loves to study but poverty does not permit her to do so. She joined the special school for child labourers at Sivakasi. She would attend school in the morning and work at night. Making matches is her job. The

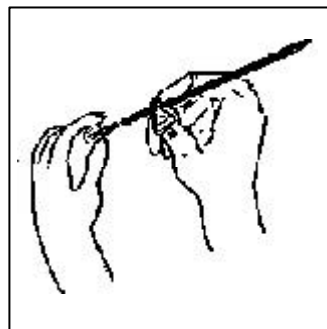


Tamil Nadu Science Forum announced an essay competition on the topic “Food as Medicine”. Seeing this she was filled with the desire to prepare nutritious food for children. She asked the teachers about the ingredients of the nutritious food given to rich children. Then she prepared a food item mixing all the ingredients. She called it “The poor child’s drink”. She wrote an essay on the drink she had prepared. It was hailed as one of the best essays at the district level and then, at the national level. She was given the, ‘Young Scientist’ award. President Abdul Kalam gave the award to her.

- ‘Kumudham’ – 10/2/03

2nd Child achiever**The world in a mustard seed**

Venkatesan, a child prodigy, paints figures on a mustard seed within minutes. All along, he has nurtured an ambition to achieve something in his life. He could not continue his studies beyond tenth grade. He has earned many prizes from various organisations. His ambition is to learn computers.



His achievements include: writing the English alphabets drawing the Taj Mahal and the world map on a single mustard seed. Besides, he has been drawing on chilly seeds, on eggs, on tablets etc.

- Nandan, April 1998

3rd Child achiever**A Physically challenged girl excels in football**

“ A Physical challenge is no obstacle to achievement”. This has been proved by Saranya, a 15 year old in the tenth grade at St. Joseph's higher Secondary school in Dindigul. She hails from Akkaraipatty. Her father is a retired teacher. By birth, she had no right arm from above the elbow.



At school, she loved football and football heroes were her role models and she dreamed of playing foot ball.

She approached the football coach who refused to admit her because of her physical condition. But she was determined. Her performance on the field is fantastic. Everyone is amazed... She plays as the forward and scores goals in every match and wins matches for her team.

Saranya plays in the district level. Not only that. She represents the state and is a member of the team under 16.

She has a message for children who are physically challenged. She says, "The physically challenged are not to be confined to the corners of homes. All those who wish that misfortune befell others, are physically challenged. In football, if the opponents push you down, you can escape getting hurt by using your hands. But I can not do so. But, I do not care for the injuries."

- 'Malai Murasu' – 20/5/2003

Class Room Exercise

1. What are the reasons for the achievements of these children?

a)

b)

2. What were the handicaps of these child achievers which did not block their progress? – List them out

3. What is the message you get out of their achievements?

4. What do you need to become an achiever?

5. List out the areas in which you would like to achieve and leave a mark?

- | | |
|-------------------------|--------------------------|
| a) Science | <input type="checkbox"/> |
| b) Art | <input type="checkbox"/> |
| c) Teaching | <input type="checkbox"/> |
| d) Leadership | <input type="checkbox"/> |
| e) Social Work | <input type="checkbox"/> |
| f) Doctor | <input type="checkbox"/> |
| g) Crafts man | <input type="checkbox"/> |
| h) Natural farming | <input type="checkbox"/> |
| i) Sportswoman / man | <input type="checkbox"/> |
| j) Cine Actor / actress | <input type="checkbox"/> |
| k) Computer Operator | <input type="checkbox"/> |
| l) Advocate | <input type="checkbox"/> |

6. Do your parents encourage you to become an achiever? If 'Yes' – explain

7. What are the obstacles that prevent you from being an achiever?

eg: Parents discourage (by saying concentrate only on your studies)

1. a) c)
2. b) d)

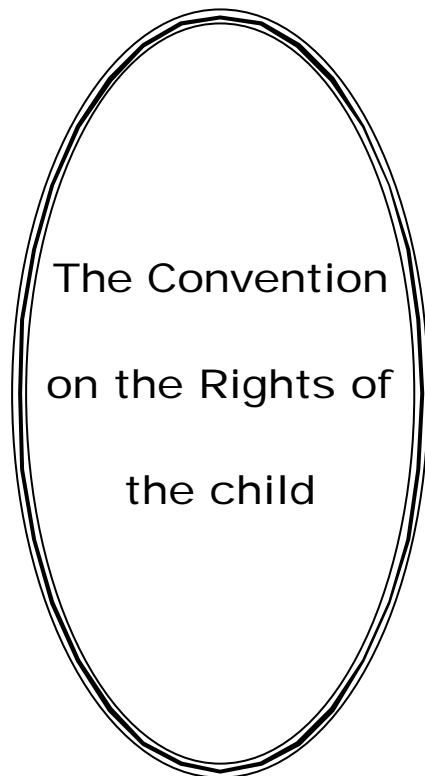
Home work

8. Share the experience of child achievers with your classmates.

9. a. Have you observed the hidden talents of your classmates?
b. If so, list them out and share it in the class.

10. When children are denied opportunities of developing their talents, what are the rights denied to them?

11. Did your class teacher motivate you to use your talents? If yes, how?



✍✍ The child rights convention was accepted in the United Nations on 20th Nov. 1989

✍✍ India signed this convention in the year 1992. Until 2002, all countries except the United States and Somalia have signed this convention.

✍✍ The principle of this convention is to give preference to the child.

✍✍ This convention includes all the needs of the child

✍✍ In society, the child should secure a fair deal and this should be ratified by all countries.

The Convention on the Rights of the child, drafted by the UN Commission on Human Rights, and adopted by the General Assembly of the United Nations on 20th November 1989, is a set of international standards and measures intended to protect and promote the well-being of children in society. As of 1993, 159 countries had either signed the Convention or become State Parties to it by ratification, accession or succession, the goal being that by the end of 1995, all countries of the world would have ratified the Convention. The convention recognizes the exceptional vulnerability of children, and proclaims that childhood is entitled to special care and assistance.



Four sets of basic rights

✍✍ The right to survival

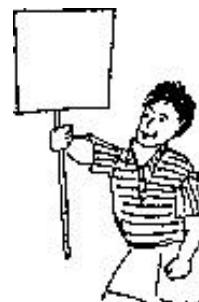
✍ The right to protection

✍✍ The right to development

✍ The right to participation

The Right to Survival

- ? ✎ Right to life
- ? ✎ The highest attainable standard of health, nutrition.
- ? Adequate standards of living.
- ? Right to a name and a nationality.



Right to Protection

- ? ? Freedom from the forms of exploitation, abuse, inhuman or degrading treatment and neglect
- ? ? The right to special protection in situations of emergency and armed conflicts.

The Right to Development

- ✎ The right to education.
- ✎ Support for early childhood development and
- ✎ care, social security,
- ✎ The right to leisure, recreation and cultural activities.



The Right to Participation

- ✎ ✎ Respect for the views of the child.
- ✎ Freedom of expression.
- ✎ Access to appropriate information.
- ✎ Freedom of thought, conscience and religion.

The Convention provides the **legal basis** for initiating action to ensure the rights of children in society.



1. Definition of a child

A child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

2. Non-discrimination

The principle that all children without exception should be protected from any form of discrimination and it is the obligation of the state to do so. The State must not violate any right, and must take positive action to promote them all.



3. Best interests of the child

All actions concerning the child should take full account of his or her best interests. The state is to provide adequate care when parents or others responsible fail to do so.

4. Implementation of rights

The State's obligation to translate the rights in the Convention into reality.



5. Parental guidance and the child's evolving capacities

The State's duty to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.



6. Survival and development

The inherent right to life, and the State's obligation to ensure the child's survival and development.

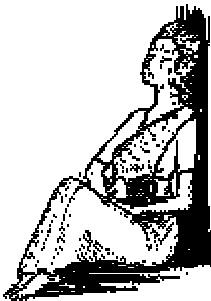


7. Name and nationality

The right to have a name from birth and to be granted a nationality.

8. Preservation of identity

The State's obligation to protect and, if necessary, re-establish the basic aspects of a child's identity (name, nationality and family ties).



9. Separation from parents

The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of the State in cases where such separation results from state action.

10. Family reunification

The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship.



11. Illicit transfer and non-return

The State's obligation to try to prevent and remedy kidnapping or retention of children abroad by a parent or third party.

12. The child's opinion

The child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child.





13. Freedom of expression

The child's right to obtain and make known information, and to express his or her views, unless this would violate the rights of others.

14. Freedom of thought, conscience and religion

The child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.



15. Freedom of association

The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.

16. Protection of privacy

The right of protection from interference with privacy, family, home and correspondence, and libel/slander.



17. Access to appropriate information

The role of the media in disseminating information to children that is consistent with moral well-being and knowledge and understanding among peoples, and respects the child's cultural background. The State is to take measures to encourage this and to protect children from harmful materials.

18. Parental responsibilities

The principle that both parents have joint primary responsibility for bringing up their children, and that the State should support them in this task.





19. Protection from abuse and neglect

The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care, and to undertake preventive and treatment programmes in this regard.

20. Protection of children without families

The State's obligation to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them, taking into account the child's cultural background.



21. Adoption



In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, with all necessary safeguards for a given child and authorization by the competent authorities.

22. Refugee children

Special protection to be granted to children who are refugees or seeking refugee status, and the State's obligation to cooperate with competent organizations providing such protection and assistance.



23. Handicapped children

The right of handicapped children to special care, education and training designed to help them to achieve greatest possible self-reliance and to lead a full and active life in society.

24. Health and health services

The right to the highest level of health possible and to have access to health and medical services, with special emphasis on primary and preventive health care, public health education and the diminution of infant mortality. The State's obligation to work towards the abolition of harmful traditional practices. Emphasis is laid on the need for international cooperation to ensure this right.





25. Periodic review of placement

The right of children placed by the State for reasons of care, protection or treatment to have all aspects of that placement evaluated regularly.

26. Social security

The right of children to benefit from social security.



27. Standard of living

The right of children to benefit from an adequate standard of living, the primary responsibility of parents to provide this, and the State's duty to ensure that this responsibility is first fulfillable and then fulfilled, where necessary through the recovery of maintenance.

28. Education

The child's right to education, and the State's duty to ensure that primary education at least is made free and compulsory. Administration of school discipline is to reflect the child's human dignity. Emphasis is laid on the need for international cooperation to ensure this right.



29. Aims of education



The State's recognition that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

30. Children of minorities or indigenous peoples

The right of children of minority communities and indigenous peoples to enjoy their own culture and to practice their own religion and language.





31. Leisure, recreation and cultural activities

The right of children to leisure, play and participation in cultural and artistic activities.

32. Child labour

The State's obligation to protect children from engaging in work that constitutes a threat to their health, education or development, to set minimum ages for employment, and to regulate conditions of employment.



33. Drug abuse

The child's right to protection from the use of narcotic and psychotropic drugs and from being involved in their production or distribution.

34. Sexual exploitation

The child's right to protection from sexual exploitation and abuse, including prostitution and involvement in pornography.



35. Sale, trafficking and abduction

The State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

36. Other forms of exploitation

The child's right to protection from all other forms of exploitation not covered in articles 32, 33, 34 and 35.



37. Torture and deprivation of liberty

The prohibition of torture, cruel treatment or punishment, capital punishment, life imprisonment, and unlawful arrest or deprivation of liberty. The principles of appropriate treatment, separation from detained adults, contact with family and access to legal and other assistance.

38. Armed conflicts

The obligation of States to respect and ensure respect for humanitarian law as it applies to children. The principle that no child under 15 takes a direct part in hostilities or be recruited into the armed forces, and that all children affected by armed conflict benefit from protection and care.

39. Rehabilitative care

The State's obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.



40. Administration of juvenile justice

The right of children alleged or recognized as having committed an offence to respect for their human rights and, in particular, to benefit from all aspects in the due process of law, including legal or other assistance in preparing and presenting their defence. The principle that recourse to judicial proceedings and institutional placements should be avoided wherever possible and appropriate.



41. Respect for existing standards

The principle that, if any standards set in national law or other applicable international instruments are higher than those of this Convention, it is the highest standard that applies. Implementation and entry into force.



The provisions of articles 42-54 notably foresee:

- 1) the State's obligation to make the right contained in this Convention widely known to both adults and children.
- 2) the setting up of a Committee on the Rights of the child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two

years after ratification and every year thereafter. The Convention enters into force - and the Committee would therefore be set up - once 20 countries have ratified it.

- 3) States Parties are to make their reports widely available to the general public.
- 4) The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluation known to each State Party concerned as well as to the UN General Assembly.
- 5) In order to “foster the effective implementation of the Convention and to encourage international cooperation”, the specialized agencies of the UN (such as the ILO, WHO, UNESCO, UNICEF) would be able to attend the meetings of the Committee. Together with any other body recognized as “competent”, including NGOs in consultative status with the UN and UN organs such as the UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.

