prithivi apna ghar

Mission of the Earth Charter Initiative

"To establish a sound ethical foundation for the emerging global society and to help build a sustainable world based on respect for nature, diversity, universal human rights, economic justice and a culture of peace"

Participants of the Earth Charter Initiative are students and government leaders… local organizations and international agencies … small towns and global corporations. The Earth Charter is a 'living charter' with the power to unite people for a common purpose: care and concern for the whole community of life.

Join the Earth Charter Initiative
by using the Earth Charter in your field of activity

Earth Charter for Delhi Schools

Bhagidari
CITIZEN GOVERNMENT PARTNERSHIP

Department of Environment,
Government of NCT of Delhi

CLEAN-India

and
CLEAN-India,
An Initiative of Development Alternatives

Delhi Government the first Government in India to adopt the Earth Charter principles

Endorse the Earth Charter
And help us to spread its vision of a better future for coming generations

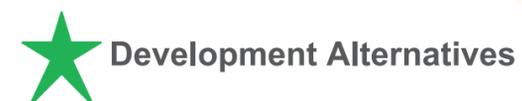**For more information:**

Please visit our web sites:
www.EarthCharter.org,
www.environment.delhigovt.nic.in
www.devalt.org
www.cleanindia.in

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Development Alternatives

THE EARTH CHARTER

Earth Charter Module-V

THE EARTH CHARTER

MODULE - V

ACKNOWLEDGEMENTS

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सचिव (पर्यावरण)
SECRETARY (Environment)
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राष्ट्रीय राजधानी राज्य क्षेत्र दिल्ली सरकार
GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI

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TEL. No.: 23392008 23392197
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Date

FOREWORD

I am happy to note that Development Alternatives has prepared Teacher's Hand Books called "Prithvi-Apna Ghar" to inculcate the principles of the Earth Charter among the students of various schools in Delhi. I have gone through the booklet, and I find that it will enable the students to understand and appreciate the various facets and environmental issues, which are affecting civilization today. The Earth Charter is a document prepared with great deal of attention and its wide spread dissemination is very important to sensitize the youth of today about the principles of Sustainable Development.

In this context, I am happy to note that children will be exposed to four broad categories of issues, which constitute our environment. These are:-

a) Air, Water and Noise pollution and how to control them effectively.

b) Different types of Waste Management like Solid Waste, Hazardous Waste, Bio-Medical Waste, Electronic Waste and Construction and Demolition Waste.

c) The importance of preserving our bio-diversity and understanding the value of trees in our day-to-day existence.

d) Climate change and its effect or global warming with the likely consequences of melting of glaciers, rising of sea levels, coastal flooding, effects on food grain production and possibilities of epidemics etc.

Ecological integrity today has become an important factor in the development process of any country and I am happy to note that the handbook in a simple and elegant manner will bring out all the issues for discussion, debate and assimilation among the students.

(J.K. Dadoo)
Secretary (E&F)

GREEN DELHI - CLEAN DELHI   SAY NO TO PLASTIC BAGS   SAY NO TO CRACKERS

MESSAGES FROM EARTH CHARTER INTERNATIONAL

City of Delhi, India Adopts Earth Charter Education

On the occasion of Earth Day, the Delhi Government expressed its commitment to the Earth Charter vision and launched a collaborative project with CLEAN-India (Community Led Environment Action Network), a program created by Development Alternatives (a leading Indian NGO and ECI Affiliate) to bring the Earth Charter to over 2,000 Delhi Schools. As part of this effort the Earth Charter, will be integrated into the school curriculum.

Delhi is the first Indian city to embrace the Earth Charter in this formal way, but the Charter is widely known in the country, especially among leaders in sustainability education, and its presence is growing. We look forward to more good news from India in the coming years.

"Greetings from Earth Charter in Sao Paolo!
What wonderful timing to get this news from you.
CONGRATULATIONS!"

Alan Atkinson
Executive Director
Earth Charter International

"CONGRATULATIONS!! WE ARE VERY VERY HAPPY TO HEAR THIS GOOD NEWS!
we are here in Brazil having an Earth Charter meeting and
I just shared your news with many… we greet you and want to
say we will put this in the news…"

Mirian Vilela
Director
Earth Charter Center for Education for
Sustainable Development at UPEACE
San Jose, Costa Rica

prithivi apna ghar

Contents

Join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice and a culture of peace.

Earth Charter "Prithvi- Apna Ghar"
- An Introduction

Dear Teachers

Welcome to "Prithvi- Apna Ghar" -Teachers Hand Books. These have been developed to assist you in introducing the Earth Charter Principles to your students. Based on the principles, issues are presented in an interesting and fun way to stimulate students to take action in their homes, schools, communities and cities and towns.

These are a series of hand books for Teachers, Youth group leaders and other educators to take the stimulating materials and incorporate in their teaching / activities. The main function is to provide ideas, wide range of activities and pedagogical approaches to convey to your students the values and guiding principles underlying "Sustainable Development".

These ideas collected from around the world will give the users the inspiration and framework to plan, adapt and use by engaging the students in a process where experience, reflection, cooperation, compassion and respect are encouraged and developed.

The Earth Charter

Earth Charter is a declaration of fundamental principles for building a just, sustainable and peaceful global society in the 21st century, created by the largest global consultation process ever associated with an International declaration. People around the world have come together from different cultures, religions and continents to participate in drafting the Charter. This remarkable document communicates a fundamental unity of people from all walks of life, from every corner of the globe, on some of the most important issues faced by us. The sixteen core principles reflect a vision for

Sustainable Development rooted in "Respect and Care for the Community of Life".

We can't achieve a healthy environment without achieving social and economic justice and we can't achieve peace without good governance. There is an inextricable connection between all the issues. We need to work on all of them to achieve any of them.

The Earth Charter has been recognized by UNESCO as an important educational instrument for the decade of Education for Sustainable Development, which started in 2005.

The Earth Charter vision reflects the conviction that caring for people and Caring for Earth are two interdependent dimensions of one task. It challenges us to examine our values, search for common ground in the midst of our diversity and to embrace a new vision that will be shared by people in many nations and cultures throughout the world.

The objectives are to:

1. Establish a sound ethical foundation for the emerging global society and to help build a sustainable world based on respect for:
   Nature
   Universal human rights
   Economic justice
   A culture of Peace

2. Share with everyone, a certain set of ethical and moral principles which guide the behavior of people towards the Earth and towards each other to develop a strong sense of responsible citizenship.

It is imperative that children and youth participate actively because it affects their life today and has implications for the Future. In addition to their intellectual contribution and their ability to mobilize support, they bring in unique perspectives.

Earth Charter provides a unique educational framework

- It is the result of a decade long, multicultural, global dialogue
- It helps explain the interconnectedness of economic, social and environmental spheres
- It conveys a sense of universal responsibility
- It articulates the principles for promoting a sustainable future
- It is an educational tool for developing understanding of the critical choices facing humanity

International Concern

The United Nations declared the ten-year period beginning in the year 2005 to be the Decade of Education for Sustainable Development. The Decade represents an international recognition of education as an indispensable element for achieving sustainable development. However, without appropriate teaching resources, this visionary political decision lacks implementation tools. These hand books seek to contribute to the implementation of the Decade- for teachers interested in bringing into the classroom their concerns for building a just and peaceful world. They attempt to respond to the needs of educators who feel that fundamental changes are needed in our teaching and learning processes.

Teachers Hand Books

The Teachers hand Books are intended to assist you in incorporating the Earth Charter principles in your teaching as well as in school activities and programmes.

They include:

Materials that you can use to introduce the Charter Principles

Materials and Methodology for motivating the students

Information and data about the present status

Relevant resource materials references

Related web sites

Resource Organisations and Experts

Experience sharing from other countries

This series of hand books deal with:

1. Introduction to the Earth Charter Principles and the overarching principle of Respect and Care for the Community of Life

2. Ecological Integrity

3. Social and Economic Justice

4. Democracy, Nonviolence and Peace

These books represent the approach, methodology and activity guide that will help you plan and implement the programme successfully in your schools thus contributing towards the successful implementation of the Decade's goals of building a more just, equitable and sustainable global society.

Usha Srinivasan

PRINCIPLE 13

STRENGTHEN DEMOCRATIC INSTITUTIONS AT ALL LEVELS, AND PROVIDE TRANSPARENCY AND ACCOUNTABILITY IN GOVERNANCE, INCLUSIVE PARTICIPATION IN DECISION MAKING, AND ACCESS TO JUSTICE.

a. Uphold the right of everyone to receive clear and timely information on environmental matters and all development plans and activities which are likely to affect them or in which they have an interest. Support local, regional and global civil society, and promote the meaningful participation of all interested individuals and organizations in decision making.

b. Protect the rights to freedom of opinion, expression, peaceful assembly, association, and dissent.

c. Institute effective and efficient access to administrative and independent judicial procedures, including remedies and redress for environmental harm and the threat of such harm.

d. Eliminate corruption in all public and private institutions.

e. Strengthen local communities, enabling them to care for their environments, and assign environmental responsibilities to the levels of government where they can be carried out most effectively.

Key concepts: Awareness, Pro-active Behaviour

Objectives:

- To raise awareness about the rights and duties of people and create consciousness of their ability to make a difference.

- To urge pro-active participation of people to create and ensure a robust democracy.

I. OBJECTIVE: UNDERSTANDING DEMOCRACY AS A PROCESS

WHAT IS DEMOCRACY

Pose this question to a layman and pat comes the reply, "it is a government of the people, by the people and for the people". Those lines from Abraham Lincoln's historic Gettysburg speech have stuck to our minds. But, have you wondered ever, that when Lincoln talks only of the 'government' then what is all the talk about democracy being a way of thinking, living and being?

Frances Moore Lappé, a noted social change and democracy activist, speaks of democracy as a process rather than a system of government-a verb rather than a noun.

"Democracy is not what we have, democracy is what we do."

Democracy is not all about representative governments, elective aristocracies or oligarchies. It is not in official documents, buildings or legal enforcements of bills and policies. It is not dull, dormant or passive. It is interactive, it is deliberative, it is conversational. Democracy is active.

"It's as valid to speak of a democratic personality (Gould, 1988) as it is to speak of a democratic workplace or a democratic society. We can enact in microcosm what we imagine for the level of nation state. We need not restrict our thinking to systems of government—we can do democracy at any time, any place."

We have relegated democracy to the platter of governments and institutions whereas democracy is about people and their choices.

No wonder then that though we call ourselves the citizens of the largest democracy in the world, we feel stifled; we are empowered, yet we feel powerless; we are free, yet we feel bound by invisible shackles.

We are a democracy alright, but how democratic are we?

HOW DEMOCRATIC ARE WE?

Ever wondered how democratic your own family is? Who takes the decisions? Are all the members invested with equal say and right to exercise their will?

Look around. What about your locality? How does it function? The banners announcing new RWA presidents keep changing frequently, how accountable are they? What is the nature of their work? Most importantly, how participative are you in the local affairs?

THE APOLITICAL INDIAN

One of the major components of democracy is 'activism' - the notion where you feel empowered and know that you can make a difference. Fortunately or unfortunately, this component is vividly absent in the Indian political personality. We are not to be blamed however. This dimension is more of a cultural factor than political.

The indifference to the political sovereign as self-sufficient and sustainable village units prior to the British rule, or our subjugation under the colonial rule, adding to it the influence of the Indian philosophy which talks of the outer world as 'maya' and discourages engagement with the tangible as 'leela' all factor towards a disposition of character which is apathetic, indifferent and nonchalant to the surroundings. We've either been subjects or witnesses to occurrences around us and never activists.

The adoption of democracy as our political system at the time of independence, without a proper foundation laid for this process has made the task of practicing democracy slightly more difficult.

In the Indian context therefore, the process of democratization is inverse. Instead of democratic personalities shaping a democratic governing body, a democratic governing body is endeavouring to create democratic people.

The primary idea therefore is to be aware and have knowledge about democratic processes, institutions and their function. Subsequently, it would entail putting democracy into practice both at the microcosmic and the macro level.
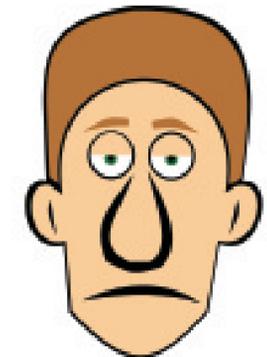
II. OBJECTIVE: UNDERSTANDING DEMOCRATIC INSTITUTIONS

To experience democracy we would need to create conditions in which democracy could break out. Often this involves working within the existing system-to institutionalise democratic processes.

We need to reinvigorate and create sustainable democracies. That which engages in public participation, includes the politically non-engaged citizens into decision making, focuses on deliberation and consensus, views community development as activism and entrepreneurship.

At a time when dissatisfaction and haplessness of our 'democratic' personalities is glaringly evident, the solution is not less democracy, it is Deeper Democracy.

First and foremost, however, we need to know our democracy.

KNOWING INDIAN DEMOCRACY

India is the world's most populous democracy and perhaps the most unique. Its kaleidoscopic visage with the countenance of a rainbow – 'unity in diversity', is a rare and remarkable combination. It has been 60 years since its birth as a democratic nation through which it has grown and matured from a sapling to a young plant and continues to bloom vigorously. And so have grown the pillars of this nation- the institutions of democracy.

"Our democratic institutions are warps of our nationhood… After 60 years and several generations, these institutions of governance have come to stay but they are in need of constant repair, rejuvenation, revitalisation, modernisation and humanisation."

-Dr. Manmohan Singh, Prime Minister of India, Convocation address at Tata Institute of Social Sciences (TISS), 6th May, 2006, Saturday.

INDIAN EXPERIMENT WITH DEMOCRACY

The attainment of freedom on the 15th August 1947 signaled India's march towards fulfilling its destiny. In less than three years, the nation adopted a constitution, which became its supreme law and guiding star. India had opted for the democratic path. It is noteworthy that it has maintained the democratic system without break since independence and presently is the most populous democracy in the world.

The constitution lays down that the people shall be the ultimate repository of power and authority. The preamble declares that the Indian democracy is committed to the task of creating a new social order founded on social equality and political and economic justice.

Free and fair periodical elections, a free Press, an independent judiciary and a non-political civil service are the essential ingredients of the Indian democracy. It may, however, not be denied that some of the democratic institutions have suffered erosion in the long march since independence.

But there is still no reason to lose hope. This is so because the democratic traditions and institutional strength will take care of the malaise. The system can also be depended upon to cope with the situation. According to Prof Amartya Sen, the Nobel laureate, what India has achieved under the democratic framework in the past over five decades since independence is far more impressive and it overwhelms some of the shortcomings and failures. He says that it is no small achievement that India has wiped out famines and epidemics which used to kill thousands in the pre-independence era.

After all, nurturing a country of continental size is a stupendous task. India can take legitimate pride in its manifold achievements. Today, the country is a self-reliant economy and a self-sufficient granary which, on its own, is feeding the world's second largest population. We have also built up a formidable industrial-military complex and one of the world's largest pools of scientific and technological manpower. The account will not be complete without mentioning as to how a nation, downcast in all respects at the time of independence, has grown to become a nuclear weapons' power capable of launching its own rockets and missiles. *The three pillars of the State, that is the Executive, the Legislature and the Judiciary are work in harmony. The Executive is accountable to the Legislature and the latter, in turn, to the electorate. The Press is free and unfettered and the judiciary fiercely independent.*

Elections, the sustaining force of democracy, are held at regular intervals. By and large, they are free, fair and impartial.

Today, India can be counted upon to develop inherent strength, will and capacity to find a satisfactory answer to these problems. After all, it has stayed united as a free country in these past 53 years in the face of all odds. And, by all accounts, it has entered the twenty-first century as a mature, confident democracy.

Excerpts from *"Strengthening Democratic Institutions"* by Dinkar Shukla at
http://pib.nic.in/feature/feyr2000/faug2000/f100820001.html

PROFILE: INDIA

Political System: **Parliamentary Democracy**

When broadly classified, the institutions of the Indian government fall into three broad categories - The Legislature, the Political Executive and the Judiciary. Towing the line alongside is the Civil services and Bureaucracy.

THE PRESIDENT

- Head of the State – Nominal Executive.
- Election to this post is through indirect vote by MPs & MLAs.
- Supreme Commander of The Defence forces of India.
- Appoints the Prime Minister

THE PARLIAMENT

- National assembly of elected representatives.
- State level assembly: Legislature; Legislative Assembly
- Final authority on making laws
- Exercises control over those who run the government.
- Controls the government money.
- Highest forum of discussion & debate on public issues and national policy

JUDICIARY

- Independent, autonomous & integrated judiciary.
- SC- highest court of appeal in civil & criminal cases.
- Empowered to interpret the constitution.
- Can declare (in)valid the decision of legislature or executive both at state and union level.

Follow the newspapers for any report on a discussion on any Constitutional Amendment or demand for any constitutional amendment.

You could, for example, focus on the demand for constitutional amendment for reservation for women in legislatures.

Was there a public debate? What reasons were put forward in favour of the amendment? How did different parties react to the constitutional amendment? Did the amendment take place?
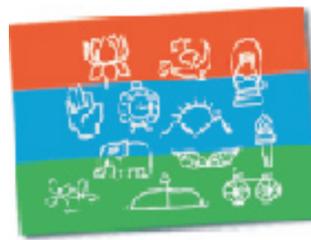
The Electoral Process:

List all the different election related activities and arrange them in a time sequence, beginning with the first activity and ending with the last. Some of these activities are given below:

Releasing election manifestos; counting of votes; making of voters' list; election campaign; declaration of election results; casting of votes; ordering of re-poll; announcing election schedule; filing nomination.

Get involved into the electoral process. Hold elections in your school

Assembly elections are usually held every year in a few states of the country.

You can collect information about the elections that take place during this session. While collecting news items, divide these into three parts:

- Important events that took place before the election – main agenda discussed by political parties; information about people's demand; role of the Election Commission.

- Important events on the day of the election and counting – turnout in elections; reports of malpractice; re-polls; the types of predictions made; and the final outcome.

- Post elections – reasons offered by political parties for winning or losing elections; analysis of the election verdict by the media; selection of the Chief Minister.

Research:

THE OFFICE OF PROFIT bill called for much debate and discussion. The bill was sent back for review by the president.

Develop a Case Study to analyze how bills are passed in our country with special reference to the 'Office of Profit bill'

A Bill is the draft of a legislative proposal. It has to pass through various stages before it becomes an Act of Parliament.

Right To Information Act is one such act. It is perhaps one of the most powerful tools in the hands of the citizens that can be used to seek information regarding government policy and initiative.

Read more on what the Right to information act is and how to file an RTI in the following sources

- http://persmin.nic.in/RTI/WelcomeRTI.htm

- http://en.wikipedia.org/wiki/Right_to_Information_Act

Approach a club or cooperative society or union or political party in your locality. Get a copy of their rule book (it is often called Rules of Association) and read it. Are these rules in accordance with principles of democracy? Do they give membership to any person without discrimination?

File an RTI to request for the information

Electing the president…

- The presidential elections were held most recently. Did you note how the election took place, right from nomination of the candidate to the investiture of the president?

- Elections to the presidential post in India are indirect. The people do not have much say. Given the fact that the president is a nominal head, should the people be allowed to have a voice in choosing the president?

- Should the president post be held by a political or a non-political person?

Parliament Session

Parliament sessions, whether in the Rajya Sabha or the Lok Sabha, are telecast on national television -Doordarshan. Note which session of parliament is being telecast and what is the agenda?

• How do the proceedings take place?

• Which members of the parliament play pivotal roles?

• What is the role of the Opposition?

Make a trip to the parliament with your class. You will need to seek special permission.

JUSTICE: A Case Study

There have been umpteen cases on the travesty of justice. Popularly, the Jessica Lal case, Priyadarshini Mattoo, more recently the BMW hit and run case where the verdicts were questioned and cases were revoked.

Make a study of one such case. Beginning form filing the case, through the trial and the verdict? Examine, if the trial was fair?

Was the verdict revoked? What factors contributed to reopening of the case?

Find out…

Heard of terms like PIL, Petitions and Memorandums?

• Find out what they are.

• How are they filed?

• Collect newspaper articles on such ways and means by which the citizens can question and demand answers; which empower the citizens and enable the government to remain transparent and accountable to its citizens.

III. OBJECTIVE: DOING DEMOCRACY

HOW DO WE 'DO' DEMOCRACY?

☑ The first and the foremost step is to be aware and informed about your country. Why is it a democracy?

☑ What are the institutions of democracy in the country?

☑ What are Rights and Duties of the citizens and the government?

☑ Who is who?

o Finally, how can we be active participants in democracy?

ENGAGEMENT WITH DEMOCRACY

When democracy is being audited, to what extent do ordinary citizens have an equal chance of being heard in the political process? That is, the silent majority, the unengaged, the uninvolved, not the usual, vocal suspects – everyone.

In order to make democracy strappy and robust, i.e. to institutionalize democratic processes we must indulge in a constant, deliberative and an informed engagement with democracy.

I. PROJECT: DELVING INTO DELIBERATION

Aim: To engage lay persons in deliberative spaces of informed discussion on topical issues and make recommendations to policy/ decision makers.

DELIBERATIVE DEMOCRACY

Deliberative governance recognizes the role of civil actors, lobbyists, NGOs, as well as corporations and so on along with the state as players in decision making or in policy development.

It emphasizes on: informed discussion or dialogue, which differs considerably from the practices we're used to, of being non-responsive and lax spectators.

It takes non-aligned citizens, unengaged citizens, laypersons and places these typical citizens into deliberative spaces that are respectful and discussion based, and where a lot of information is available. They're moderated or facilitated to interrupt the usual power games that can go on in a group, and they work towards a collective outcome. And what they come up with are either decisions themselves or recommendations for policy makers. The following diagram illustrates that process:

| Non-aligned citizens, unengaged, lay persons, (random selection) | → | Recommendations to policy makers or decision makers. | → | Deliberative spaces: respectful, equal, discussion-based, informed, moderated, collective outcome. |

To read more on Active Democracy log on to:
http://www.activedemocracy.net/index.html

How to go about it?

This project could be taken up at the school level. Starting with an intra-school activity, it could be branched out to include participants from across schools.

The following format could be adopted; however this is no hard and fast procedure and is merely suggestive.

- Select a topical issue, societal, policy or environmental. Put it up on the notice board to invite participants.

- Set a date to receive proposals for paper presentation with recommendations and suggestions for the desired changes with regard to the topic.

- Shortlist members to comprise the panel. Further them to engage in research and prepare the final paper.

- Make a random selection of students to comprise the set of non-engaged, lay citizens (students). Invite educationists, corporates, teachers or other knowledgeable members involved in the field to which the issue concerns.

- Select a date to hold the Deliberation. You could begin with paper presentations followed by interjections and recommendations of the non- engaged citizens (students) and the educationists.

- Try to draw solutions to the issue with regard to the policy decisions already being taken.

- Draft a 'Proposal Paper' to forward to the desired policy/decision maker.

- Forward the Recommendation Paper and see to it that it is in the least reviewed and the issue is addressed.

II. Another way of indulging in deliberation is with the help of Media.

Media

With the burgeoning of Information and Communication Technology, the Media Industry in India has burgeoned in the recent past. The television is flooded with numerous 24x7 news channels. While there is a certain degree of sensationalism that has crept into reporting along with the paparazzi boom, the media has begun to play a more critical role in the society. It has gone beyond merely reporting news. It has brought the hoi polloi into the rasmus of societal functioning where it is fed with so much news and so many reports that it has no choice but to react.

Critically examine, discuss and debate, "The role of Media in times today." Important given to the issue…

Be a responsible Citizen….

Newspapers, among other things, have played a pivotal role in shaping our history and continue to do so. Apart from being a source of information, they have provided a platform for the common folk to voice themselves.

Let us learn to make the most of it. There are but few countries in the world with a Free Press.

Write to the newspapers. Concerned about an issue? It could be as big that it is of international concern or something as trivial as a neighbour hood concern, express your voice. Let your voice be heard. Write to the newspapers!

CREATE YOUR OWN MEDIA CLUB !

Collect all those interested to form a Media club that reports, comments and publishes news - vigilant, critical, informative and receptive. It raises questions and receives feedback.

- Create your own newspaper. Design it. Select the sections that you want it to have. Build an editorial team. Write, and report stories. They need not be issues just concerning the school; they could even be of national/ international concern. Get it published. It could be a fortnightly affair.

  (P.S. Make sure that the Press is Independent and Free. No interference from teachers;)

- Make your club interactive. Develop interactive forums. Hold weekly discussions. Something on the lines of 'We the People', 'Big Fight', 'The verdict'.

PRINCIPLE 14

INTEGRATE INTO FORMAL EDUCATION AND LIFE-LONG LEARNING THE KNOWLEDGE, VALUES, AND SKILLS NEEDED FOR A SUSTAINABLE WAY OF LIFE.
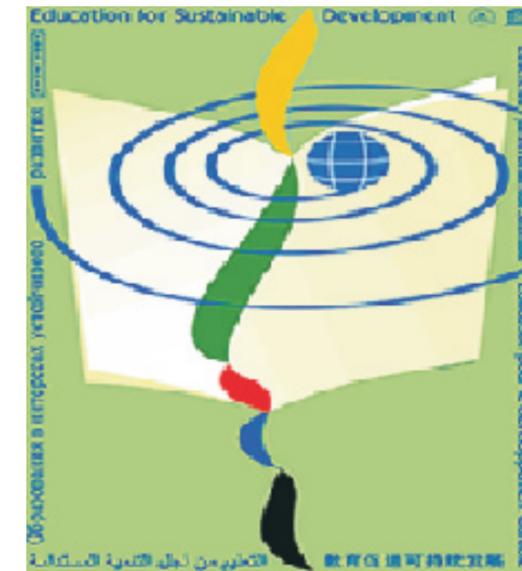
EDUCATION FOR SUSTAINABLE DEVELOPMENT

a. Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.

b. Promote the contribution of the arts and humanities as well as the sciences in sustainability education.

c. Enhance the role of the mass media in raising awareness of ecological and social challenges.

d. Recognize the importance of moral and spiritual education for sustainable living.

Key concept: Sustainability

Objectives:

- To raise awareness and provide necessary knowledge by means of education to be able to understand the challenges of sustainability.

- To engage young minds to think rationally and equip them with the necessary tools and skills to be better able to respond to the challenge of sustainability.

- To engage young minds to think rationally and equip them with the necessary tools and skills to be better able to respond to the challenge of sustainability.

Then and Now

Ever wondered, why it was always a pleasure to visit our grandparents' as a child? A house set in a quaint village amidst clusters of trees and beds of flowers, wrapped in the smell of naked earth; simple yet beautiful.

Wasn't it always fun to climb those mango and pomegranate trees in their backyard and 'earn' your fruit?

Or perhaps grind spices with those huge grey grinding stones?

The biggest fascination –the well! How many times did you not draw water through the pulley bucket, let it loose by mistake and drop it in the well and get severely reprimanded, "who'll get the bucket out now?" and you dearly wished, you were 'The One' again?

The earth, the trees, the flowers and the well, they were gifts of nature, precious and valuable, meant to be honoured and treated with respect.

Then, man lived 'with' nature, in its lap, appreciating it, enjoying it and carrying for it

Now, merely 50 years hence, all this seems unreal as a dream, relegated to the pages of story books. The pace of life has changed entirely. Lifestyles have become lavish, living has become king-size. We live in high rise buildings, use sophisticated and ultra efficient devices to ease our lives and set pictures of trees and flowers as wallpapers of our computer terminals. The gifts of nature are now resources to be exploited, utilized and commodified. Whether need or not, there is creation of products for sale.

There is growth, there is money; we are 'developing'.   There is famine, there is flood, and there is a threat to life on this planet.

"Before you eat breakfast this morning, you've depended on more than half the world. This is the way our universe is structured...We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

Dr. Martin Luther King, Jr.

I. OBJECTIVE: UNDERSTANDING SUSTAINABILITY

CASE STUDY: SUSTAINABLE DEVELOPMENT OF A HISTORICAL INDIAN CITY

Udaipur is a unique example in sustainable development. The city of Udaipur was established in the year 1551 by the then Manarana Udai Singh Ji of Mewar State. He established this city owing to certain political reasons, and the location of this city - which is a valley and had a large number of water catchment areas around it – was conducive into the settlement of this habitat.

The city is a unique example of sustainability because the very concept of balanced development was embedded in the system of this habitat right since centuries. The present write up intends to include the elements which provides the sustainability right since its inception and also to understand the systemic forces which are threatening this very sustainability.
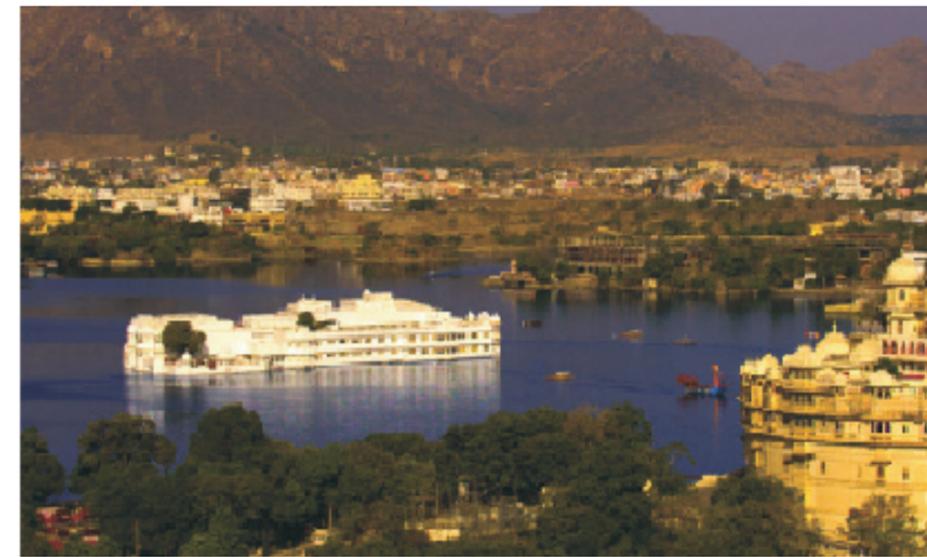

Ariel view of Udaipur City

The spirit of sustainability in the denizens of Udaipur since ages:

This region had a tradition of the spirit of conservation of natural resources amidst its people. There is an occupational community which resides in this city called KHAIRADIS who are traditionally into generation-wise business of manufacturing hand made wooden toys and articles. The factor which puts them apart is the fact that they do not cut trees and obtain wood thus disturbing the natural balance, rather they pick up the wood which has fallen from the trees as per their natural aging process. In this way, they have been for generations thriving upon the bounties of nature without disturbing the delicate balance of the same.

Wooden Dolls

This very city is also a noteworthy example in yet another step towards maintaining this equilibrium where a large part of its tribal population – one of the oldest tribal species in the world deriving their employment from picking up the fallen forest leaves and converting them into their economic uses. Here also they are not disturbing the ecological balance rather they are contended with what nature feel apt to part with and thus they depend on it.

This is a historical city which has witnessed great political turmoil in the last five centuries has till recently been totally protected from the hazards of ecological disasters.
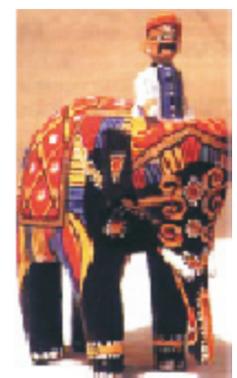
The denizens of Udaipur celebrate a traditional festival " Hariyali Amavasya". This festival is perhaps the only of its kind in India which is celebrated on the occasion of onset of rainy season. Hariayali means greenery and Amavasaya is no moon day. As per the Hindu Vikram Samwat calendar this festival – which is a public festival- falls on the no moon day of the Sawan Month i.e. the month in which the rains start. Nowhere in India has the public at large observed this festival on the banks of lakes and rivers and on the hills of the city. Similarly to drive home the message of conservation of trees, the women folk of the city perform a ritual every year called "Dashamata" in which the worship the trees for the longevity of the lives of their husbands. The trees are considered holy and sacred.

This is a unique way of communicating the message that the trees are vital for the sustenance of human beings.

Festivals of Rajasthan

In the same way, there is one more distinct festival in which all the four Mondays of the Hindu month of Sawan are celebrated publicly with all gaiety and fervor by the people of Udaipur. These Mondays are celebrated for the longevity of vegetation and natural wealth of the city - something unique in the world.

This shows that the people of Udaipur have for generations been living sustainably with the environment. All these festivals are a medium to manifest this message and pass on the same to the next generations.

The City of Udaipur has in its midst a beautiful botanical and zoological park where a large number of plant and tree varieties co-exist in the hustle and bustle of City Life. The part popularly known as Gulab Baug which is spread on around 30 acre of lands was conceived by the erstwhile rulers of the state and was planned with a conscious belief of ecological balance of the City.

Even today with an increase in the population, vehicular emissions and other pollution, the Gulab Baug is a shining example of the spirit of sustainable development in the inhabitants of Udaipur.

BAWRIS: A unique concept in water resource management:

While discussing the concept of inherent sustainability in the city since ages, we had discussed the construction of water reservoirs which were men made. The erstwhile policy makers did not remain concerned with just the construction of these lakes, which survived Udaipur, but they also developed a unique network of water resources which would co-exist with these lakes. Parallels can only be drawn from the ancient civilization of Indus Valley and Roman Empires where the concept of men made

smaller water reservoirs built within the city dwelling areas were built ranging from the last 500 to 100 years, Udaipur had a unique gift in the form of water reservoirs called BAWRIS which were spread over the dwelling areas of the city and were being recharged by availability of ample water of the lakes of the region.

The Bawris which were around 50 in numbers are a unique architectural marvel. These water reservoirs are slightly different in final details, depth and sizes. Water is found in an open square or rectangular tank reach down with a flight of broad step. This passes through an ornamental arch before reaching up the platform which runs around the tank areas and there are usually several narrow flights of steps zigzagging down the sides of tank to enable water bearers to collect water as the level recedes. The entire structure is of stone. Sheer walls rise on other three sides invariably related by small niches containing statues.

For Bawris also have religious significance. To the Hindus, the element of fire, air, earth and water are sacred. It would have been regarded as a great status symbol for a family to construct a Bawri and many of the local noble families had them constructed within their property. This is the shining example of the spirit of sustainable development. Many of Udaipur's queens commissioned the construction of Bawris as gifts to the populace and it was considered that by donating good water (one of life's necessity) one would have assured of a privilege reincarnation. Today out of Udaipur's previously large number of Bawris very few exists and of those even fewer are unused.
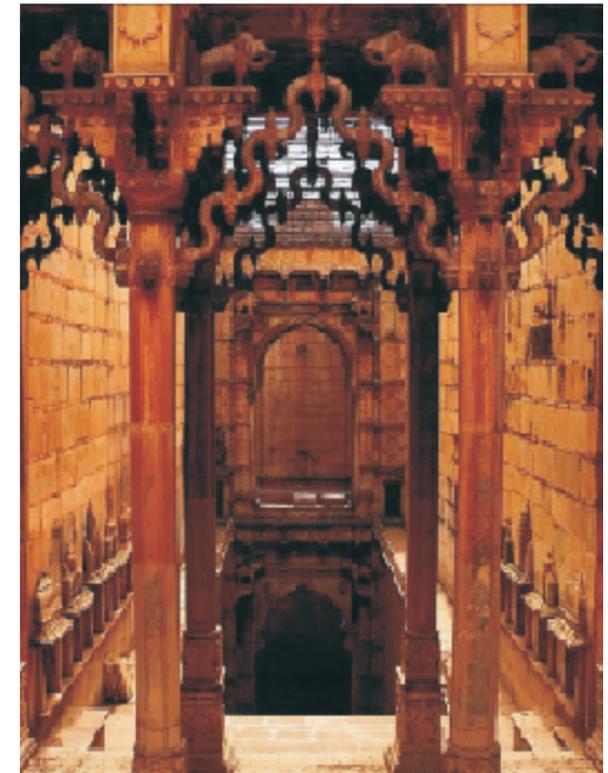

Rani ji ki baoli, Rajasthan.

As the city was developed and settled around the Ayad river. The river's life was also an important concern of the people and rulers. Erstwhile policy makers and the populace ensured that the growth of the city should not come to the detriment of the existence of this vital source of sustenance. It is a natural consequence that when a city grows geographically and demographically, the pressure is on the natural resources and water resources. Ayad river was no exception but for the commonsensical and futuristic outlook and actions of the earlier generations. They were aware of the fact that if the river undergoes a disastrous transformation, the existence of Udaipur City will be in question.

The history has witnessed the fact that large number of recharge basins were built along the bank of the river so as to ensure the free flow of clean water perennially. The perennial water flow took care of all the other aspects of growth, development and existence of the city including irrigation, drinking

water, existence of Bawris, maintaining the water level of lakes, maintaining the conducive climatic conditions, conservation of forests and development of commerce and trades in the region.
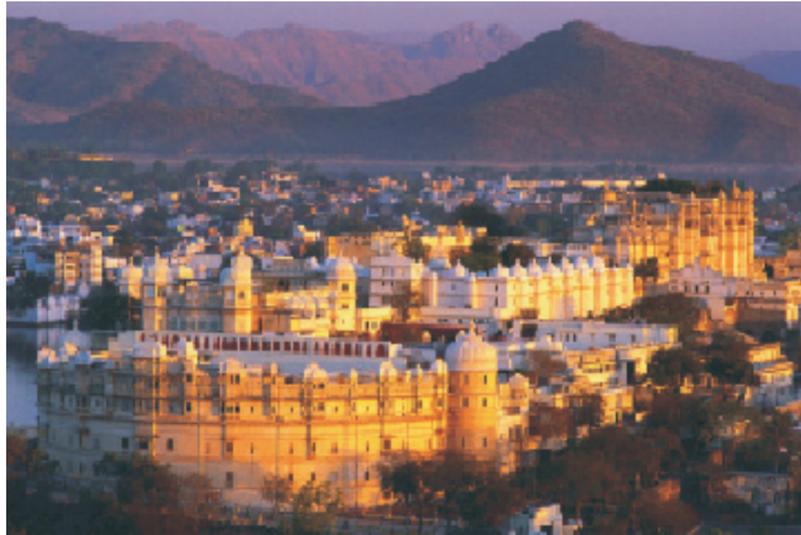
City Palace, Udaipur

Excerpt from **"SUSTAINABLE DEVELOPMENT OF A HISTORICAL INDIAN CITY"** by

Paliwal Pramod at

http://www.systemdynamics.org/conferences/2000/PDFs/pramod21.pdf

Paliwal Pramod teaches strategic management at 'Pacific Institute of Management', Udaipur, Rajasthan, India.

DISCUSSION

The concept of *Sustainability* is not new in India. Culturally, we've been a society that has laid utmost emphasis on elements which sustain life on earth. They came to be incorporated in our culture, tradition, and religion. They were sanctified and treated with reverence. Respect for natural resources has been central to Indian living. Almost traditional communities celebrated austerity, non display of riches and non wasteful behaviour. They lived simple uncluttered lives which urged quality over quantity in a true sense

The case study above reflects the very same idea.

- The occupational community of KHAIRADIS & tribals though dependent on the surroundings for their livelihood, use only so much amount that they need. This way, they do not over consume, and therefore do not deplete. They allow the resources to regenerate and renew themselves.
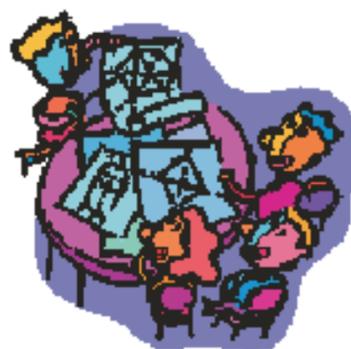
- Celebration of festivals associated with the seasons, elements of nature and their traditional continuance is a means to pass on the lessons of co-sustenance with the environment to the newer generations.

- Development of a network of water resources to sustain the water bodies in the region reflects how the stake holders (the natural elements) are engaged in the process of development and are not left to degenerate due to alien interferences (of man).

- Sanctification of trees and bawris communicates the message that these resources (trees and water) are vital for the sustenance of human beings

In short the general idea behind sustainability revolves around:

- Sustainable development.
- Importance of Culture and Religion for a sustainable future.
- Engaging stakeholders into development.

Objective: UNDERSTANDING THE IMPORTANCE OF NATURAL HERTAGE

The natural surroundings play a prominent role in defining the lifestyle of the people living in that region. They give rise to unique cultural traditions and heritage. While man derives resources from nature to fulfill his needs, he tends to respond and preserve this environment. The cultural heritage of India relies heavily on nature.

One of the ways of preserving these elements/motifs has been to sanctify and worship them. As man developed he put these essential element in the water tight realm of 'religion' & 'tradition' where there is little or no room to trespass the norms.
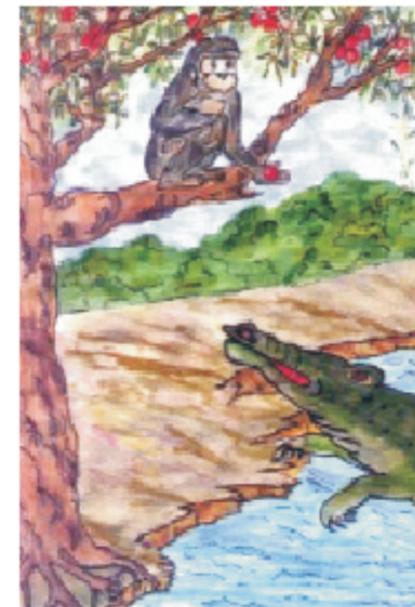
Identify such motifs and deduce why they have been sanctified. In doing so, list their importance in man's life. Create a power point presentation for all to see.

The motifs could be under the following heads:

- Personification of natural elements such as gods and goddesses: rivers (ganga, yamuna etc.), sacred trees (neem, tulsi, peepal, khejari, hooly, olive, fig etc.), sacred animals (sheep, cow, snake, tiger, mouse etc.)
- Stories and mythological texts having animals as characters (panchatantra, shukanasopadesha, jataka tales etc.)
- Relationship between seasons and festivals associated with it. Association with classical ragas.
- Influence of nature in painting ('Barahmasa' painting depict the seasonal cycles etc.)
- Development of schools of medicine centered round nature (ayurveda, unani, naturopathy etc.)

Ancient Religious Symbolism:
http://efl.htmlplanet.com/ancient_religions.htm

WEB WORK

"We are living on this planet as if we had another one to go to."
-Terri Swearingen

SUSTAINABLE DEVELOPMENT
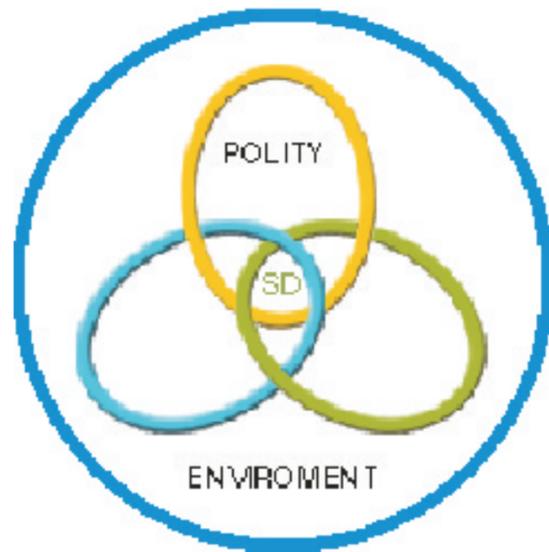
Sustainable development implies a broad view of human welfare, a long term perspective about the consequences of today's activities on the future.

We have been given one world to live in and we need to look after it.

"Sustainable development is...development that meets the needs of the present without compromising the ability of further generations to meet their own needs."

- World Commission on Environment and Development, *Our Common Future*, 1987

"We have not inherited the world from our forefathers — we have borrowed it from our children."

- Kashmiri proverb

SUSTAINABLE LIVING

More than a thousand years ago, a great Indian Buddhist master posited the need for human beings to use the resources of the earth without indiscriminately exploiting these resources. He asked if a man, barefoot, was required to walk the length of the earth and all the roads and footpaths were strewn with thorns, what the man would need to do. Cover the whole earth with leather to protect his feet? The master said the only sensible thing for the man to do was to fit himself with a pair of leather shoes. And that is **sustainable living** from a Buddhist perspective

Sustainable Living implies that we lead a lifestyle which respects the inter-connectedness of all reality. Where what we do does not aggrieve other beings around us. It encompasses the ideas of equity and fairness, frugality and sparing, and catering to **our needs instead of our greed. It calls for a change in our lifestyles to being simple and adaptive to the environment instead of adapting the environment to ourselves.**

It begins with tiny moves such as being conscious of our actions -switching off electrical appliance when not used, not wasting water etc. and moves to a higher level where, while we act local, we think global.

"Think Global, Act Local"
- Anonymous

Here's and interactive way of knowing about sustainable living :
http://www.sustainableliving.org.nz/

NAVIGATING SUSTAINABILITY

To understand and navigate the complexities of sustainability, we use the Compass of Sustainability: N for Nature, E for Economy, S for Society and W for Wellbeing.

As sustainability relates to the way we live and make decisions, a key challenge is how do we navigate the various components of sustainability…and what are they? The common challenge we all face today is one of navigation if we are to respond proactively to the challenges of sustainability. How do we navigate such as new landscape? We use a compass!

Developed by Alan AtKisson and R. Lee Hatcher, the *Compass of Sustainability*, is a really powerful tool for assessing and breaking down sustainability. It is based on the metaphor of a compass with four quadrants that provide an orientation towards sustainability: N = Nature, E = Economy, S = Society and W = Wellbeing. It extends the Triple Bottom Line accounting approach (that focuses on environmental, economic and social issues) by seperating and making explicit society and wellbeing considerations. That is, it acknowledges personal lived experience and quality of life issues as well as broader community scale issues associated with social capital.

Nature *refers to our natural environment and our ecological heritage. For example plants, tress, animals, insects, oceans, air and issues like pollution, deforestation, salination, mass extinction, enhanced greenhouse effect and so on.*

Economy *refers to the vitality, propserity and wealth that is generated through the activities of individuals and the business sector. For example employment, money, shops, trade, market, industry and issues like unemployment, unfair trade, access to resources, affordable housing, polarisation and so on.*

Society *refers to the total sum of all the social institutions and relationships that make our communities strong - from government to education to volunteer groups of all kinds. For example government, friends, sporting groups, politcal parties, family and issues like social justice, equity, racism, war, reconciliation, marginalised communities and so on.*

Wellbeing *refers to what we all hope for as individuals, for ourselves and for our families - health, long life, and a sense of satisfaction and fulfillment of our potential. For example personal health, nutrition, happiness, spirituality and issues like toxic materials, personal development, disease, depression, sense of purpose and so on.*

Sustainability is an all encompassing and holistic concept as it relates to everything - how we work, live and play. Although the issues that relate to sustainability are broad, it acknowledges the simple fact that all human systems are dependent on healthy natural systems. In recognition of this important role, many are starting to refer to natural systems as 'life systems' as it is on these systems that all human life depends.

The Compass of Sustainability reminds us that we need to consider all four sectors of the compass in our decision making, in our design, and importantly in our education. A solution or action that only addresses one sector or aspect of the Compass is not sustainable. A sustainable society consists of positive gains in each of the four sectors of the Compass!

Source: Sustainable living Challenge at http://www.sustainableliving.com.au/challenge/compass

Research…

Objective: To be aware of the various instances of imbalanced development.

Symbiosis: Man and Nature

Many of the tribes in India still live in natural surroundings. The burgeoning growth of cities and allocation of virgin lands for industrial development is threatening their existence. The tribes of the Narmada valley are one such example.

☑ *Find out and make a power point presentation about other such communities which are still dependent on nature. Is their environment protected or is it being threatened in the name of development?*

SEZs…

The concept of Special Economic Zones has recently been introduced in India. Earmarking of certain tracts of land in that regard has raised many an eyebrow. Attempts to set up a Special Economic Zone in Nandigram, West Bengal have led to violent protest by the villagers in that area.

Collect newspaper articles about Nandigram. Keeping that in mind, analyze the following:

- *What are SEZs? Why have they been introduced in India?*
- *How useful or harmful are they to a developing country like India?*
- *Are they fool-proof plans of development that is sustainable?*

Film Discussion

Watch the movie **'Shikhar'** and analyze how development today is taking place at the cost of environment.

2010 Commonwealth Games

DELHI 2010

The 2010 Commonwealth Games are being hosted by Delhi. It is going to be a 'BIG EVENT'. The city is working out rigorously to trim up. Umpteen no. of projects have been planned. The city is being 'cleaned-up'. New establishments are being built, old are being torn down. Believe it or not, Delhi's trademark, the street food has been 'banned'! We are getting set to get a make over, to become an ultra glam, 'developed' city, BUT, at what cost?

- File an RTI and collect information about the various projects that have been undertaken under the 'Delhi 2010' plan.
- Scrutinize if they are keeping with Environmental norms. IS the development Sustainable?

II. EDUCATION FOR SUSTAINABLE DEVELOPMENT

In December 2002, resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005-2014) was adopted by the United Nations General Assembly and UNESCO was designated as lead agency for the promotion of the Decade.

For more on UN Decade of ESD log on to
http://www.unesco.org/education/tlsf/TLSF/decade/uncomESD_FS.htm

The idea behind…

Sustainability education is a new way of looking as the environment in which students understand the inter relationship between environment, polity, society and economy. It targets the children who are the vanguards of future who if educated from the very start can be moulded into environmentally aware citizens. It aims to work with school children where parental involvement into these activities can also be sought.

PROJECT: SUSTAINABLE SCHOOL
Aim: Creating a 'sustainable' school environment.
Resources: Enthusiastic and spirited participants with an urge to make a difference.

We live in a world today which is steadily degenerating into oblivion. Our inconsiderate lifestyle which pays no heed to anything beyond our own selves is the prime cause. We have just one planet and we need to save it.

As the adage goes, "charity begins at home". We need to start at our own individual, microcosmic level before making efforts at the larger level. The best place to begin is at homes and schools. A collective and sincere effort made in these institutions is sufficient to produce a perceptible change and provide the momentum for greater public activism.

How to go about it?

The idea is to create a sustainable school environment. The environment would include each and every aspect of the surroundings. Everything you can possibly imagine. Listing out definite ways to create such an environment is neither a rational possibility nor does it serve any purpose. It is entirely the prerogative and discretion of the participants to device ways and means.

Following are a few activities with which you could get started.

Designing environmentally conscious events. Whenever you have functions in school make an attempt to make the event as environment friendly as possible, starting from the invitation cards to the venue to the equipment used to the usage of electricity to management of waste. Everything and anything that you could think of.

- Campaign for environment literacy.
  - ? Make posters, put in and around your school, in your colony and localities.
  - ? Design brochures on topical environmental issues, and distribute them.
  - ? Send letters to the editors of news papers and actively express your views and concerns about the environment.
  - ? Hold debates and group discussions on creating sustainable environments and how a difference can be made at individual level. Invite parents and elders to participate. Make the discussion deliberative and as extensively participative as possible.
- Screen films and hold discussions on successful sustainability projects.
- Do small projects such as making practical models on alternative sources of energy, or hold demonstrations on how to save water. Make environment kits, goody bags.
- Design your own notebook jackets. Make your own books marks. Make sure that all the waste paper that is disposed is re cycled and put to use again.

All these and many more activities could be designed and implemented. The baton is in your hand. It is your chance, your right and duty to make a difference.

PRINCIPLE 15

TREAT ALL LIVING BEINGS WITH RESPECT AND CONSIDERATION

CHILD LABOUR IN INDIA

a. *Prevent Cruelty to animals kept in human societies and protect them from suffering*

b. *Protect wild animals from methods of hunting, trapping, and fishing that cause extreme, prolonged, or avoidable suffering*

c. *Avoid or eliminate to the full extent possible the taking or destruction of non-targeted species*

Objectives

- To make the young citizens understand the evil of harsh and cruel behaviour to not only humans but to all living forms and build in a feeling of respect for all living beings.

- To provide an overview of global efforts in spreading awareness and generating action to save living forms from torture.

A man should wander about treating all creatures as he himself would be treated. Sutrakritanga (Jainism)

- Ever imagined how does it feel when somebody speaks harshly to you? How does it feel when you are abused or hit?

- *It feels bad, right.*

- So how can we carry out such behaviour with others?

- We should conduct ourselves in such a manner that it does not lower our dignity in front of others and at the same time should not be derogatory for others.

According to Ian McEwan, the Booker Prize winner in 1998, "novels are not about 'teaching people how to live but about showing the possibility of what it is like to be someone else. It is the basis of all sympathy, empathy and compassion. Other people are as alive as you are. Cruelty is a failure of imagination'

There are different types of cruelty; there is abuse that is done willingly and knowingly, a deliberate act. Then there is neglect, where the one is not deliberately hurt or abused but because of lack of care, considered a form of abuse. In some cases people who are cruel to animals will also practice the same types of cruelty on other people.

Cruelty to animals refers to treatment or standards of care that cause unwarranted or unnecessary suffering or harm to animals. Standards of both animal cruelty legislation, and enforcement, may vary between different places from non-existent through to comprehensive, and the acts and conditions which are deemed "cruel" also vary.

The use of animals in the circus has been a matter for controversy recently, as animal welfare groups have documented instances of animal cruelty, used in the training of performing animals. Using animals for sport and leisure and sports activities also constitute cruelty and shold be prevented.

Bullfighting, is considered the national Spanish sport. Fighting bulls, was common in ancient Thessaly - Greece and Rome. The bulls aren't the only animals to be harmed in this, what some call 'sport'. About 6,000 horses are killed every year in Spain, which are usually blind folded at the time and end up disemboweled by the horns of a ragging bull, in attemp to, obviously stop the pain of being jabbed, the bulls charge the horses. Prior to this, the bull has been jabbed with an iron pin, with streamers, representing the colors of his breeder. This ofcourse would irritate any animal. So once the bulls are allowed into the 'ring', they attack the mounted horses.

Many jurisdictions around the world have enacted statutes which forbid cruelty to some animals. In the United States the statutes provide minimal requirements for care and treatment of animals. Some traditional practices, even if controversial (such as treatment of rodeo and circus animals or medical research or animals deemed pests), are sometimes exempted from the operation of laws against cruelty.

Read on the US Law - **http://tarlton.law.utexas.edu/dawson/cruelty/cruelty.htm**

In the United Kingdom, cruelty to animals is a criminal offence and one may be fined or jailed for it for up to five years. In Australia, many states have enacted legislation outlawing cruelty to animals. Whilst police maintain an overall jurisdiction in prosecution of criminal matters, in many states officers of the RSPCA and other animal welfare charities are accorded authority to investigate and prosecute animal cruelty offences.

In India the Prevention of Cruelty to Animals Act, 1960 governs the provisions to prevent cruelty to animals. It calls for the establishment of Animal Welfare Board of India for the promotion of animal welfare generally and for the purpose of protecting animals from being subjected to unnecessary pain or suffering.

Read on the Indian Law **http://envfor.nic.in/legis/awbi/awbi01.pdf**

Discuss and Debate….

Should animals be kept in Zoos and Circus ?

Circus meant to give us immense joys are actually infliction torture upon animals. The animals are confined for hours, even days, in their travelling cages, with their only respite being either limited time in an exercise cage, being rehearsed, or performing. They are also forced to perfrom acts which pose a risk to their lives.

Can we enjoy at the expense of being cruel to our animals ????

Many zoos are very sad places for animals. Although they get basic food and water, most animals don't have much to do and must be very bored. They don't get to do many of the things they would do in the wild like building their own dens or nests, searching out the foods they like, raising their families, etc.

Many zoo animals are captured far away and shipped over many miles in small crates to zoos. Sometimes their mothers or other family members are killed in order to capture them.

Is it ethical to confine animals ????

Monkey Menace in the National Capital

Delhi suffers from a serious monkey menace, with scores of animals seen across the city, particularly near top government offices. The monkeys, who have moved into residential areas and official enclaves due to Delhi's shrinking forests, are said to have become a 'security threat'. Last year, the ministry of defence found some of its top secret documents scattered all over the place one morning. It was blamed on the many rhesus monkeys which flock around the colonial-era building.

One of the possible ways to control the menace is forced sterilization of monkeys. We have two schools of thoughts on the ways and means to control the problem –

- One should look at the reasons for the habitation of residential areas by our Siamese friends. If man is cutting forests, where will the animals go?
- Instead of forced sterilization they may be sent to forest areas.

Build your own Project –

- Research upon the problem of stray dogs in the city and find out possible means to control the stray dog problem.
- Make an inventory of organization working for animal rights

Damming the biodiversity in the North-East

Lower Subansiri (LS) Hydel Project. on the Assam-Arunachal Pradesh border in one of the world's biodiversity hotspots. The construction of the dam and the power station will impact the biodiversity of the area The Subansiri is one of the most crucial rivers in India for the long-term conservation of the golden mahseer. The dam will permanently obstruct the migration of the three mahseer species found here. It will have detrimental impacts on riverine and beel (wetland) fisheries downstream, because the water flow regime will be affected. The seasonal inundation of the beels by the river, which helps in the nutrient cycle of the local aquatic ecosystem, will be interrupted. The altered flow regime will also affect downstream dolphin habitats

"God loved the birds and invented trees. Man loved the birds and invented cages." Jacques Deval

Birds are found almost in every nook and corner of the world. There are about 8600 species of birds worldwide, of which 1245 species are found in India alone. Birds occupy various habitats and are suitably adapted to their respective environments. The physical appearance of a bird can suggest its feeding habits and the kind of habitat it belongs to. Just as our physical appearances, national costumes etc show which place we belong to, similarly the birds shape, size, colour, bill, claw etc. tells us about its environment.

Some Indicator birds

- If birds like Black Winged Stilts are present in any water body, it is an indication that the water might be polluted!!
- Presence of birds like Mallards, Pied Kingfishers and Indian Skimmers indicate that the water is clean. In fact Indian Skimmers are extremely sensitive to contaminated waters and their disappearance is a distinct sign of surface water pollution.
- Vultures, being natural waste managers by virtue of their being a scavenger, indicate the health of an ecosystem.
- Presence of large number of Crows and Pariah Kites would indicate uncovered edible rubbish strewn, in a nearby area.
- Many farmers rely on the call of the cuckoo as an indication for the onset of monsoon.

In the present scenario, the diversity and population of bird species worldwide is deteriorating. Reports indicate that around 70% of the birds are negatively affected. This is so because of the drastic changes brought about on the environment by human activities like deforestation; air, water and soil pollution; habitat fragmentation; extensive use of pesticides; poaching etc.

Many birds are so adapted to their habitats that any change in the habitat has deleterious effects on the bird. E.g. the use of a grass called Saccharum munja in thatching and rope making has led to the dwindling of the population of a bird named Finch Baya! This is so because the bird depends upon the particular grass, for its nesting material and its extensive cutting by humans has left the bird with virtually no nesting material.

The list of endangered and extinct birds is increasing day by day. Birds like Dodo, Passenger Pigeons and many more have become things of the past. If we don't help these winged creatures, we will lose many more birds in the near future.

Where have the Sparrows Gone ?

The common house sparrow, once part of every household, is fast disappearing from urban areas, including Delhi. Ornithologists and wildlife experts speculate that the population crash could be linked to a variety of factors like lack of nesting sites in modern concrete buildings, disappearing kitchen gardens, increased use of pesticides in farmlands and the non-availability of food sources. The dwindling number of sparrows in urban areas, as a phenomenon, is not new. In Europe, when the numbers of sparrows went down drastically a few years back, almost as much as by 85 percent, it rang quite a few alarm bells.

But here, although the matter has been reported, nothing concrete has been done to tackle what seems to be a sparrow crisis. The main point of concern is that there is no data or study on the population of sparrows in India.

Visit to the Charity of Birds Hospital, Chandni Chowck

Founded in 1929, the hospital offers a new lease on life to ailing birds. Over the years, the hospital has evolved from a one-room establishment to a three storeyed building. The growth is attributed to generous donations.

There are, at present, nearly 1,800 birds being treated at the hospital. An estimated 25-30 birds are treated in the OPD daily and an equal number are admitted to the hospital.

Source: Times of India, 15th July 2003

KNOWING OUR AVIAN FRIENDS

Activity 1 : BIRDS' WORTH

Objective : To make the students appreciate the role of birds in the ecosystem.

Materials needed : Chart paper cut-outs

Methodology:

1) Divide the students into 4 groups.

2) Make 4 paper cut-outs with ANIMALS [Rodents, Reptiles], PLANTS, INSECTS and HUMANS written separately on each. Give one cut-out each to the groups.

3) Ask the students to list out the interactions of birds (both positive and negative) with each group viz. Animals, Humans etc. They could present it in the form of a presentation, poem etc.

Activity 2 : BIRD BOOTY

Objective : To help the students realize the extent to which birds have influenced our lives.

a) Ask students to collect **stamps**, **paintings**, **poems**, **stories**, and **postcards** etc depicting birds. The collection could be shown to other students followed by a discussion on how birds have influenced our lives.

Birds featuring in **folk tales**, **mythology, music, songs, proverbs** etc can also be discussed about and added to the collection. E.g. Garuda in Ramayana, Roc in Sindbad, Phoenix etc. Students can also gather information about **advertisements** featuring birds.

Birds find an important place in our religions. Many birds are considered to be vehicles of our Gods and Goddesses. Swan is the carrier of Goddess Saraswati, Peacock of Lord Kartikeya, Owl of Goddess Lakshmi and so on. The Indian Roller (*Neelkantha*) is also considered auspicious by virtue of it being the incarnation of Lord Shiva. Find out more about such birds.

b) The students can be asked to make their own letterheads, visiting cards and envelopes with bird figures on them.

c) While bird watching in an area, ask the students to collect as many different **feathers** as they can find and paste them in a scrapbook possibly with the names of the owner birds!!

Activity 3 : BIRD WATCHING

The programme would help the students identify the birds, their habitats; assess the problems faced by them, create awareness among the community and take remedial actions to increase bird diversity in the area.

Familiarize students and generate interest in them about the different kinds of birds, their importance in the ecosystem, their feeding habits, habitats etc with the help of workshops and interactive activities.

↓

Organize field trips and bird walks with Resource persons in diverse habitats. This will help the students identify birds and make them aware of different types of birds found according to diverse habitats.

↓

During bird watching, investigate the site characteristics and prepare a biomap of the area selected for bird watching. The purpose is to help in correlating the habitat and the existing environmental conditions with the presence or absence of a bird.

↓

Collect information on a bird or a family of birds with common features. The objective is, for the students to research on the bird regarding its role in the environment, how well it is adapted etc

↓

Maintain records of bird diversity, counts, rarity/abundance within an area to establish trends at various times of the year. This exercise would help in assessing whether diversity and population changes from time to time, tree to tree, place to place, over seasons and due to human intervention.

↓

Create mass awareness in communities by creating bird clubs; organizing campaigns, exhibitions; extending bird watching to the backyard, community parks etc.

↓

Identify factors responsible for any change in the bird diversity and population and take conservation steps like improving the habitat and creating bird refuges like bird boxes, feeders, bird baths, duck ponds, planting bird attracting trees, flowers etc.

WHERE CAN BIRD WATCHING BE CARRIED OUT?

Bird watching can be carried out in diverse habitats like the school complex, zoological parks, wetlands, woodlands etc to give an idea to students about the diversity found in birds. Find out about a national park or a bird sanctuary in your area and learn about the birds found there.

Bird watching can be extended to community parks as well as in your backyard too! Also if your school boasts of a large number of birds, you can invite other school students to show the rich avifauna!!

WHAT DO YOU NEED FOR BIRD WATCHING?

- A pair of binoculars
- A notebook
- Worksheets (refer Annexures)
- A book on birds
- A pencil
- Pair of good eyes and ears!!

Good time for bird watching:
- Early morning (Early bird gets the worm!!)
- Late afternoon/ early evening

Bad times:
- Windy days.
- Foggy days would also reduce visibility

Things to keep in mind:
- Avoid striking coloured clothes. Something which blends with the surroundings is better.
- Keep the movements slow and noiseless so that you don't scare the birds away!
- Avoid walking on dead leaves and twigs
- Do not talk loudly.

Build your own Project –

- **Research upon the problem of vultures disappearing from our surroundings and the role of vultures in saving our environment.**

Caring for Trees

Trees are an important component of the natural landscape due to their prevention of erosion and the provision of a specific weather-sheltered ecosystem in and under their foliage. Trees, through the process of photosynthesis, play an important role in producing oxygen and reducing carbon dioxide in the atmosphere; they also moderate ground temperatures through their shading effect. They are also significant elements in landscaping and agriculture. Wood from trees is a common building material. Trees also play an intimate role in many of the world's mythologies.

We like trees around us because they make life more pleasant. Most of us respond to the presence of trees beyond simply observing their beauty. We feel serene, peaceful, restful, and tranquil in a grove of trees. The strong ties between people and trees are most evident in the resistance of community
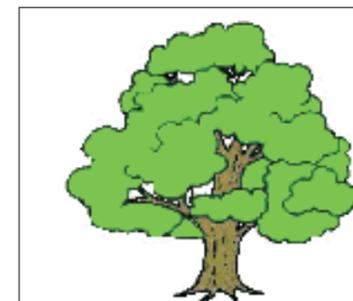
THE WORTH OF A TREE
(Long lived trees like Neem, Peepal, Banyan, Mango, Jamun etc)
Generates Oxygen: Rs.5.5. lakhs
Air Pollution Control: Rs. 10.5 lakhs
Soil Erosion Control: Rs. 6.4 lakhs
Shelter for birds & animals: Rs. 5.3 lakhs
Flowers, fruits, medicines: Rs. 4.3 lakhs
Total Value : Rs. 32 lakhs

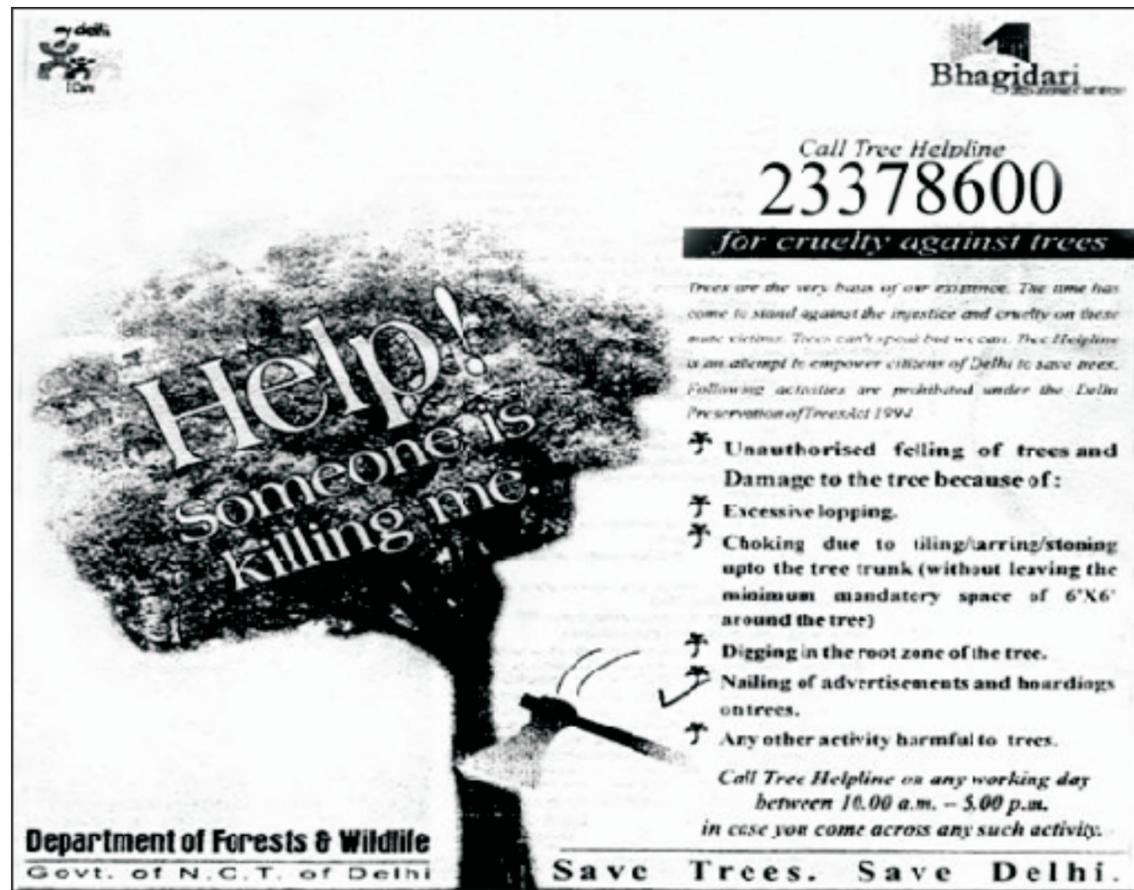## Trees in Danger -Threat for our trees:

- Trees are cut for wood and to clear land, resulting in less green cover for our cities.
- Advertisements Boards are nailed into the bark of trees. The nails rust and damage the living Phloem cells
- Tree guards not removed on time, thereby damaging trunks
- Trees are singed due to burning of leaves and waste beneath them
- Roots are cut and exposed when digging for laying cables, etc
- Living trees are treated like non-living lamp posts thereby affecting their biological processes.

- Concretization and paving of tiles hampers the growth of the trees as there is rise in temperature around the base of the trunks which scorches the roots.- the roots cant absorb water and root aeration is prevented- roots need oxygen , also the compaction is very painfully pressurizing – this causes unnecessary suffering, stunting and then death of the tree.

Help Save the trees –

According to Delhi Government notification No. 5 – DDR/ VIP/ 2000- DDVI dated 21st July, 2000, tiling, widening of roads up to tree trunks and other such acts which adversely affect the plant roots are to be avoided. The legislation says that a minimum space of (6 X 6 feet) untilled / kutcha space should be left around the trees.

Do not keep silent but report to concerned authorities when you see damage to trees!

Field Survey –

- **Carry out a survey of the roads near your school and find whether the norms have been fulfilled or not.**

ACTIVITY 4 : TREE WALK

- Select a place (Garden or the Delhi Ridge) for a tree walk exercise. While selecting the place keep in mind that the place should have a good range of tree species.
- Identify a group of 10-15 students and provide them with a notebook, pens, pencils, colour crayons, caps and water bottles.
- When you enter the park make them identify the trees and do activities like tree hugging, tree bark autographs and collection of leaves, fruits and seeds for herbarium.
- Each Group can present their work in school and discuss about the species richness of the area.
- While identifying the trees make them understand the ecological and economic importance of each of the species and any

ACTIVITY 5 : TREE PLANTATION AND ADOPTION

Carry out a tree plantation exercise with the help of school authorities and adopt a tree that you have planted. Fill in the activity sheets and make your own tree book. You may have to do research to find answers to the questions.

Details of my Tree

Local Name:

English name:

Botanical Name:

It is a native of following country/ region

I have planted the tree on (date)

Important functions of my Tree

It is beneficial to the environment in the below mentioned ways (Does it tolerate air, water pollution, control soil erosion) _____

The medicinal properties of my tree are_____

My tree also has aesthetic appeal (Mention about flower, shade, fruits)

Other benefits of my tree are_____

Life of my Tree

Follow the growth pattern of the tree planted by you. See in which months it sheds its leaves, in which months buds appear.

Trade in Wildlife

Trade in wildlife is a major problem that affects the survival of flora and fauna. It fetches staggering profits for people who are involved in this trade. From small-time poaching and hunting, it has grown into a well-organized, sophisticated network of racketeers across the world, who carry out a trade ring worth an estimated 6 to 20 billion dollars worldwide (MoEF, 1994), second only to the narcotics (drugs) trade in magnitude.

The United States is the largest consumer of wildlife in the world. India, home to several mega-species such as the tiger, elephant, rhino, snow leopard, and musk deer, which are highly valued in this trade, has consequently become a crucial target for poaching and export of wildlife products. In order to deal with this challenge the Government of India has over the past twenty years, taken several initiatives aimed at conserving the biodiversity of the country. It has banned hunting of wild animals and the trade in animal parts.

India passed the Wildlife Protection Act 1972 which prohibits the hunting of all animals. Poaching of tigers is punishable with a maximum of seven years imprisonment and a fine of Rs. 25,000. India is also a party to the CITES since 1976 and is therefore bound by all its efforts to eliminate international trade in tigers and tiger parts.

Convention on International Trade in Endangered Species

CITES (the Convention on International Trade in Endangered Species of Wild Fauna and Flora) is an international agreement between governments. Its aim is to ensure that international trade in specimens of wild animals and plants does not threaten their survival.

Because the trade in wild animals and plants crosses borders between countries, the effort to regulate it requires international cooperation to safeguard certain species from over-exploitation. CITES was conceived in the spirit of such cooperation. Today, it accords varying degrees of protection to more than 30,000 species of animals and plants, whether they are traded as live specimens, fur coats or dried herbs.

The species covered by CITES are listed in three Appendices, according to the degree of protection they need.

Appendix I lists species that are the most endangered among CITES-listed animals and plants. They are threatened with extinction and CITES prohibits international trade in specimens of these species except when the purpose of the import is not commercial, for instance for scientific research. In these exceptional cases, trade may take place provided it is authorized by the granting of both an import permit and an export permit.

Appendix II lists species that are not necessarily now threatened with extinction but that may become so unless trade is closely controlled. It also includes so-called "look-alike species", i.e. species of which the specimens in trade look like those of species listed for conservation reasons. International trade in specimens of Appendix-II species may be authorized by the granting of an export permit or re-export certificate. No import permit is necessary for these species under CITES.

Appendix III is a list of species included at the request of a Party that already regulates trade in the species and that needs the cooperation of other countries to prevent unsustainable or illegal exploitation

Information on CITES is available on - http://www.cites.org/

Project Tiger

The main objective of Project Tiger is to ensure a viable population of tiger in India for scientific, economic, aesthetic, cultural and ecological values and to preserve for all time, areas of biological importance as a natural heritage for the benefit, education and enjoyment of the people.

Initially, the Project started with 9 tiger reserves, covering an area of 16,339 sq.km. with a population of 268 tigers. At present there are 27 tiger reserves covering an area of 37761 sq.km., with a population of 1498 tigers.

Approach:

- Elimination of all forms of human exploitation and disturbance from the core and rationalisation of such activities in the buffer.
- Limitation of the habitat management to repair damage done by man.
- Researching facts about habitat and wild animals and carefully monitoring changes in flora and fauna.

Build your own Project –

- ✓ Research upon the project rhino
- ✓ Make a list of products derived from one horned rhinoceros
- ✓ Find about the national parks where rhinoceros are protected in India

Wildlife games and puzzles
Learning about wildlife can always be fun filled and full of excitement. Visit the following link and learn about wildlife puzzle and games.

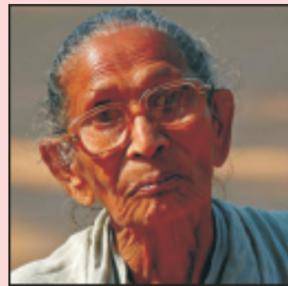http://www.kidsfortigers.org/funstuff/games.php

My Research – Prepare a list of products obtained from the following animals and their uses

- Elephant
- Tiger
- One horned Rhinoceros
- Crocodile and alligator
- Deer antlers
- Sea turtle
- Monal

Older people deserve respect and care… not neglect.

Old age is a time to treasure. But for some older people, it is a time for tears. No one talks much about elder abuse. It is kept hidden behind drawn curtains and shuttered windows. But like other forms of abuse, elder abuse happens in all communities, among all races and all nationalities.

What is elder abuse?

- Elder abuse occurs when someone takes the money needed by an older person to live.
- Elder abuse occurs when a caregiver fails to provide an older person with adequate food, water or medical care.
- Elder abuse is violence, theft, neglect. And elder abuse will happen again and again in our communities unless caring people do something to make it stop. Most of us have older family members and know older adults who live in our communities.

There are many ways you can show older people honour and respect-

| DO's	DON'T's
• Visit them regularly	• Treat them like children.
• Speak politely and give respect to them	• Strike, hit or push.
• Respect their feelings	• "Borrow" their money.
• Honour their trust	• Speak to them harshly.
• Provide adequate care	

Field Visit – Care for elderly

- Visit any old age home in your city and talk to the elderly people.
- You may play games
- Read books for them
- Letter writing

Prevention of child labour – Return childhood to our children

Children less than fourteen years of age are made to do work that is physically or mentally harmful, and interrupts their education and social development

Any work by children that interferes with them in their full – physical development, the opportunities for a desirable minimum education and of their needed recreation constitutes child labour.
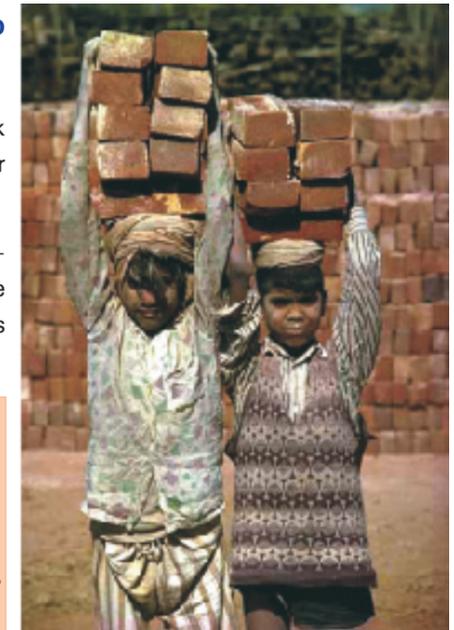
Activity 6

- *Find out various industries where children are employed as workers.*
- *Reflect upon the working conditions*

    Discuss – how can we stop child labour?

Football making industry - Jalandhar

- More than 10,000 children are working in production of football and are working for 10 hours in a day.
- One third of the kids are less than 12 years old
- They are paid a meagre amount for the work being done by them.

Sivakasi match stick and fireworks

- 50,000 children work with explosive and toxic material
- They are at high risk to various health disorders.
- Work with fake birth certificates and within household

CHILDREN ARE RISKING THEIR LIVES TO LIGHT THE LIVES OF OTHERS

The government has decided to prohibit employment of children (below the age of 14 years) as domestic servants or servants or in dhabas (roadside eateries), restaurants, hotels, motels, teashops, resorts, spas or in other recreational centres.

In India, The Child Labour (Prohibition and Regulation) ACT, 1986 was enacted to prohibit the engagement of children in certain employment's and to regulate the conditions of work or children in certain other employment's.

Read more about the act - http://www.kerala.gov.in/dept_lab/act9.pdf

Violence against women

According to UN definition the deprivation and denial of opportunities for basic human amenities and means of livelihood like health, education, training, skill building are also part of violence against women.

Gender based violence is clearly based on unequal power relations between men and women. Indian society has come a long way from simply describing violence towards women in terms of rape, to the recognition that any act resulting in or likely to result in physical, sexual or psychological harm, including threats of such acts, whether occurring in public or private life is an act of violence against women.

Activity 7 - Recognizing women power

List down the significant role played by women in the following spheres –

- Freedom Struggle
- Art and Literature
- Politics
- Science
- Sports
- Media

Present your work on International Women's Day in your school

Controversial but true –Debate - Women are women's first enemy

Women-specific legislations in India

- The Immoral Traffic (Prevention) Act, 1956
- The Dowry Prohibition Act, 1961 (28 of 1961)
- The Indecent Representation of Women (Prohibition) Act, 1986
- The Commission of Sati (Prevention) Act, 1987 (3 of 1988)

Activity 8 – Research

Look into the provisions of the Protection of Women from Domestic Violence Act, 2005 and prepare a status report on its implementation.

Sexual Harassment

Women have walked in space and are reaching for the stars. They have proved themselves equal to or even better than men in every way. Yet every 51 minutes a woman is sexually harassed. Every 21 minutes one woman is molested. Eve teasing is something that she has to contend with everyday.

Eve teasing is a term used for sexual harassment or molestation of women by men. Considered a growing problem eve teasing ranges in severity from sexually suggestive remarks to outright groping.

Various reasons are suggested for the prevalence of sexual harassment in India. Some feel that it is the direct consequence of the prudish and sexually repressive society that has prevailed for centuries. Others insist that the influence of western media is the primary cause. Indian movies, especially those from Bollywood, have a mixed record on sensitivity towards women's issues. In recent years the Indian government has made some efforts to round up eve teasers. The deployment of plain-clothed female police officers for the purpose has been particularly effective.

Discussion Forum – Eve-teasing - a curse on our society

- Women are perceived as an object to be stared at.
- Nobody has the right to embarrass the modesty of our womenfolk.
- Men think that it is their right to do so.
- What do you think about this?

Discuss about this issue with supporting evidences from instances of eve-teasing in Delhi.

PRINCIPLE 16

PROMOTE A CULTURE OF TOLERANCE, NON-VIOLENCE AND PEACE

a. Encourage and support mutual understanding, solidarity and cooperation among all peoples and within and among nations

b. Implement comprehensive strategies to prevent violent conflict and use collaborative problem solving to manage and resolve environmental conflicts and other disputes

c. Demilitarize national security systems to the level of non-provocative defense posture, and convert military resources to peaceful purposes, including ecological restoration

d. Eliminate nuclear, biological and toxic and other weapons of mass destruction.

e. Ensure that the use of orbital and outer space supports environment protection and peace

f. Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.

Objectives

- To understand various means of mass destruction and how do they pose a challenge to the humanity.

- To understand the issues related to global peace, what are the threats to global peace and what role international organizations are playing to foster an environment of peace and solidarity amongst nations.

- To understand the need to treat earth as one family and value people to people linkages.

"We may never be strong enough to be entirely non-violent in thought, word and deed. But we must keep non-violence as our goal and make strong progress towards it."

…. Mahatma Gandhi

Nonviolence (or non-violence) can be both a political strategy and moral philosophy that rejects the use of violence in efforts to attain social or political change. As an alternative to both passive acceptance and armed struggle, nonviolence proclaims other means of popular struggle such as civil disobedience, nonviolent resistance or the power of non co-operation combined with persuasion.

All religions preach non-violence

Some proponents of nonviolence advocate respect or love for opponents. It is this principle which is most closely associated with spiritual or religious justifications of nonviolence, as may be seen in the Sermon on the Mount when Jesus urges his followers to "love thine enemy," in the Taoist concept of wu-wei, or effortless action, in the philosophy of the martial art Aikido, in the Buddhist principle of metta, or loving-kindness towards all beings, and in the principle of ahimsa, or nonviolence toward any being, shared by Buddhism, Jainism and some forms of Hinduism. Respect or love for opponents also has a pragmatic justification, in that the technique of separating the deeds from the doers allows for the possibility of the doers changing their behaviour, and perhaps their beliefs. Martin Luther King said, "Nonviolence means avoiding not only external physical violence but also internal violence of spirit. You not only refuse to shoot a man, but you refuse to hate him." The Christian focus on both nonviolence and forgiveness of sin may have found their way into the story of Abel in the Qur'an. Liberal movements within Islam have consequently used this story to promote Islamic ideals of nonviolence.

Gandhi and non-violence

The notion of Satya, or truth, is central to the Gandhian conception of nonviolence. Gandhi saw truth as something that is multifaceted and unable to be grasped in its entirety by any one individual. All carry pieces of the truth, he believed, but all need the pieces of others' truths in order to pursue the greater truth. This led him to believe in the inherent worth of dialogue with opponents, in order to understand motivations. On a practical level, willingness to listen to another's point of view is largely dependent on reciprocity.

Satyagraha is a variety of nonviolent resistance developed by the father of our nation Mahatma Gandhi. Gandhi deployed satyagraha in campaigns for Indian independence and also during his struggles in South Africa. After independence when India was burning with communal tension Gandhi undertook a fast to bring peace in the country.

The way of life that he practiced there was known as 'Sarvodaya' - the well being of all. It was the way of life that he practiced in South Africa. In South Africa, he had started two institutions -the Phoenix Settlement and the Tolstoy Farm. The aim of these Ashrams was plain living and high thinking. He believed that by

such a way of life the well being of all men could be secured. 'A tooth for a tooth and an eye for an eye' was not true religion, that is, revenge was not religion. His desire was that the individual should lead a truthful, religious and loving life. Man should strive to establish truth, piety and love in human society. It was Gandhiji's belief that the power of goodness that comes from such a life could transform the worst power on earth.

Independence through a non-violent struggle-

Find out about the Nonviolence movement started by Mahatma Gandhi and its significance in India's freedom struggle.

Discuss – How relevant are Gandhian Principles in today's world!!
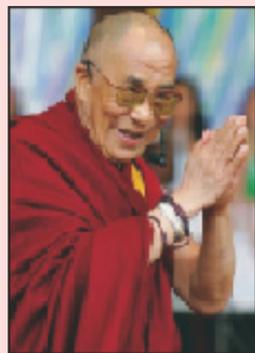
Activity 1 – Biographies of great personality

Create a life sketch of the following two great personalities and their role in struggle for freedom in their country
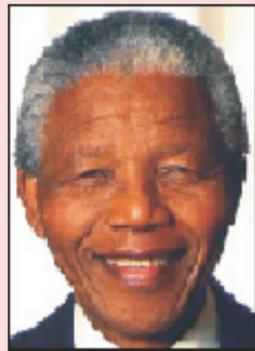
Nelson Mandela

Aung Sang Suu Chi

His Holiness Dalai Lama

Weapons of mass destruction – killer of humanity!!

Chemical weapons

Chemical warfare is warfare (and associated military operations) using the toxic properties of chemical substances to kill, injure or incapacitate an enemy.

Chemical Attack on Kurds in Northern Iraq

The Halabja poison gas attack occurred in the period 15 March–19 March 1988 during the Iran-Iraq War when chemical weapons were used by the Iraqi government forces on a number of civilians in the Iraqi Kurdish town of Halabja.

The poison gas attack on the Iraqi town of Halabja, which was defined as an act of genocide by Human Rights Watch, was the largest-scale chemical weapons (CW) attack against a civilian population in modern times. It began early in the evening of March 16, when a group of eight aircrafts began dropping chemical bombs, and the chemical bombardment continued all night. The Halabja attack involved multiple chemical agents, including mustard gas, and the nerve agents

Biological weapons

Biological warfare (BW), also known as germ warfare, biological weapons, bioweapons and bioweaponeering, is the use of any pathogen (bacterium, virus or other disease-causing organism) as a weapon of war. Biological warfare has been practiced repeatedly throughout history. Before the 20th century, the use of biological agents took three major forms:

• Deliberate poisoning of food and water with infectious material

• Use of microorganisms, toxins or animals, living or dead, in a weapon system

• Use of biologically inoculated fabrics

The biological agents used in biological weapons can often be manufactured quickly and easily. The primary difficulty is not the production of the biological agent but delivery in an infective form to a vulnerable target.

Nuclear Weapons

A nuclear weapon is a weapon which derives its destructive force from nuclear reactions of fission or fusion. As a result, even a nuclear weapon with a small yield is significantly more powerful than the largest conventional explosives, and a single weapon is capable of destroying an entire city.

In the history of warfare, nuclear weapons have been used only twice, both during the closing days of World War II. The first event occurred on the morning of 6 August 1945, when the United States dropped a uranium gun-type device code-named "Little Boy" on the Japanese city of Hiroshima. The second event occurred three days later when the United States dropped a plutonium implosion-type device code-named "Fat Man" on the city of Nagasaki. The use of these weapons resulted in the immediate deaths of around 120,000 people.
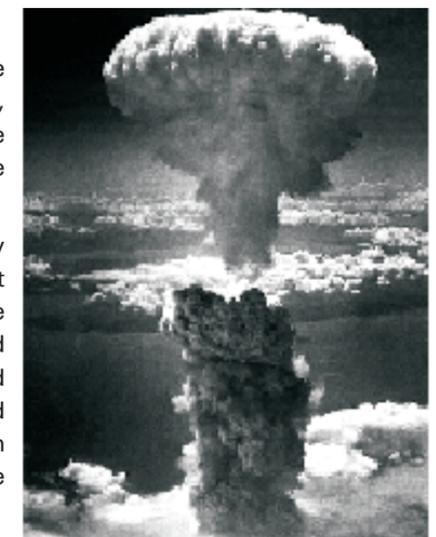
Activity 2 – Tragedy at Hiroshima-Nagasaki

- Find out about the droppings of atom bombs on Hiroshima and Nagasaki.
- Look into the loss of human life and the impacts on the society as a result of the bombing.
- Research upon the aftermath of the bombings and its impact till date.

Discuss and Debate –

- Modern warfare is a threat to human survival!!

Movie Watch – "Ek Khobsoorat Jahaz" – film on nuclear warfare
- "Lage Raho Munnabhai" – discuss on the relevance in   present day context

Food for thought –

- The race amongst nations to earn nuclear warfare. How it is posing a threat to the security of our people.
- Nations expenditure on defence – India spends 35% of the budgetary allocation on defence, US and Pakistan spends more than 40% on defence. In a worlds where there is poverty, hunger and human population lacks basic amenities how ethical is it to spend so much money on defence.......**Debate**

World turning into conflict zones –

Modern times have seen conflicts across different parts of the globe. The Gulf War, Conflict between Israel and Palestine, the Iran-Iraq Conflict, the Kashmir conflict are only a few of them.

Deadly Attacks on Humanity

The Delhi bombings occurred on October 29, 2005 in Delhi, killing 59 people and injuring at least 200 others in three explosions. The high number of casualties makes the bombings the second deadliest terrorist attack in India.

Suicide aircraft attacks on The World Trade Center and the Pentagon left untold numbers injured or dead and threw the cities into chaos on September 11, 2001. This event shook the wealth and mite of the United States.

The 7 July 2005 London bombings were a series of coordinated terrorist bomb blasts that hit London's public transport system during the morning rush hour.

The 2004 Madrid train bombings consisted of a series of coordinated bombings against the Cercanías (commuter train) system of Madrid, Spain on the morning of 11 March 2004, killing 191 people and wounding 2,050.

Terrorism has attained global magnitude with the impacts being felt across nations. Incidences like the bombing of the twin towers in New York. Blasts in Madrid, London have changed the way world looks at terrorism. Many countries including India are facing the threats of terrorism and the victims in most of these cases are ordinary citizens.

Global Conflicts –

- Do a research study some of the conflict zones like Israel-Palestine, Sri Lanka, East Timor and look out for the possible reasons for such conflicts.
- Read on the breakdown of erstwhile Yugoslavia and the reasons for breakdown

Comprehensive Test Ban Treaty (CTBT)

The Comprehensive Test Ban Treaty (CTBT), which opened for signature in 1996, is intended to prohibit all nuclear weapon test explosions. The CTBT has achieved near universal adherence, however, Article XIV of the Treaty requires ratification by 44 named states, before the Treaty can enter into force.

Of these 44 countries, three - India, Pakistan, and North Korea - have not signed the Treaty. China, Colombia, Egypt, Indonesia, Iran, Israel, and the United States - have also signed but not ratified the Treaty.

The provisions under this treaty are -

- Each State Party undertakes not to carry out any nuclear weapon test explosion or any other nuclear explosion, and to prohibit and prevent any such nuclear explosion at any place under its jurisdiction or control.
- Each State Party undertakes, furthermore, to refrain from causing, encouraging, or in any way participating in the carrying out of any nuclear weapon test explosion or any other nuclear explosion.

Find Out –

- India's position on the CTBT and why has it not signed the CTBT as yet.
- Discuss about the Indo-US Nuclear Deal and find out media's coverage on the issue and what are the various school of thoughts on the proposed deal.

World Peace

What is perhaps the best way to prevent war? Conflict prevention and Conflict resolution/transformation requires that we eliminate the nature of the hostilities and attempt to create harmony and equality between the various parties. Restorative justice implies that the perceived injustices must be resolved through negotiation, mediation, arbitration, community conferencing, community meditation, negotiated rulemaking, collaborative/international law, or as a last resort, military action. Trauma recovery / Identity renewal can help prevent war torn areas from falling back into further fighting. Youth development strategies can help our future adults from repeating the mistakes we have made that have lead us to war. Philosophy suggests that nations that have found peace should help less peaceful nations by sharing knowledge, food and other resources. Our conscience tells us that we should treat others the way we want to be treated, with dignity and respect.

Two factors that keep the world from being united is the presumption of racial superiority, and the desire to conquer and convert. The only way to breakthrough the barriers of distinction that seem to exist between us is with love. It has to be a spiritual love for all beings. The Dammapada (5-6) explains: "For hatred does not cease by hatred at any time: hatred ceases by love, this is an old rule. The world does not know that we must all come to an end here; but those who know it, their quarrels cease at once."

There are many ways to promote peace in the world but perhaps the best way is to promote it within ourselves. Peace is a gradual and wonderful event that occurs because compassionate people are inspired to help others discover the joy of peace! Helping others also has the direct effect of increasing our personal peace and well-being, but this is merely one of the many bonuses that come from sharing our kindness with our fellow human beings. We all know that it is better to give than to receive.

Global Peace Index

The Global Peace Index is an attempt to measure the relative position of nations' and regions' peacefulness. It is maintained by the Economist, an international panel of peace experts from peace institutes and think tanks, together with the Centre for Peace and Conflict Studies, University of Sydney, Australia. The list was launched in May 2007, and is claimed to be the first study to rank countries around the world according to their peacefulness. The study is the brainchild of Australian entrepreneur Steve Killelea and is endorsed by individuals such as Dalai Lama, archbishop Desmond Tutu. As per this index Norway is the most peaceful nation of this world followed by New Zealand and Denmark. India ranks 109 in this index.

Read about the Global Peace Index - http://en.wikipedia.org/wiki/Global_Peace_Index

The main findings of the Global Peace Index are:

- Peace correlated to indicators such as income, schooling and the level of regional integration
- Peaceful countries often shared high levels of transparency of government and low corruption

United Nations

The United Nations (UN) founded in 1945 is an international organization whose stated aims are to facilitate cooperation in international law, international security, economic development, and social progress and human rights issues. The United Nations plays a key role in the following areas –

- Maintaining Peace and security
- Peacekeeping and Peace enforcement
- Humanitarian assistance and international development
- Fulfilling Millennium Development Goals

UN has played a key role in reducing conflicts, maintaining peace and various organizations of UN are working for the upliftment of humanity, betterment of the environment and

Find Out –

- The various organizations of the United Nations and the work being done by them.
- Role played by the UN Peace Keeping force and India's involvement in various peacekeeping missions.
- The structure of UN
- The first Indian to address the UN in our national language "Hindi"
- Indian who was in race for the UN Secretary General post, in the recently held elections for the Secretary General

The Story of My Experiments with Truth

- Now this is the time to show how truthful you are. Recollect some of the happenings of your life and narrate your experiences when you feared speaking the truth but mustered courage and spoke the truth.
- How did it feel to speak the truth?

We will collect all your experiences and print a publication mentioning your experiments with truth.

Unity in Diversity – Our strength

Unity in diversity is a socio-ecological philosophy that describes a sense of oneness despite physical or psychological barriers.

The phrase is widely used to describe India, which is home to a multi-ethnic, multi-lingual and multi-religious society. The subcontinent's long and diverse history has given it a unique eclectic culture that is often associated with spirituality. India's diversity forces it to either evolve strong foundations of tolerance and survive, or face break-up. Such a situation has forced Indian society to foster a sense of unity in diversity.

India is a land where there is unity in diversity. It is a nation of many races, communities, castes, classes, languages and cultures and traditions. There exists on astonishing variety and unity among all the people of different regions and states. India has a longstanding history and heritage of rich cultural and religious traditions. It is a centre of pilgrimage for other nations - a pilgrim which gives them a proper conception of real religion and culture.

Activity – Diversity in my school

- Find out from the students of your school as to what states they belong to.
- Find out what are the festivals of each state.
- Present a small play on "Unity in Diversity"

Poem - Unity in diversity

Men are many but for all men mankind is the same;

Nations are many but for all the nations the world is the same;

Religions are many but for all the religions God is the same;

Languages are many but for all the languages human ideas are the same;

Races are many but for all the races human nature is the same;

Stars are many but for all the Stars the Universe is the same;

Living and non-living things are many but for all of them Nature is the same;

For, Unity in Diversity is the basic principle of Nature in the Universe!

Vasudeva Kutumbakkam - One Earth-One Family

The ancient Indian concept of Vasudeva Kutumbakkam, means that all the world is one family, and that a common humanity unites all civilizations.

Dialogue among civilizations, which has existed since the earliest stages of history has blurred the frontiers of different civilizations and led to today's multitude of overlapping cultures, which are rich in diversity while preserving the uniqueness of identities.

While civilization provides an important source of identity, people have multiple identities deriving from nationality, gender, profession etc, The complementarity of civilisations is strengthened by constant inter-play and exchange of ideas as well as by creativity in science, art, philosophy, ethics and spirituality and allows for the highest attainments of civilization diversity,

Globalization, while offering great benefits, also presents the challenge of preserving and celebrating the rich intellectual and cultural diversity of humankind and of civilization.

Corporations, economies, nation-states, and technologies are linked through a global system, in ways many of us couldn't ever have imagined a short decade ago. This system has brought benefits to many people, but it has also made life difficult for many others.

We are also seeing the rise in international conflicts, many of which are resulting in military responses. In many ways we are living in a time of greater threat and risk to the well-being of the majority of the world's people than ever.

Source: www.iearnpk.org

Debate –

DEBATING

"Present day globalization is helping in combining people and cultures "

New Delhi Declaration - adopted at the International Ministerial Conference on the Dialogue among Civilizations - Quest for New Perspectives, New Delhi, India, 9 & 10 July 2003

- This declaration recognizes that tolerance is a fundamental value common to all civilizations and that this includes respect for others, regardless of diversity of belief, culture and language neither fearing nor repressing differences within and between societies but cherishing them as a precious asset of humanity;

- Recognize the crucial role of education in promoting a scientific temper and an ethical and spiritual value system which facilitate the use of knowledge and reasoning in understanding other cultures and civilizations;

- Encourage all governments to expand their educational curricula and learning materials in order to promote a better understanding of all cultures and civilizations – especially through the teaching of respect for various cultures and civilizations and their histories and philosophies, human rights education, non-violence and the teaching of languages;

- Emphasize the importance of knowledge, information and scholarship among governments and civil society in order to promote a better understanding of all cultures and civilizations.

Read more about the declaration - : www.unesco.org/delhi/delhi_declaration.html

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