

UNESCO Project

STUDY OF WORLD PROBLEMS IN SCHOOLS

**Human Rights, Disarmament and
New International Economic Order**

June 1982—March 1983

INDIA REPORT

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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

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Foreword

Human rights, disarmament and new international economic order have acquired new importance in the present day world. Creating awareness in our students about the contemporary world problems and making them understand various aspects of these problems should go a long way in promoting international understanding and world peace. From this point of view NCERT readily agreed to implement the Unesco project on the study of world problems on behalf of the Indian National Commission for Cooperation with Unesco.

The Department of Education in Social Sciences and Humanities, NCERT was assigned the responsibility for the project. I am happy to note that inspite of the limitation of time, the project has been successfully completed by the Department under the over-all supervision of Prof. B.S. Parakh. Dr. D. S. Muley, Reader, NCERT who worked as the project coordinator, has now come out with the final report. This, I hope, would be found to be useful in many ways.

For the implementation of the project we have received help and cooperation from many persons and institutions. I would particularly like to express my gratefulness to Prof. K. P. Saxena, Jawaharlal Nehru University, New Delhi, Prof. M. Zuberi, Jawaharlal Nehru University, New Delhi, Dr. G. Pant, Jawaharlal Nehru University, New Delhi and Dr. V. N. Khanna, Deshbandhu College, New Delhi for preparing content material on human rights, disarmament and new international economic order. Our thanks are also due to Shri S. H. Khan, Reader, NCERT who helped a great deal in developing evaluation tools. I am also grateful to Delhi Public School, Springdales School, Lady Irwin Higher Secondary School and Jamia Millia Islamia Higher Secondary School and their participating teachers for providing all the cooperation and help that we sought from time to time.

T.N. DHAR
Joint Director

National Council of Educational
Research and Training

New Delhi
April 11, 1983

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CHAPTER 1

Introduction

The Explanation of the Implementation of Associated Schools Project at the National Level

As a follow-up of a Sub-regional Consultation Meeting on Associated Schools Experimental Activities relating to international understanding, peace and respect for human rights, held at the UNESCO Regional Office for Education in Asia and Pacific, Bangkok, Thailand from 2 November to 6 November 1982, Ministry of Education and Culture, Government of India, asked the National Council of Educational Research and Training (NCERT), New Delhi, in May 1982 as to whether it would be willing to implement a project on the study of contemporary world problems, and if yes, what framework for the work schedule would be? Thereupon NCERT communicated its willingness to implement the project and suggested the following framework for the work schedule:

(i) *Preparatory Phase* : (May 1982-October 1982)—Identification of project schools; setting up of Project Working Committee and Task Force; development of appropriate materials/lesson plans/evaluation tools, and preparation of report of the preparatory phase.

(ii) *Implementation Phase* : (November 1982-March 1983)—Field implementation; evaluation of impact on students and evaluation of the project; and final report.

Consequently, a contract was signed between Unesco and the Indian National Commission for Cooperation with Unesco, and a communication was sent to NCERT in June 1982 to start the Project. NCERT in turn assigned the project to its Department of Education in Social Sciences and Humanities.

General Statement on the Study of World Problems in Secondary Schools at the National Level

Mahatma Gandhi in one of his writings said :

“I donot want my house to be walled in all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any. Mine is not a religion of the prison house. It has room

for the least of God's creation but it is proof against insolent pride of race, religion, or colour."

This quotation from the Father of the Nation represents the spirit of India. Since ancient times India has been a great believer in the essential unity of mankind. The old saying in Sanskrit, *Vasudhaiva Kutumbakam* (the world is one family) is an ample evidence of India's belief in the underlying unity of mankind, irrespective of race, creed and nationality. The spirit of international understanding has been enshrined in the Indian Constitution in the form of article 51 which directs the state to promote international peace, security and maintain just and honourable relations between nations. This constitutional directive and other events in contemporary India such as the National Struggle for Independence and the basic principles of Indian foreign policy had a great influence in shaping the Unit on International Understanding in the social studies curriculum at the secondary level.

At all stages of schooling an independent unit covers the study of the United Nations, its organs and functions. Through the study of this unit interest in the world problems is promoted. These problems are understood in the context of the basic principles of Indian foreign policy and the world politics.

Recently the emphasis has shifted from mere study of the structure of the UN to the understanding of its positive role in solving world problems and the limitations it has in performing its role. Emphasis has also shifted from the study of major powers to that of Asian and African countries and their role in the maintenance of international peace and security. Thus, the world problems are studied at the secondary level in the context of Indian Foreign Policy and the UN. The study of world problems as an independent unit does not yet find a place in the curriculum of secondary schools in India.

Out of the three contemporary world problems namely human rights, disarmament and new international economic order (NIEO) that have been selected for study under the present project, human rights is the only problem which is studied in some form or the other at the secondary level. The study of citizens' rights and duties in general and the study of Fundamental Rights and the Directive Principles of State Policy enshrined in the Indian Constitution gives students enough awareness of various civil, political, social and economic rights. In the national context students are also made aware of various violations of human rights.

At the secondary level a course of world history has been introduced under the 10+2 pattern of schooling. As part of the study of world history students study the historical evolution of human rights and the gross violation of human rights in some parts of the world specially in the Union of South Africa.

Disarmament and NIEO are comparatively new and more difficult for students to comprehend. Hence the need for such an experimental

project to prepare, implement and evaluate material on these world problems.

The following units in Civics, History and Economics at the secondary level are best suited for linkages with the three themes:

Subject	Unit	Grade
<i>Civics</i>	1. India and the World	VIII
	2. Govt. at the State and National Levels, fundamental rights and directive principles of state policy given in the Indian Constitution	IX-X
	3. India and the United Nations	IX-X
	4. Social and economic challenges before our country	IX-X
<i>History</i> (<i>World History</i>)	1. Democratic and Nationalist Revolutions and Movements	IX-X
	2. Socialist Movement and the Russian Revolution	IX-X
	3. World after the Second World War	IX-X
<i>Economics</i>	1. An Overview of the Indian Economy (Stage of Indian Economy with reference to developed and developing economy)	IX-X
	2. Foreign Trade	IX-X

Definition of the Objectives and Scope of the Project

The objectives of the Project are as follows:

1. to develop pedagogically valid and tested learning-teaching materials on human rights, disarmament and new international economic order;
2. to make students study, reflect on and comprehend the various dimensions of three contemporary world problems;
3. to make them acquire competence to identify problems, analyse them and find the solutions in their respective context;
4. to develop in teachers the competence to teach such content areas;
5. to promote inclusion of study of world problems in the secondary school curriculum.

Scope of the Project

Three world problems namely human rights, disarmament and new international economic order were selected for the project. Since the project was to be completed by March 1983 and since the funding for the

project was limited, only four schools* from Delhi were selected for field implementation. The selected schools included two Associated schools; one public school and one government-aided girls school. The learning-teaching material was initially prepared in English for implementation in the four schools of Delhi. The whole project material was then translated in Hindi language for try-out in another set of Hindi-medium schools including two schools from rural areas. However, shortage of time did not allow us to implement the project in Hindi-medium schools.

Under the 10+2 pattern of schooling there is a system of general education upto Class X. Units such as India and the World, India and the UN, How nations work together for international peace and development, The world after the Second World War etc. form part of curriculum at the secondary level. Though Class X would have been the ideal class for field implementation, but since students of this class are pre-occupied with their preparation for public examination, it was decided to implement the project in Class IX.

The learning-teaching material was implemented in nine class periods which included one period for pre-test, three periods for human rights, two periods for disarmament, two periods for NIEO and one period for achievement test.

*The list of participating schools is given in Appendix (i).

CHAPTER 2

Implementation of the Project

Description of the Main Phases of the Project

1. Planning and Organisation

From the point of view of effective implementation of the project, NCERT set up a Project Working Committee. Care was taken to include in the Project Working Committee subject experts from the University, school teachers who were going to implement learning-teaching material, experts from the teacher training institutions for evolving methodology and evaluation and few experts from the NCERT. The school teachers who were going to implement the material, were associated with the project right from the initial stages with the result that on the one hand the process of organisation and planning could be adjusted according to the real needs and on the other no need was felt for elaborate orientation of teachers for implementing the project.

The Project Working Committee in its two meetings on 26th July 1982 and 5th August 1982 designed and finalised guidelines for content, methodology, management and evaluation of the project.

NCERT also set up a Task Force which in its first meeting on 21st August 1982 prepared and finalised a general format for classroom lesson plans and evaluation scheme. The Task Force also prepared major understandings in the areas of human rights, disarmament and the new international economic order on the basis of which content material was developed. The learning-teaching material and also the detailed procedure for implementing the project were discussed and finalised by the Task Force in its two meetings on 23 and 24 December 1982.

The implementation of learning-teaching material was to start in November 1982 but due to the IX ASIAD (Asian Games) held in Delhi from 19 November to 4 December 1982 the schedule of implementation was postponed by about a month. As per revised schedule the implementation started in January 1983 and was completed in the first week of March 1983.

2. Content and Method Applied

(a) CONTENT SELECTION

Disarmament : Since mankind is confronted with a choice either to halt the arms race and proceed to disarmament or to face annihilation of

the human race, all efforts in the disarmament process aim at removing the threat of a World War—a nuclear war. The unbelievably destructive capacity of the modern nuclear weapons has made it imperative to consider nuclear disarmament as the most acute and urgent tasks of the present day.

Being a developing country with finite resources, India considers socio-economic development of its people as the first national priority and therefore she would sincerely prevent herself from being involved in the wasteful and dangerous arms race. The close relationship between expenditure on armament and economic and social development, is easier to understand in the Indian context.

India being presently engaged in the task of social and economic reconstruction of its society, has great stake in world peace and security. One of the constitutional directives laid down in the Indian Constitution to the Government is to promote international peace and human brotherhood. Thus, the basic tenet of India's foreign policy has been to ensure that war is no longer considered as an instrument for settling international disputes, and this is the ultimate objective of disarmament also.

It is necessary to understand that there are some real obstacles to disarmament, such as states seeking security, the size and complexity of the arms race, lack of political will, and vested interests which want to perpetuate the arms race. In such a situation, it appears that the UN has a central role of primary responsibility. But then, the duty of governments and peoples of the various countries of the world to contribute to efforts in the field of disarmament cannot be over-emphasized.

New International Economic Order : India's major concern about socio-economic development of its people, in fact, runs across all the three major themes. The national effort in the area of economic reconstruction is thwarted to a great extent by the present international system of economic and trade relations, which has so far worked in favour of the affluent countries and against the poor and developing countries. Lasting international peace can be ensured if inequalities between the industrialized countries of the North and the developing countries of the South in terms of national income and standard of living, are reduced. The UN General Assembly's call in 1974 for the creation of new international economic order, therefore, aims at coordinated and planned change in international economic structures and institutions, that would take into consideration the interests of all countries, developing and developed. India has been taking a leading role in various efforts and negotiations that are going on in international forums towards establishing a new international economic order. Common efforts by all nations will be necessary to assure adequate world food production and the availability of energy and other pre-requisites to development.

Human Rights : The study of Human Rights does not pose much of a problem, mainly because, in India, students have been studying about

citizen's rights and duties right from their primary grades. Study of the Constitution of India and the Fundamental Rights of Citizens, incorporated therein, forms an important part of the curriculum at all the stages of schooling. Since the Constitution of India recognizes and guarantees more or less all the important human rights mentioned in the Universal Declaration of Human Rights, it is interesting for students to compare the two documents.

Some schools in India observe 10 December as the Human Rights Day. It is all the more interesting for them to study how the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, and the optional protocol to the International Covenant on Civil and Political Rights, together make up the International Bill of Human Rights.

The roots of the concern for human rights can be traced to the humanist traditions of world history including Indian history. Though all the civilized countries of the world today recognise and guarantee basic human rights, there are some governments such as the Government of Union of South Africa, which deny these rights to their citizens. Denial of human rights by such governments should be strongly condemned.

Recognizing and guaranteeing human rights by the national constitutions and governments is one thing and creating proper social conditions in the society so that all sections may enjoy the human rights equally, is another. With the support of the Constitution, law and government, India is presently engaged in creating these proper conditions. The task is difficult because of India's long history and tradition, and its poverty and illiteracy, but the growing awareness of the people of their rights should make the task easier. Thus, besides government, people can play an important role in making it possible for all sections of the society to enjoy human rights equally. There is a need to understand that unless economic and social disparities are removed from the society, enjoyment of human rights will continue to be the privilege of the few.

There is a close relationship between Disarmament, New International Economic Order and Human Rights. The solutions to these problems alone can ensure world peace and international understanding.

Thus, the above-mentioned concepts and understandings formed the core of the content material that was developed for the project. Care was taken to ensure that the essential understandings* get adequately reflected in the content material. Need and importance of such a content material can be appreciated in the Indian context where textbooks and textual material play a central role in students' learning.

(b) METHODOLOGY SELECTION

The Indian National Commission for Cooperation with Unesco has been taking an active interest in curricular improvement concerning edu-

*The list of major understandings for each theme is given in Appendix (ii).

cation for peace, international understanding and human rights. In 1965, the Commission had organised a National Seminar which recommended specific instructional items for different levels of schooling. These recommendations were later incorporated in school curricula in the new pattern of schooling, popularly known as the 10+2 pattern, by the National Council of Educational Research and Training (NCERT) and its counterparts in the States.

The learning-teaching material for the project was structured in two portions namely, content and methodology. It was considered necessary to first develop content material in the form of textbook chapters on the three themes covering their essential aspects. The content material was developed with the help of three subject experts from the university system. On the basis of the content material, the project school teachers constructed classroom lesson plans with detailed methodology.

For field implementation two approaches were proposed to be adopted. The main approach was to treat each of the three themes as a separate topic with its specific and unique aspects as well as its relationship with the other themes. This approach was to be further supplemented by linking the three themes to the existing curriculum units in different subject areas at the secondary stage. However, some difficulties were visualised in adopting the second approach particularly in terms of its evaluation and also in view of the fact that Indian school system is an examination oriented system and that what is not examined in the public examination is not taught in the classroom and what is not included in the curriculum is not examined. Moreover, for linking the three themes to the existing curriculum it was essential to start a field implementation at the beginning of the academic year i.e. July. This was not possible this year because of the delay in starting the project itself. Nevertheless, efforts were made to establish linkages wherever possible.

While constructing class-room lesson plans the project school teachers were advised to make wide use of audio-visual material which they proposed to collect from the UN Information Centre, Unesco Library and Foreign Embassies in Delhi. It was also proposed that in order to promote an enquiry approach students could be asked to collect relevant articles, news items and cartoons from newspapers and magazines. Students might also be asked to prepare some aid material such as picture charts as a part of practical activities. They could also be asked to undertake a study of socio-economic conditions of the weaker sections of the society in the neighbourhood or a study of the conditions in which children of the weaker sections live. Involvement of the community in some form such as inviting an expert to speak to students on world problems could also be the part of methodology.

Evaluation

The following evaluation scheme was drawn up for evaluating the learning-teaching material and the project in all their aspects :

- I. Pre-try-out test of learners
- II. Try-out of material and methods
 - (a) preparation of tools for evaluation by teachers
 - (b) preparation of tools for learners' evaluation
 - (i) tools for evaluation of learners
 - (ii) tools for evaluation by learners
- III. Orientation of teachers
- IV. Actual try-out
 - (a) recording observations by teachers about learners' performance and their own performance after each lesson
 - (b) learners' evaluation (IIb)
 - (c) recording the findings in the given tools (IIa)
- V. Analysis of the findings of the try-out and preparation of report
- VI. Review of the material and method in the light of evaluation
- VII. Project evaluation by participants
 - (a) preparation of tools
 - (b) analysis of findings and preparation of report.
- VIII. External evaluation of the project.

3. Educational and Reference Materials Used

In most of the schools charts and small booklets were widely used for different themes. The main source of these materials was UN Information Centre, New Delhi. In some schools films and photo-albums were also used. Some aid material such as charts, models, sketches etc. were prepared by students themselves.

The content material and a few reference books were supplied by the National Council of Educational Research and Training, New Delhi. The details of this material are given in Appendix (iii).

4. Impact on School Life and Community

*Pre-test**

Before trying out the content material, a pre-test was given to students with the objective of finding out how much they knew about the world problems. The project school teachers found the pre-test very useful from the point of view of making suitable adjustments in their lesson plans including the strategies in terms of emphasis on various aspects of the world problems. It was thought that it would be interesting to compare the results of pre-test with those of the achievement test.

Study of the Fundamental Rights and the Directive Principles of State Policy is an important part of Civics curriculum for all stages of schooling and therefore students' understanding of human rights as revealed in the pre-test, was found to be satisfactory. However, the international dimension of human rights was not clear to a large number of students. For example, about 60 per cent of the students did not know why December 10 is celebrated as the Human Rights Day. Though about 85 per cent had

*See Appendix (v).

heard about 'apartheid', their understanding of its meaning and implications was not clear.

Nearly all the students are aware of the arms race and its dangerous consequences in terms of large scale destruction of man and material. Though most of them were also aware that in the event of a nuclear war between the U.S.A. and the U.S.S.R., the entire world would be destroyed, some tended to think that since none of their relatives lived in these countries, they would not be affected individually.

Pre-test revealed that the students had absolutely no idea of what NIEO means and what it aims at. Nevertheless, most of them had an elementary knowledge about the developing and the developed countries, and the inequality between the two.

*Evaluation of Material**

A questionnaire was administered to both students and teachers to find out adequacy and effectiveness of the content material which had been distributed to them well in advance. The students and teachers pointed out many parts, paragraphs, terms and concepts which were difficult for students to understand. Of these some appeared to be difficult mainly because they were quite new to the students. Such portions and concepts were clarified by the teachers to the satisfaction of their students. However, most of the difficult portions and concepts were brought to the notice of the authors who made suitable changes and modifications in the textual material accordingly.

The glossary with brief explanations given at the end of each topic was found to be very useful by both the teachers and students.

Evaluation of Methods†

The number of lessons on each topic as decided earlier, was as follows :

Human Rights	3 lessons
Disarmament	2 lessons
New International Economic Order	2 lessons

However, the actual number of lessons delivered on each theme, varied from school to school.

Though one set of lesson plans on each theme was prepared, the project school teachers were allowed to make changes and modifications according to their own needs and local situation. Thus, the methods and techniques that were used by the teachers in actual class-room teaching, were not uniform. The evaluation of methods which was done by the teachers and students, did not reveal much in terms of effectiveness of the various methods and techniques that were used.

Most teachers relied on lecture-cum-discussion method supplemented by question-technique. Students' activities consisted mainly of preparing

*See Appendix (v).

†See Appendix (v).

charts and models, and collection of pictures and photographs. In Jamia Millia Higher Secondary School a survey of neighbouring slum area was conducted to find out the socio-economic conditions of the people. Students went in groups of four or five and interviewed the children and their parents. In Delhi Public School the building construction workers were interviewed by students. In all the project schools community resources were used in the form of inviting guest speakers to speak to the students on the world problems. The evaluation revealed that the students enjoyed discussing various aspects of the problems with the guest speakers.

Only in one school viz., Delhi Public School a film on disarmament was shown to the students and this was followed by discussion. In Lady Irwin Higher Secondary School which concentrated mainly on human rights, an exhibition of charts and models prepared by students was put up. In the same school as a part of the school cultural programme, the students staged skits depicting human rights problems.

*Self-evaluation**

Self-evaluation was done by both teachers and students. All the teachers were satisfied that they could successfully handle the topics. The major difficulty faced by teachers in implementing the project was that audio-visual material such as films and film slides were not easy to get. Moreover, even when such material was available, its use in classrooms depended on various factors. In fact, most of the schools do not have the proper conditions to effectively use such material.

The school system in India being a rigid system particularly at the secondary level, allows little scope for such experimental project as this. The teachers who are tied down to the normal school activities, can hardly devote any time for experimental projects. However, in spite of this difficulty the project school teachers could implement the project to the best of their ability.

Self-evaluation by students did not result in any meaningful conclusions and therefore, it proved to be a futile exercise.

*Achievement Test**

After trying out the material and methods an achievement test was administered to the students with the objective of finding out how much they have learnt about world problems.

The results of the test revealed that there was a considerable improvement in students' understanding of various aspects of the world problems. The student showed better understanding of the concept and problem of human rights in the national and international context. The meaning of 'apartheid' and its various implications were fairly clear to them as revealed by the test. When asked to suggest measures which should be taken to provide for better enjoyment of human rights in India,

*See Appendix (v).

most of them suggested that education be made available to one and all and discrimination on the basis of caste be done away with.

The students now showed greater awareness of the need for disarmament. They understood that the vast amount of money which is being spent on arms race, could be used to provide food, shelter and jobs to the people in the developing world. They showed a fairly good understanding that the arms race would not only result in a major catastrophe for the whole world, but it would also mean the denial of human rights to the teeming millions of the developing countries.

A few students held colonialism as an important factor for the existing disparities between the developing and the developed countries. Lack of industries and the necessary technical know-how was another reason for the inequality as pointed out by the students. With the establishment of NIEO, the students now believed, the world would be a world of equals and the basic necessities of life could be provided to one and all.

Students' Views on the Study of World Problems

After completing the try-out of learning-teaching material a brief questionnaire¹ consisting of six statements was administered to the students to elicit their views on the study of world problems.

Nearly ninety three per cent students agree that the world problems such as human rights, disarmament and new international economic order affect the Indian people in general. They, therefore, believe that every Indian should be concerned about the solution of these problems. There is a common notion in the country that since India is faced with overwhelming problems of poverty, illiteracy and unemployment, she should concentrate entirely on the national effort to solve these internal problems rather than paying unnecessary attention to the solution of world problems. This common notion is partly due to the lack of awareness of the fact that many of our national problems and their solution are inter-linked with the world problems and their solution. In this context it is interesting to note that 67 students² out of 118 have agreed that India should contribute substantially in terms of its resources to international efforts to solve the world problems.

An overwhelming majority of students have shown their willingness to contribute their bit for the upliftment of weaker sections of the Indian society. The purpose of including the statement No. 4 was to find out how many students have been sensitized to the plight of weaker sections. The students' response to the statement as can be seen in the Table, is very encouraging.

The Indian school system which is an examination-oriented system, does not encourage students to take up studies which are beyond their syllabuses. In such a rigid situation students generally do not show

1. See Appendix (v).

2. See the accompanying Table 1.

interest in the topics outside their prescribed syllabus. It is, therefore, heartening to note that a vast majority of students have shown their genuine interest in the study of world problems which is beyond the scope of their existing syllabus. The majority of them also feel that the study of world problems should be included in their syllabus. However, a few of them have expressed the fear that this addition to their syllabus would make the content-load still heavier.

TABLE 1

**Students' Responses to the Questionnaire to elicit their Views
on the Study of World Problems**

<i>Statements</i>	<i>Number of Students' Responses</i>					<i>Strongly Disagree</i>	<i>Total</i>
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>			
1. World problems namely, Disarmament, Human Rights and NIEO affect the Indian people in general.	70	40	1	6	1	118	
2. Every Indian should be concerned about the solution of these problems.	80	33	1	4	0	118	
3. Despite its internal problems India should contribute more of its resources to an international effort to solve these problems.	30	37	20	18	13	118	
4. I would contribute at least Re. 1 towards helping the upliftment of weaker sections of the Indian society.	64	42	5	3	4	118	
5. Since the study of these world problems is not included in our syllabus, I have no genuine interest in these problems.	3	5	8	22	80	118	
6. I feel that the study of world problems should be included in our syllabus.	54	38	10	9	7	118	

*Project Evaluation**

The persons associated with the project were asked to evaluate the project in terms of the sequential steps that were taken to implement the project. They were asked to comment on the procedures adopted in the selection of project schools, composition and working of the Project Working Committee and Task Force, content selection and preparation of learning-teaching material, field implementation and evaluation. All of them, more or less, agreed that the project was completed satisfactorily in all its aspects. However, most of them commented that the number of selected schools should have been large enough to cover more teachers and students. It is true that involvement of large number of schools would have enhanced the validity and authenticity of the project. But by way of explanation it must be mentioned here that due to lack of funds and time this could not be done.

The project material was translated in Hindi language and it had been proposed that the learning-teaching material would be tried out in Hindi-medium schools which would have included at least two rural schools. Again this could not be done due to lack of time.

External Evaluation

In the evaluation scheme it had been proposed that the project would be evaluated by some external agencies and experts. This could not be done due to lack of time.

Foreign visit of Dr. D.S. Muley, Project Coordinator

As a component of the project activities, three project personnel from Philippines, Thailand and India visited each others' country between 24 August and 7 September 1982 culminating in a Synthesis meeting at the Unesco Regional Office for Education in Asia and the Pacific from 8 to 10 September 1982. Dr. D.S. Muley, Project Coordinator visited Manila and Bangkok to study the implementation of the project in Philippines and Thailand respectively. Some of the highlights of the experiences from the study visit to the Philippines were as follows :

1. Flexibility of the educational system and the uniform use of one language, i.e. English, in all the schools, are the two distinct advantages that Philippines has over India. Constraints of an examination—dominated system are also not there in Philippines. These advantages make it far easier for teachers to establish linkages between the Project themes and the existing curriculum.

2. The Project schools are all under the control of the Government and therefore the support of the Government makes the task of field implementation of the project easy and effective. In India, the Project schools selected for field implementation are English-medium schools and most of them are not under the direct control of the Government. The success of the Project in this case therefore, depends upon how and to

*See Appendix (v).

what extent the Project managers are able to secure willingness, co-operation and help from the Project schools.

3. The resource material on the selected themes was made available to teachers who prepared the classroom lesson plans individually. Thus, it is possible to see variety of techniques used by different teachers on the same theme. There are definite advantages of each school having a separate lesson plan on each theme.

4. Because of the use of English language uniformly and also because of the nature of contemporary Filipino culture it is possible to introduce effectively the collective singing of songs in English, e.g. "We are all one" and "Ebony and Ivory".

5. Some of the following techniques were used in classroom situation very effectively :

- (a) Meet the Press (initiating T.V. feature).
- (b) Students preparing charts on various Human Rights.
- (c) Small plays on social discrimination as a part of Human Rights problem.

What is worth mentioning is that when students are given freedom to study and analyse any problem, they can come up with brilliant ideas. This was visible specially in sketches prepared by students on disarmament.

Some of the highlights of experiences from the study visit to Thailand are as follows :

1. Like India, Thailand also has a language problem, though not equally complex. In Thailand all the Project schools have Thai as the medium of instruction. With the help of subject experts, project teachers are preparing classroom lesson plans in Thai language.
2. Like India, Thailand is also in the preparatory stage.
3. I had an opportunity to talk to students in the classes. The nature of questions asked by students showed their awareness of human rights problems in India and Philippines.**

5. Arrangements for Training Teachers

Since the project teachers were associated with the project right from its initial stages, there was no need for an elaborate orientation of teachers. However, procedure for implementing the learning-teaching material and evaluation tools was prepared and explained to the teachers before the actual try-out.

Results Obtained (Successes-difficulties)

NCERT being an autonomous body set up by the Government of India to deal with all aspects of school education including curriculum

*UNESCO Report; Synthesis Meeting, Associated Schools Project : Classroom Study of Contemporary World Problems, Bangkok, 8-10 September, 1982.

development and textbook preparation, has acquired rich experience in the preparation and production of proto-type learning-teaching material in all school subjects. It is hoped that the various agencies such as the Central Board of Secondary Education, Delhi and the State Boards of Secondary Education in the country which have the authority to prescribe curriculum and textbooks, would incorporate in the near future the study of contemporary world problems in their secondary school curriculum. As and when this happens the learning-teaching material developed during the implementation of the project will be effectively utilised by teachers, students and also by the textbook authors all over the country.

Incidentally one useful fall-out of the project is the development of a systematic model for try-out and evaluation of the learning-teaching material. The Department of Education in Social Sciences and Humanities, NCERT which develops such material in various subjects of social sciences for all stages of schooling, can use this model for its future work.

Under the project a set of 24 coloured slides depicting students' activities, was prepared and was sent to Unesco Office, Paris for the purpose of its projection at the First World Congress on the Associated Schools Project which is going to take place in Sofia, Bulgaria from 12 to 16 September 1983.

Recommendations for Future Work at National, Regional and International Level

1. The learning-teaching material was prepared in English and was tried out in English-medium schools. The material was translated in Hindi language but due to lack of time it could not be implemented and evaluated in Hindi-medium schools.

It is, therefore, suggested that the project period be extended to another academic year with adequate funding to try-out the material in Hindi-medium schools including a few schools of rural areas.

2. In the Indian federal set-up there are 22 States and each State has a State Council of Educational Research and Training/State Institute of Education (SCERT/SIE) on the pattern of NCERT. It is recommended that the learning-teaching material on the contemporary world problems should be prepared in regional languages and evaluated in various States, in collaboration with SCERTs/SIEs. The Department of Education in Social Sciences and Humanities, NCERT, New Delhi is the most suitable agency to take up such a project.

3. The First World Congress on the Associated Schools Project is going to take place in Sofia, Bulgaria from 12 to 16 September 1983. It is recommended that the participating countries under the present project should be invited to present their national reports at the World Congress. A

slide kit depicting students' activities carried out under the project could also be projected at the World Congress.

4. In the interest of wider support communication for the project, it is recommended that selected outstanding students and teachers in the project be also provided study visits to the participating countries of the project. On their return, they would be assigned the task of writing about their experiences for fellow students or teachers, to be disseminated through the magazines and newsletters of the Unesco Clubs and the Associated Schools.

5. Generally, the UN and Unesco charts and handouts are at most provided as single samples. It is recommended that Unesco assists in providing multiple copies of these to the project schools in each country. In return, the project schools will provide Unesco relevant feedback on the use of charts and other material in relation to classroom learning. In this context, it is recommended that Unesco consider leaving a blank space on the charts so that overprinting in the national language may be done and thus make the charts available widely, at minimum cost.

Appendices

APPENDIX (i)

List of Members

Project Working Committee

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
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| (iii) Prof. M. Zuberi,
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| (vii) Shri A.N. Khan,
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- (viii) Mrs. B. Nag, *Member*
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- (ix) Mrs. P. Loomba, *Member*
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- (xi) Mrs. N. Shahane, *Member*
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- (xii) Shri Mustaq Ahmed, *Member*
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Participating Schools

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Pusa Road, New Delhi.
- (ii) Higher Secondary School,
Jamia Millia Islamia, New Delhi.
- (iii) Delhi Public School,
R.K. Puram, New Delhi.
- (iv) Lady Irwin Senior Secondary School,
1-Canning Road, New Delhi.

List of Understandings

Human Rights

1. The roots of the concern for human rights can be traced to the humanist traditions of the world history. (e.g. Renaissance, the struggle for self-determination, writings of John Locke, Jean Jacques Rousseau, Thomas Jefferson, Karl Marx and V.I. Lenin, Magna Carta 1215, Habeas Corpus Act 1679, Declaration of Independence by 13 North American Colonies 1776 and the Communist Manifesto 1848).

2. The human rights clauses in the UN Charter reflect the reaction of the international community to the horrors and in-human events that occurred before and during the Second World War.

3. The UN has been playing a significant role in promoting and encouraging respect for human rights.

4. The Universal Declaration of human rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, and the Optional Protocol to the International Covenant on Civil and Political Rights, together make up the International Bill of Human Rights.

5. Indian Constitution recognises and guarantees more or less all the important human rights.

6. Though all the civilised countries of the world recognise and guarantee basic human rights, there are some governments such as the government of Union of South Africa, which deny these rights to their citizens. Denial of human rights by such governments should be strongly condemned.

7. Unless economic and social disparities are removed from the society such as that of India, enjoyment of human rights will continue to be the privilege of the few.

8. Various movements for social reforms in India indicate that besides government people can play an important role in making it possible for all sections of the society to enjoy human rights.

9. Human Rights are essential not only for the development of human personality but also for promoting world peace and international understanding,

Disarmament

To understand that

1. the biggest, most wasteful and most dangerous arms race in human

history began after the Second World War;

2. the arms race, particularly in nuclear weapons, increases international tension and runs counter to peaceful coexistence and trust between all States;

3. removing the threat of a world war—a nuclear war—is the most acute and urgent task of the present day, because mankind is confronted with a choice either to halt the arms race and proceed to disarmament or to face annihilation;

4. the ultimate objective of disarmament is to eliminate the danger of war, in particular nuclear war and to ensure that war is no longer an instrument for settling international disputes;

5. qualitative and quantitative disarmament measures are both important for halting the arms race;

6. in a world of finite resources there is a close relationship between expenditure on armaments and economic and social development;

7. significant efforts have been made within and outside the UN in pursuit of disarmament;

8. there are some real obstacles to disarmament, such as states seeking security, size and complexity of the arms race, lack of political will and vested interests which want to perpetuate the arms race;

9. though the UN has a central role and primary responsibility in the sphere of disarmament; governments and peoples of the whole world have the duty to contribute to efforts in the field of disarmament;

10. there is close relationship between disarmament, human rights and international economic order; and

11. India being a developing country has a vital interest in the success of efforts in the field of disarmament.

New International Economic Order

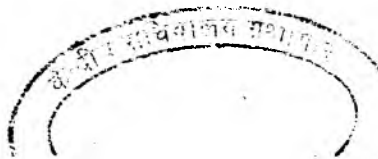
1. The international system of economic and trade relations in the past has so far worked in favour of the affluent countries and against the poor and developing countries.

2. Lasting international peace can be ensured if inequalities between the industrialised countries of the North and the developing countries of the South in terms of national income and standard of living, are reduced.

3. The UN General Assembly's Call in 1974 for the creation of a "new international economic order" (NIEO) aims at co-ordinated and planned change in international economic structures and institutions, that would take into consideration the interests of all countries, developing and developed.

4. Various efforts and negotiations are going on, in international forums towards establishing a new international economic order.

5. Common efforts by all nations will be necessary to assure adequate world food production and the availability of energy and other prerequisites to development.



Content Material

Human Rights

Meaning of Human Rights

Human rights imply existence of those conditions which are essential for the development of the individual as a *human being*. All of us irrespective of our religion, colour or caste, race or sex, are born free and have an urge to live. Obviously, there should be such conditions where no one should be killed, arrested or detained unless one has done something wrong against society, that is against fellow human beings. How and in what manner this right or wrong should be determined? Who should decide? There should be an established definition of what is right and what is wrong and defined in the *law* of the land. The judgment of right and wrong of any action of the individual should be by an independent body constituted of independent judges or what is known as 'judiciary'. No one should be deprived of one's life and liberty unless proved guilty by due process of law. Similar conditions are needed for freedom of expression, freedom to follow a religion of one's choice and right to work and so on.

Thus, human rights are those conditions or claims of an individual, which are essential for one's existence and development as a human being. They are claims recognized as such by the state or society or international community. The concept of human rights has two basic meanings. The first is that they are *inherent* and *inalienable* rights because they are due to an individual simply because of his or her being a human being. The second meaning of human rights is that of *legal rights*, established according to the law, both national and international. The basis of these rights is the consent of the governed.

Legal recognition makes the rights justiciable, and social recognition gives them a reality. The sanction of social recognition lies in the force of public opinion. But, this is not enough. Rights are effective where they are also backed by law. On the other hand, legal recognition without sanction of public opinion may remain a formality. For example, the Dowry Prohibition Act passed by our Parliament in 1961 has remained inoperative due to lack of public support. Even the abolition of untouchability by Article 17 of the Indian Constitution and by the Untouchability

(offences) Act of 1955 has not been able to eradicate the evil. Thus, to be fully effective the rights should be legally recognised as well as morally supported by the public opinion.

Development of the Concept of Human Rights

The concept of human rights is the result of centuries old developments. Their beginning can be traced back to the old *Smriti* and *Mahabharata's* ideal of welfare-state, which recommended freedom from fear and freedom from want for all. Ideas of human rights were partly developed by freedom of thought in Greek civilisation. "Rights of man" became a slogan in the struggle against the injustices and indignities committed by tyrannical or authoritarian governments. Such rights were claimed to be "natural rights" inherent in the man being a human-being.

Initially, the concept of human rights was deeply influenced by the prevailing ideas of religion. For example, the Magna Carta, which King John was forced to accept in 1215, stated that the grant was made "through the inspiration of God for the honour of God and exaltation of Holy Church....." It accepted the principle that the kings were bound by the law just as their subjects were.

Human rights were further strengthened by the British struggle for freedom in the seventeenth century. The Habeas Corpus Act of 1679 was an important landmark. These ideas were further endorsed by the Glorious Revolution of 1688 and its theoretical justification by John Locke. The ideas of rights and freedom of man began to be incorporated in the constitutional laws of England in the seventeenth century. The English Bill of Rights of 1689 included such rights as trial by jury, freedom from cruel and unusual punishments and from excessive fines. The Bill of Rights imposed limitations on royal prerogatives and specifically recognised the people's right to petition. The American Bill of Rights adopted in Virginia in 1776 declared that "all men are by nature fully free and independent and have certain inherent rights.....namely, the enjoyment of life and liberty, with the means of acquiring and possessing property and obtaining happiness". In their Declaration of Independence (1776) the American Revolutionaries emphasised "the right to life, the right to liberty and the pursuit of happiness". Similarly, the French Revolutionaries laid down in the Declaration of the Rights of Man and Citizen (1789) the rights which were denied by earlier autocratic regimes. They declared that "men are born and remain free and equal".

The ideas of socio-economic rights were developed by the socialist literature of the nineteenth century, including the *Communist Manifesto* (1848) published by Karl Marx. The workers who manned the Paris Barricades in 1848 raised the demand for the right to work. The right was recognised by the French Provisional Government in February 1848. The Bolshevik Revolution (1917) of Russia laid more emphasis on economic and social rights and viewed human rights in the context of class-struggle. The Stalin Constitution of 1936 formally granted to the Soviet

people several rights with more emphasis on socio-economic rights than on political freedoms. Some of the Soviet rights included the right to work, the right to rest and leisure, and the right to education.

In our own country Lokmanya Bal Gangadhar Tilak had made a clarion call where he declared "Swaraj is my birth right, I shall have it". The basis of the agitation led by Mahatma Gandhi against the policy of racial discrimination in South Africa was also for the protection of the basic human rights.

No systematic efforts were made before the First World War for the preservation of human rights in the form of international activity. It is only after the end of the First World War that international concern for human rights began to assume a permanent and institutionalised form.

League of Nations and Human Rights

The Covenant of the League of Nations did not make any mention of human rights. However, Paris Peace Conference (1919) did pay attention to the rights of minority people within the states. Several "nation-states" created after the First World War had one or more minority groups. Thus, there was a large German minority both in Poland and Czechoslovakia. These states had signed "minority treaties" to protect the minorities. Any member of the Council of the League could bring to the notice of the Council any violation of rights of minorities and the Council was empowered to take appropriate action. However, this system merely allowed the League to persuade the states to live upto their commitments. It did not provide for a genuine system for deciding cases or enforcing decisions.

The United Nations and Human Rights

During the inter-war period League and other international agencies took hardly any action to protect the rights of the peoples in the totalitarian countries. Denial of freedom of the press, of speech and assembly, imprisonment for political offences and persecutions on racial grounds became order of the day in countries like Germany and Italy. No action was taken against these countries. Thus, founders of the United Nations decided to establish a more effective international machinery for the protection of human rights.

There are seven specific references to human rights in the Charter of the United Nations. The Preamble itself speaks of human rights. It says :

"We the peoples of the United Nations, determined to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women of nations large and small have resolved to combine our efforts to accomplish these aims"

The other references to human rights in the Charter are found in several articles. Achievement of "international co-operation in promoting and encouraging respect for human rights" has been put at par, in Article 1, with maintenance of international peace and security. Article 13

authorises the General Assembly to initiate studies and make recommendations for the purpose of assisting in the realisation of human rights and fundamental freedoms. Article 55 is vital as it lists a number of purposes of the organisation. It states :

“With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote:

- (a) high standards of living, full employment and conditions of economic and social progress and development;
- (b) solution of international economic, social, health and related problems; and international cultural and educational co-operation; and
- (c) universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language or religion.”

Article 56 says that “all members pledge themselves to take joint and separate action in co-operation with the organisation for the achievement of the purposes set forth in Article 55”. Thus, there is an international commitment for respect and observance of the human rights and fundamental freedoms. The Economic and Social Council has been asked by Article 62 (2) to make recommendations for the purpose of promoting respect for, and observance of human rights. Article 68 had authorised the ECOSOC to set up a commission for promotion of human rights. Accordingly a Commission on Human Rights was set up by the Economic and Social Council.

It is clear that the Charter makes specific references to the promotion and observance of human rights. This was for the first time that such elaborate mention was made to human rights in an international document. Two important points must be clearly understood. The Charter, by itself, does not specify the human rights and fundamental freedoms. Secondly, the UN was expected merely to promote the human rights. No machinery was envisaged for enforcement of the rights and fundamental freedoms. The Economic and Social Council in accordance with Article 68 of the Charter, established a Commission on Human rights early in 1946. The Commission was initially presided over by the Late Mrs. Eleanor Roosevelt, who left a mark of her personality on the recommendations of the Commission. The UN Commission on Human Rights was expected to report to the ECOSOC on the following subjects : (a) an international bill of rights, (b) international declarations or conventions on civil liberties, the status of women, freedom of information and similar matters, (c) the protection of minorities, and (d) the prevention of discrimination on grounds of race, sex, language or religion.

International Bill of Rights

The commission, as the first step, recommended a declaration which

was adopted by the General Assembly as "Universal Declaration on Human Rights" on December 10, 1948. Much later in 1966, two Covenants on human rights were adopted— (i) the International Covenant on Economic, Social and Cultural Rights; (ii) the International Covenant of Civil and Political Rights. The Covenants contain measures for international supervision of the rights which are set out in the Covenants, and for the settlement of complaints by states that some other state is not giving effect to its provisions. Besides these two Covenants, an "Optional Protocol to the International Covenant on Civil and Political Rights" was also adopted. It provides for international machinery for dealing with communications from individuals claiming to be victims of violations of any of the rights set forth in that Covenant. The Universal Declaration of Human Rights, the two Covenants and the Optional Protocol together are known as the International Bill of Human Rights.

The Covenants and the Optional Protocol were to come into effect after ratification by a required number of states. It took many years before such ratification took place. The International Covenant on Economic, Social and Cultural Rights were enforced (after ratification) on 3 January, 1976. The International Covenant on Civil and Political Rights, and also the Optional Protocol were simultaneously entered into force on 23 March, 1976. The Covenant on Economic Rights had been ratified by 72 countries by April, 1982. The Civil and Political Rights Covenant had been ratified by 71 countries, and the Optional Protocol had the approval of 27 nations.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights, the first constituent of the International Bill of Rights, was unanimously adopted by the General Assembly of the United Nations on December 10, 1948. Since then, December 10 is observed every year as the Human Rights Day. The Declaration consists of a preamble and 30 articles. All men and women, everywhere in the world, are entitled to the rights and freedoms, contained in the Declaration, without any discrimination.

Article 1 lays down the philosophy upon which the Declaration is based. It says: "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." Article 2 forbids "distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."

The human rights contained in the Universal Declaration may be broadly speaking divided into two categories. They are (a) Civil and Political Rights, which are usually insisted upon in the Western liberal democracies, and (b) Economic, Social and Cultural Rights, which are usually emphasised in the socialist democracies.

The civil and political rights are recognised in Articles 3 to 21. These include : the rights to life, liberty and security of person, freedom from slavery, freedom from torture; equality before the law; the right to effective judicial remedy; freedom from arbitrary arrest, detention or exile; the right to be presumed innocent until proved guilty; freedom of movement and residence, the right of asylum; the right to marry and to found a family; the right to own property; freedom of thought, conscience and religion; freedom of opinion and expression; the right of peaceful assembly and association; the right of everyone to take part in the government of his country; and the right of everyone to equal access to public service in his country.

The Economic, Social and Cultural Rights are recognised in Articles 22 to 27 of the Universal Declaration. Article 22 declares these rights to be 'indispensable' for human dignity and the free development of personality, and indicates that they are to be realised, "through national effort and international co-operation." The rights listed in this category include; the right to work, the right to social security, the right to equal pay for equal work, the right to rest and leisure, the right to education and the right to participate in the cultural life of the community.

The three concluding Articles (28-30) of the Declaration recognise that everyone is entitled to a social and international order in which all human rights and fundamental freedoms may be fully realised for "free and full development" of personality of the people. Article 30 asserts that: "Nothing in this Declaration may be interpreted as implying for any state, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedom set forth herein".

Is the Declaration legally binding upon state ?

The Universal Declaration is not a legally binding document. It is a statement listing the basic human rights which the international community expects the states to grant to their citizens. In practice, most of the countries have provided legitimacy to several of the rights included in the Declaration. The Tehran Conference on Human Rights held in 1968 noted that the Declaration "states a common understanding of the peoples of the world concerning the inalienable rights of all members of the human family and constitute an obligation for the members of the international community."

Importance and Influence of the Universal Declaration of Human Rights

The Universal Declaration of Human Rights has been described as one of the "best known and most influential documents of all times." Most of the human rights have been incorporated in the constitutions of the newly independent countries. The Security Council has also invoked the Universal Declaration in its decisions, particularly those relating to the situation in South Africa. For example, in 1972 the Council condemned repressive measures which had been taken against African labourers in Namibia, and called upon the Government of South Africa "to end

immediately these repressive measures and to abolish any labour systems which may be in conflict with the basic provisions of the Universal Declaration of Human Rights". On several occasions, the International Court of Justice has taken notice of the Declaration in its decisions and advisory opinions.

INTERNATIONAL COVENANTS ON HUMAN RIGHTS

Besides the Universal Declaration of Human Rights, two other important parts of the International Bill of Rights are two Covenants on (i) Economic, Social and Cultural Rights and (ii) Civil and Political Rights. They are known as International Covenants. The two Covenants along with an optional protocol to the Covenant on Civil and Political Rights were adopted by the General Assembly in December 1966. The two Covenants required ratification by atleast 35 countries each and Optional protocol by atleast 10 countries before they could be enforced. These were achieved only in 1976. The International Covenant on Economic, Social and Cultural Rights was enforced on 3 January, 1976 and the one on Civil and Political Rights on 23 March, 1976.

Some of the rights recognised in the International Covenant on Economic, Social and Cultural Rights, are : the right to work; the right to the enjoyment of just and favourable conditions of work ; the right to form and join trade unions; the right to social insurance; the right of the family, mothers, children etc.; the right to education; and the right to take part in cultural life.

International Covenant on Civil and Political Rights includes the right to life; the right against torture or cruel, inhuman or degrading treatment; the right against arbitrary arrest or detentions. The Covenant also provides for liberty of movement and freedom to choose a residence, equality before law, right to freedom of thought, conscience and religion, and the right to freedom of expression, freedom of association and peaceful assembly.

The rights and freedoms enumerated in the Covenants are not absolute and are in each case subject to limitations. For example, civil and political rights may be restricted by law for the protection of national security, public order, public health or morals or, the right and freedom of others.

The Economic and Social Council is responsible for implementation of the International Covenant on Economic, Social and Cultural Rights. The states which are parties to the International Covenant on Civil and Political Rights have established the Human Right Committee to supervise the implementation of these rights.

Distinction Between the Covenants and the Declaration

The two Covenants are legally binding treaties, whereas the Universal Declaration is a mere statement of rights that human beings are expected to enjoy. Thus, violation of the Covenants is treated as an illegal act. Secondly, the states, after having ratified the Covenants, accept procedures

for the implementation of rights, including the submission of reports on their compliance with the provisions of the Covenants.

Implementation of the two Covenants

The states which are parties to the Covenant on Economic, Social and Cultural Rights submit periodic reports to the Economic and Social Council (ECOSOC) regarding the progress made by them in achieving the recognised rights. The civil and political rights are the concern of an 18-member Human Rights Committee. The Committee examines reports from states on their compliance.

National Constitutions and Human Rights

We find specific provision in the constitutions of practically all the democratic countries for several of the rights included in the International Bill of Rights. The Constitution of the United States, framed as early as 1787 provides a number of civil and political rights. The Constitution of the Soviet Union framed in 1977, has incorporated a large number of economic, social and cultural rights, in addition to some of the civil and political rights. In addition, constitutions of several countries including India have also granted numerous rights. These rights are protected by the judiciary which does not permit their violation either by individuals or by the government.

UN Action on Human Rights

The responsibility for the enforcement of human rights rests with the concerned governments, but the Economic and Social Council of the United Nations is the principal organ of the world body that supervises the working of states in this respect. The Human Rights Committee set up by the ECOSOC is competent to receive complaints of the violations of human rights. Since immediate protection of human rights depends upon states, the effectiveness of the Committee is limited as it has no recourse beyond its comments. However, it can be argued that there is a persuasive value derived from the examination of reports in public as governments are generally sensitive to public criticism of their human rights performance.

Under the provisions of the Optional Protocol to the Covenant on Civil and Political Rights, the Committee can act on complaints by individuals alleging violations of their rights under the Covenant. Only the citizens of the countries that have ratified the Optional Protocol can submit written communications to the Committee. The Committee may bring any individual complaint to the attention of state party concerned, which may within six months provide an explanation to the Committee. It is interesting to note that none of the countries of Asia has signed the Optional Protocol.

Elimination of All Forms of Discrimination Against Women

The United Nations is committed to the equality of man and woman. Despite constitutional provisions in several countries women continue to suffer from an inferior position in some respects even today. The

General Assembly had in 1952 insisted on equal political rights for women. In 1967 the General Assembly passed a resolution on the nationality of married women providing for women to retain their original nationality even after marriage with a foreign national. In 1962 the General Assembly sought to ban child marriage. The year 1975 was celebrated as the International Year of Women. Finally, a Convention on the Elimination of All Forms of Discrimination against Women was adopted in 1979, which was enforced in September 1981 after ratification by more than 20 states. It calls for national legislation to ban discrimination, recommends temporary special measures to ensure actual equality between man and woman, and action to modify social and cultural patterns that perpetuate discrimination.

Child Labour

There is a need for worldwide campaign for public awareness of exploitation of child labour. Some of the major crimes in this respect usually committed are (a) Sale of children (b) Child prostitution, and (c) Employment of children as underage maids in a position of servitude. These violations must be checked.

The Declaration of the Rights of the Child which was adopted by the General Assembly of the UN on 20 November 1959, advocates a set of principles for the well-being of every child without any distinction on account of race, colour, religion or birth. The Declaration says that the child is entitled to enjoy special protection for his physical, mental and moral development. He is also entitled to receive education which should be free and compulsory, atleast in the elementary stage. He should be protected against all forms of neglect, cruelty and exploitation.

Prevention of Racial Discrimination

Apartheid or racial discrimination is a serious evil. South Africa is known for consistently denying equal rights to black and coloured peoples of that country. This evil has been fought for over 50 years. Mahatma Gandhi was the first to raise his voice in non-violent manner against racial discrimination in South Africa. The white Government of that country does not care for the world public opinion. Despite repeated resolutions passed by U.N. organs South Africa has continued to follow its policy of discrimination. India, Pakistan, most other countries of Asia and all the countries of Africa refuse to have diplomatic relations with South Africa. The International Convention on the Elimination of All Forms of Racial Discrimination came into force in 1969. It has been ratified by over 110 countries, yet South Africa has not cared for it. It represents the most comprehensive UN statement regarding discrimination on the grounds of race, colour or ethnic origin. States who are party to this convention undertake to pursue a policy of eliminating racial discrimination in all its forms and to ensure the protection of special racial groups, guaranteeing their members full and equal enjoyment of human rights and fundamental freedom.

An objective study of the enforcement of human rights reveals that while every country talks of enforcement of rights and freedom, open, blatant and shameful violations continue to take place. While South Africa is rightly condemned for policy of racial discrimination, it is not universally boycotted. There are several countries which continue to have normal relations with the white minority government of South Africa.

Violations of human rights continue in one form or the other. The world community will have to give more serious thought and will have to devise methods for enforcement of rights all over the world.

Human Rights in India

The Indian tradition and culture have always stood for justice for all. But in many ways, India, as in other parts of the world, injustices have crept into the social fabric. During our freedom struggle, one of the objectives was to safeguard and preserve the dignity of the individual and secure equality and social justice for all. Such noble objectives have been asserted in the preamble to the Indian Constitution.

The Indian Constitution was finalised within a few months after the adoption of the Universal Declaration of Human Rights. The founding fathers of the Indian Constitution were keen to incorporate as many human rights as possible in Part III of the Constitution. Most of the civil and political rights recognised in the Universal Declaration (Articles 3 to 21) are found in our Constitution also. These include equality before the law, freedom from arbitrary arrest and detention, the right to be presumed innocent until proved guilty, freedom of movement, freedom of thought, conscience and religion, freedom of expression, the right to assemble peacefully, and the right to association etc. It is true that most of the socio-economic rights could not be incorporated in the Indian Constitution due to lack of resources and on account of magnitude of the problem of finding work and providing education for every person. Nevertheless, these rights were included in Part IV (Directive Principles of State Policy) as the desired objectives. In fact, despite the keen desire of the community and the Government it is not possible even now to guarantee the right to work and right to material security. In March 1983, speaking on a non-official resolution in the Parliament to include right to work in the fundamental rights, the Union Labour Minister rightly pointed out that the resources were still so limited that the right could not be included in the fundamental rights.

It should be noted here that while political rights (right to vote and be elected, etc.) are available only to the citizens of India, there are civil rights which are available to all persons, whether they are citizens or not. These rights include protection of personal liberty, equality before law, prohibition of slavery, and forced labour, freedom of conscience and right to profess, practice and propagate any religion and the right to constitutional remedies.

As we know, for centuries we in India have lived in bondage of casteism,

untouchability, superstitions, illiteracy and poverty. Hence besides Fundamental Rights, which are enforceable, the Constitution provides for Directive Principles of State Policy to bring about social and economic justice. India has also accepted and ratified almost all of the major conventions and Covenants adopted by the UN and its special agencies and that includes the two International Covenants on Human Rights; Covenant on Civil and Political Rights; Covenant on Social, Economic and Cultural Rights.

It is true that conditions for enjoyment of human rights in our country leaves much to be desired. More than 65 per cent people are still illiterate; nearly 1/3rd of its population have poor means of subsistence. Communal riots are another such evil. But the most important thing is that the government, all political parties and the Indian people are committed to the reduction of these evils. These objectives could be achieved when all of us demonstrate, civic sense and discipline, and do our best to help the government and other institutions in removing these impediments to a better life.

Glossary

1. *Human Rights* The rights which are inherent in the man's social nature are called human rights. Rights are those conditions of social life without which no man can develop his personality. The term 'Human Rights' implies such conditions (or privileges) as are essential for every human being and should not be denied to any person in a civilised society.
2. *Fundamental Rights* The term 'Fundamental Rights' is generally used for the rights included in the constitution of a country. Thus, the rights enshrined in the Constitution of India are called Fundamental Rights. These rights granted by the Constitution *cannot* be curtailed or abridged by an ordinary law. They are protected by the judiciary. For example, in case of violation of any of our fundamental rights we can seek redress in the High Courts and the Supreme Court.
3. *Legal Recognition* A situation of claim accepted by law can be said to have received legal recognition. Thus, the rights which are recognised by law in a country are deemed to have been legally recognised and are known as legal rights. It means that such rights have the sanction of the courts of law.
4. *Social Recognition* A situation or claim accepted as valid by a given society can be said to have received social recognition. When a claim of the people is

recognised by the society it becomes a socially recognised right. They are based on moral code of the community. But, the state through its legal framework may or may not guarantee the enjoyment of these rights. Thus, the right of parents in India to be looked after in their old age by their children is only socially recognised, it does not have legal recognition.

5. *Natural Rights*

The concept of natural rights holds that certain rights belong to man by nature. These rights are inborn. They can be asserted anywhere and everywhere. Thus, according to John Locke, all men are born free and rational. His man, in the state of Nature, enjoyed the right to life, the right to liberty and the right to property. These rights can not be curtailed by the modern state.

6. *Constitutional Law*

The term constitutional law is used for the fundamental law that provides for structure and functions of the government of a country. This is superior to the ordinary law enacted by the legislature. In India, the Constitution adopted by our Constituent Assembly in 1949, along with several amendments, constitute constitutional law. The ordinary laws, on the other hand, are enacted by simple majorities by the parliament and state legislatures. The provisions of constitutional laws are binding on all organs of the government and are protected by the judiciary.

7. *Racial Discrimination*

Discrimination by people of particular race or community or colour against those of the other race, community or colour is called racial discrimination. Ordinarily all people in a country, irrespective of their race, colour, creed etc. enjoy equal civil and political rights. But if a ruling group (belonging to a particular race or colour) denies equal rights to another group of people, it is unfair, unjust and inhuman. It is based on the concept of superiority of one group of people over another. In South Africa, ruling group of white people enjoys far more rights, freedoms and privileges than the coloured people of African and Asiatic origin.

8. *Civil and Political Rights*

Political rights are given only to the citizens of a country, while civil rights are enjoyed both by the citizens and the aliens. Political rights empower the people to participate in the governance of the country—to vote, to get elected, to hold public offices and to submit petitions to the government. They are bed-rock of a democratic polity. Civil rights, on the other hand, are invaluable privileges that enable the people to attain their best-self. These rights include right to life, right to liberty, right to education, right to property, freedom of religion, of movement and of assembly etc.

9. *Ratification*

International treaties and agreements when accepted by a government, generally undergo two processes, namely signature and ratification. Signature indicates intent to accept, while ratification calls for acceptance by due process of law under the constitution. It is only when an international instrument is ratified by a state, that it involves legally binding obligations. Accession means signature and ratification done simultaneously.

EXERCISES

1. Tick mark the correct answer.
The first Indian leader who fought against racial discrimination in South Africa, was
 - (a) Pt. Jawaharlal Nehru.
 - (b) Mahatma Gandhi.
 - (c) Sardar Vallabhbhai Patel.
 - (d) Maulana Abul Kalam Azad.
2. Explain with example the meaning of human right.
3. What measures should be taken to provide for better enjoyment of human rights by the people in India? Discuss.
4. List the constituents of the International Bill of Human Rights.
5. Explain how the practice of untouchability is a violation of human rights.
6. Write the names of those parts of the Indian Constitution, which include important human rights.
7. Write short notes on the following:
 - (a) Apartheid
 - (b) Universal Declaration of Human Rights.

Suggested Activities

- (a) Make a survey of any neighbourhood where weaker sections of the society

live and find out the social and economic conditions in which the children live.

- (b) Collect cases and pictures on the violation of human rights and discuss them with your teacher.

Suggested Readings

1. *Apartheid: Its Effects on Education, Science, Culture and Information*; UNESCO, 1977.
2. CORNEVIN, MARIANNE: *Apartheid: Power and Historical falsification*; UNESCO, 1980
3. LEVIN, LEAH: *Human Rights: Questions and Answers*; UNESCO Press, 1981.
4. MULEY, D.S.: *The United Nations, What It Does*, NCERT, New Delhi, 1982.
5. O' CALLAGHAN, MARION: *Namibia: The Effects of Apartheid on Culture and Education*; UNESCO, 1977.
6. *The United Nations and Human Rights*; United Nations, 1978.
7. *Universal Declaration of Human Rights*; NCERT, New Delhi.

Disarmament

In the contemporary world disarmament has become an absolute necessity for the survival of mankind. The machinery of destruction is permanently mobilised for instant doom. The existing stockpile of nuclear weapons is enough to produce a million Hiroshimas. A single nuclear powered submarine with its independently targeted weapons can inflict 30 million casualties. Life as well as quality of life are threatened by weapons of mass destruction. The world military expenditure in 1980 was US \$ 500 billion which is equal to Rs. 4500,000,000,000. In other words, the expenditure is about US \$ 1.3 billion per day or US \$ 110 for every man, woman and child in the world. The World Health Organisation spent US \$ 83 million over a period of ten years to eradicate small-pox in the world. That amount is not sufficient for buying a single modern strategic weapon. This kind of expenditure is taking place in a world where about 570 million people are undernourished, 800 million people are illiterate, 250 million children have no opportunity to go to schools and 1500 million people have no access to medical assistance.

The Atomic Bomb

Some scientists who had fled from Hitler's tyranny and were living in America or Britain, were afraid that Hitler would compel his scientists to manufacture the atomic bomb. Because of this danger two of the refugee scientists in America thought that the best way to warn the American government was through a letter from Einstein, the most famous scientist in the world, to the American President. At a holiday resort they could reach Einstein's place with the help of a six-seven years old child, and made the great scientist sign the letter. It is because of this letter that Einstein is supposed to have initiated the process of making the atomic bomb. "Had I known that the Germans would not succeed in making the atom bomb," Einstein said, "I would not have moved a finger." He became an influential champion of nuclear disarmament.

Thus, the process of the production of the atomic bomb was initiated. The manufacture of the bomb was started in great secrecy and haste because of the fear that German scientists might produce the bomb earlier, enabling Hitler to use it during the war. At that time there were some farsighted scientists who started worrying about the future arms race after the war, and mutual suspicion among the then allies at a latter date, leading to the disastrous and wasteful nuclear arms race. A Danish Nobel Laureate, Neils Bohr, made great efforts to bring the danger to the attention of political leaders in America and Britain. But his efforts, like many others, proved futile. The first test of the atom bomb was conducted in

the New Mexico desert in the United States on July 16, 1945. A participating scientist commented that it was the nearest thing to Doomsday that one could possibly imagine. The temperature at the centre of the explosion was four times the temperature at the centre of the sun. This was the dawn of the nuclear age.

Bombing of Hiroshima and Nagasaki

By the time the first test was conducted on July 16, Germany had surrendered unconditionally and Hitler had committed suicide. Thus, the main driving force behind the secret production of the atomic bomb was no longer there. Japan was also trying for peace and was willing to surrender. It was in these circumstances that the United States dropped two atomic bombs on Hiroshima and Nagasaki. When the first bomb was dropped at 8.16 A.M. the people of Hiroshima were going to their offices, children were in their schools and life was just normal. Minutes after the explosion, the day grew dark, a heavy cloud of dust and smoke filled the air, and the whole city was destroyed in a few moments. The horrifying accounts of some survivors make one shudder. A school boy remembered that suddenly his school building collapsed. He felt plaster and roof tiles crashing down on his head, shoulders and back. He somehow managed to get out of the wreckage. "It was just as dark outside as it had been under the wreckage." Then he heard the voices of some other boys who had also come out of the rubble. They were frightened and started singing patriotic songs. A woman survivor later said, "when the darkness began to fade, I found that there was nothing around me.....it was quiet, very quiet.....children were calling their parents' names, and parents were calling the names of their children." According to some estimates, more than 66 thousand people died immediately as a result of the explosion, and tens of thousand more died later on.

The second bomb on Nagasaki was dropped at 11.00 A.M. on August 9, 1945 when life was normal and children were playing. An 8-year old child was playing hide and seek with six other boys at that moment. He was standing in the centre of a courtyard trying to spot his playmates. When the bomb exploded about 400 yards behind him, he was simply obliterated. The other boys hiding behind stones and bushes, crept from their hiding places and stared at each other in awe at the sight of the remains of their companion. Within a year after the explosion three of these boys died of radiation sickness. Ten minutes after the explosion when the mushroom cloud was still rising it took a Japanese aeroplane, flying at 10,000 feet, eight minutes to pass through that cloud. At least 40,000 people died immediately, and many thousands were killed subsequently. The population of Nagasaki at that time included over 10,000 Koreans and about 600 Chinese. By November 1945 approximately 200,000 people had died in Hiroshima and Nagasaki. What is more disturbing is the fact that the long term effects, both physical and psychological, of the bombs

are still being felt by the people of these two cities. More deformed or dead children are born to the survivors of the atomic bombings than in other towns of Japan.

The death toll is not yet finished. In 1979-80, for instance, 2,279 names were added to the list of deaths in Hiroshima officially attributed to the delayed radiation effects of the atomic bomb. In Hiroshima and Nagasaki the anniversaries of the bombing are observed every year. In Nagasaki, a great statue called 'Prayer for Peace' has been erected. Its right hand is lifted towards the sky as if threatening some future rain of destruction from above, while the left hand is stretched out horizontally in a traditional Japanese gesture of peace. The eyes are closed in prayer for the dead. The statue was paid for, almost entirely, by donations from school children.

Japan is now a major economic force closely linked with the United States. It is ironic that the American General who commanded the atomic bombing of Japan, was awarded in 1964 the First Order of the Rising Sun for his contribution to the development of the Japanese Air Force.

The Arms Race

After the war, the United States was the only country possessing the atomic weapons for some years. This monopoly was broken by the Soviet Union in 1949 when it conducted its atomic test. This development triggered the next stage in the nuclear arms race when the United States decided on a crash programme to produce the hydrogen bomb. American scientists, who had participated in the making of the atom bomb, considered the hydrogen bomb a weapon of genocide and pointed out that there were no limits to its destructiveness, making even the knowledge of its construction a danger to humanity as a whole. But the supporters of the bomb programme prevailed, and the first thermo-nuclear explosion was conducted on November 1, 1952 which destroyed an entire island in the Pacific, leaving behind a huge crater in the ocean-floor. Soviet Russia conducted its first explosion in August 1963. The first full-scale American thermo-nuclear bomb was exploded in March 1954. A crew of the Japanese fishing boat 'Lucky Dragon' saw from the deck of the ship, several hundred miles away, a dazzling light in the west at 6.45 A.M. He ran to the cabin shouting, "the sun has risen in the west." Very soon the fishermen were exposed to the radioactive fall-out from the explosion, and one of them died a few months later. The people of Japan mourned his death as the first hydrogenbomb casualty. The Soviet Union also exploded its full-scale hydrogen bomb and, thus, the world entered into the thermo-nuclear arms race. Britain, France and China subsequently produced their atomic and hydrogen bombs in 1952 and 1957, 1960 and 1968, and 1964 and 1967 respectively. Einstein warned that 'radioactive poisoning of the atmosphere and hence annihilation of

any life on earth, has been brought within the realm of technical possibilities.'

The world shuddered at the prospect of radioactive fall-out being carried by the wind to vast distances, and genetic damage to future generations. This fall-out could cause leukaemia or bone-cancer. The most dangerous element in the fall-out is strontium-90 which is similar to calcium and is easily absorbed into the bones. Because it is found in milk and especially affects bones that are not fully formed, it is most dangerous to small children. A petition was signed by more than 9,000 scientists from all over the world pointing out the dangers of radioactive fall-out and urging the end of such tests. Ordinary people in various parts of the world expressed their anxieties and joined a campaign for nuclear disarmament.

A Partial Test Ban Treaty (PTBT) was signed in 1963. People all over the world heaved a sigh of relief because the treaty had banned tests in the atmosphere and had thereby put a stop to further radioactive fall-out. The treaty, however, allowed nuclear tests underground. It was welcomed as the first step towards a complete ban on nuclear tests. India was one of the signatories. Many other countries also signed the treaty but France and China refused to do so. They conducted tests in the atmosphere, and have contributed to the danger of radioactive fall-out. Another consequence of this treaty was that with the removal of the threat of radioactive fall-out, the campaign for nuclear disarmament lost its momentum, and the popular movements gradually lost their sense of urgency. This setback to the campaign for nuclear disarmament created an environment in which more and more destructive weapons were manufactured and perfected, while the countries which produced them continued to pay lip service to disarmament.

An effort was made to legitimise the existing nuclear weapons through the Non-Proliferation Treaty (NPT) which came into force in 1970. This treaty acknowledged the possession of nuclear weapons by the existing five nuclear weapons states (NWS) the USA, the USSR, Britain, France and China—and tried to stop any other country from acquiring them. Many countries, including India, denounced this treaty as discriminatory. They pointed out that it could not be considered a disarmament measure because it did not provide for the elimination of nuclear weapons which had already been manufactured by the five nuclear weapons states.

There is no defence against these monstrous weapons. Destruction is mutual and assured. Thus, there is no defence—only the certainty of mutual destruction. This danger made the United States and the Soviet Union enter into bilateral Strategic Arms Limitation Talks (SALT), in order to maintain parity and avoid direct confrontations. When these talks started in 1969 it was calculated that the then existing nuclear stockpiles were sufficient to annihilate the total world population 690 times over. While the talks were going on both the parties went on increasing their

stockpiles. The number of these destructive weapons, their accuracy and lethality has increased considerably during the period of these talks.

Disarmament and the Developing Countries

Thus, while disarmament negotiations have been taking place since the end of the Second World War, there has not been disarmament, but a frantic race for armaments and militarisation of the world. Now that the possibility of an all-out war between the big powers has been reduced due to several measures, the venue of conflict has been shifting to the developing countries which are demanding basic changes in the existing international economic order for improving the living conditions of their people. The mutual suspicion and tension between the United States and the Soviet Union has taken the form of Cold War, and is manifested in military alliances and military interventions in the Third World. It has been calculated that between 1945 and 1976, 71 wars took place in Asia, 21 in Africa and 23 in Latin America. If one calculated the number of years spent at war during the period of 30 years of nuclear peace, the total for Asia is more than 165 years, 94 years for Africa and 39 years for Latin America. For instance, the Vietnamese people spent 30 years at war in which they fought against the Japanese, the French and the Americans. The conventional bombing by America resulted in 20 million craters that ranged 20 to 50 feet wide and 5 to 20 feet deep. Other wars of liberation have also been very destructive in which millions of people have died. There have been more wars since 1976.

The developing countries have, therefore, vital interests in bringing about disarmament. These countries have been victims of western violence. Colonial rule was established with military force, and attempts have been made to crush national liberation movements. The victims of atomic bombings have so far been the peoples of Asia. There have been several occasions when they have been subjected to nuclear threats. Even the victims of nuclear tests have included a large number of Asians. Expressing his concern about the nuclear tests Jawaharlal Nehru said in 1954: "It is of great concern to us that Asia and her people appear to be always nearer to these occurrences and experiments and their fearsome consequences, actual or potential". He was one of the first public figures to demand a ban on such tests, as he had foreseen the shape of things to come.

Armaments not only lead to wars but are also the instruments of oppression and denial of human rights. The present level of armaments, which is called Overkill, threatens the whole of humanity, and is a negation of all human rights including the most fundamental of these rights, the right to life. Attempts to develop the neutron bomb, which will destroy human beings but leave property untouched, is the most monstrous example of these weapons of mass-destruction. On the other hand, armaments are being used to maintain the existing economic relationship in

the world, and the access to raw-materials in the developing world is secured by such means. The waste of human and material resources devoted to war purposes has distorted domestic priorities and diverted precious resources from constructive purposes. If the millions of scientists, engineers and other workers who devote their skills to producing new weapons concentrate their attention on the crying needs of humanity, e.g. hunger, malnutrition, illiteracy, disease, etc., the whole of humanity will be benefited. The reduction of armaments will lower tension in the world and enable all countries to provide for their defence and security at a lower cost. In the developing countries the low-key defence posture can be linked with other developmental activities, which would enable them to secure their defences. Thus, for the nuclear weapons states, security would mean disarmament and development, and for developing countries it would mean a proper balance between the requirements of defence and development. If the developing countries are unable to defend themselves from aggression, they would not be in a position to develop their material and human resources for the benefit of their people.

Thus, the struggle for disarmament is closely related to human rights and a just international economic order. The present international order was established by the militarily powerful countries to maintain their privileged status in the world, it continues to be buttressed by military force. It is based on exploitation and injustice, which contain the seeds of conflicts and wars. Thus, the removal of exploitation and injustice is an essential precondition for genuine disarmament. And the demand for new international economic order made by the developing countries is an important and necessary element in the struggle for disarmament.

The non-aligned countries, of which India is an important member, have been in the forefront of the efforts to settle international disputes by peaceful means, and to bring about disarmament. They have campaigned in the United Nations for serious negotiations on disarmament, and due to such efforts two special sessions of the United Nations General Assembly devoted to disarmament have been held in 1978 and 1982. The Seventh Conference of Heads of Non-Aligned States, held in New Delhi in March 1983, has again focussed the world public attention on the catastrophic consequences of a nuclear holocaust and has issued an urgent appeal for the reduction of nuclear armament leading eventually to general and complete disarmament.

Obstacles to Disarmament

In spite of several measures within and outside the United Nations, the outcome of all the disarmament efforts has been almost dismal. There are many obstacles in the way of disarmament. The first one is that there is mutual suspicion and tension between states. When there is tension, states resort to armaments. It is rightly said that wars originate in the minds of men and even if arms are eliminated they can always be produced

due to the skills which men have already acquired. So the need is to bring about an atmosphere of harmony and peaceful coexistence. The problem is more political than technical. Secondly, there are powerful domestic forces in industrialised countries which thrive on arms manufacture and their trade. These include military establishments, industrial firms, scientists and engineers engaged in military-related works, politicians, etc. Such domestic interests are called Military Industrial Complexes (MIC). These complexes have become so powerful that they pose a greater hurdle than even the military arsenals of the adversaries. Thirdly, the disarmament negotiations in their present form themselves have contributed to increase in armaments. Research and development of new weapons are started on the plea that these would be useful bargaining chips in the negotiations; but once new weapons development is sanctioned they are not discarded but are incorporated with the existing arsenals. In all disarmament negotiations countries try to ensure that their security is strengthened by the process of disarmament while the adversary suffers a setback.

The failure of disarmament negotiations led to the new concept of arms control which does not concentrate on reduction of armaments, but on managing the arms race on the basis of so-called restraints and to remove the chances of accidental wars. Arms control itself became an integral part of the arms race. Some qualitative breakthroughs led to some quantitative restrictions, and the latter were neutralised by the former. Another hurdle is the belief of the political leaders in many countries that military power confers important advantages, both domestically and internationally. With its help the colonial rulers exploited the material and human resources in the colonies, and even now they want to maintain their existing privileges in the world arena.

The industrially advanced countries spend the most on weapons research and development. The global stockpile consists of about 50,000 nuclear weapons, 90% of which belong to the USA and USSR. This monstrously destructive stockpile is supposed to maintain the 'balance of terror' in the world. All human beings on this planet live under the thickening shadow of death and devastation. The maintenance of this balance of terror has resulted in the readiness to fight wars not only at the nuclear level but at all levels of violence. That is why chemical and biological weapons and even conventional weapons have become weapons of mass destruction and are integral to the constant military preparations for war.

Danger of Nuclear War

The constant preparations for war create an ever-present danger of accidental wars due to human or mechanical error. There is always a possibility of some accident, with thousands of nuclear-weapons scattered in the air, on the land and beneath the seas. An American bomber carrying two nuclear bombs crashed in America in January 1961; another American bomber carrying four hydrogen bombs crashed in

Spain in 1966. Between 1950 and 1973 there were atleast 63 serious accidents involving nuclear weapons. There have been many cases of false alerts of a possible Soviet attack on the United States. During a period of 18 months beginning in January 1979, 147 false alerts were recorded in America of which half a dozen were serious ones. In one case, a technician accidentally placed a training tape in the computer system which triggered the alert lasting six minutes. It should be remembered that the maximum warning time for a nuclear war is between 15 to 30 minutes.

Thus, there is always the danger of a nuclear war. It is difficult to comprehend the destruction of a full-scale nuclear holocaust. A Second World War would be repeated every second of the long afternoon it will take for all the weapons to explode. If such a catastrophe occurs, there will be no victors. It will amount to the end of history and the destruction of all life on earth. Until 6 August 1945 human beings had lived with the prospect of individual death. Since that day mankind has faced the peril of biological extinction. A full-scale nuclear war would stop the procession of all future generations. It would mean the death of death. It would amount to the murder of the future.

One hopeful feature of the contemporary disarmament scene is the growth of popular movements in the citadels of military power, Europe and America. Millions of people have participated in mass demonstrations. This increasing awareness of the danger of global holocaust has been triggered by preparations for what is wrongly called 'limited' nuclear war. A nuclear war cannot be limited; it will end in an unimaginable catastrophe. Recently a large number physicians from different parts of the world have highlighted the nuclear peril. At a conference of world physicians, the doctors warned that in case of nuclear war people should not expect doctors and nurses to patch up their physical and psychological wounds, because such a war would mean death and destruction of doctors, nurses and medical facilities. When political leaders realise the full significance of this warning, they will have to pursue negotiations for disarmament with a sense of urgency. The role of public opinion is crucial in the struggle to ensure that Nagasaki will remain the second and last place where nuclear weapons were used.

Glossary

1. *Disarmament* Reduction or control or elimination of all kinds of weapons in order to avoid war and establish peace.
2. *Nuclear Arms Race* Race or competition between two or more countries in storing and stockpiling of nuclear weapons.
3. *Thermonuclear Explosion* An explosion which derives its energy largely from nuclear fusion. This requires temperatures of several million degrees, hence the term

- thermonuclear.
4. *Radioactive fall-out* The falling in the earth's atmosphere of millions of tons of dust and debris with radioactive elements.
 5. *Non-Proliferation Treaty* A treaty or an agreement between nations, which prohibits the acquisition or production of nuclear weapons by any country except the U.S.A., the U.S.S.R., the U.K., France and China.
 6. *Cold War* Worldwide antagonism or hostility between the United States and the Soviet Union short of war. This led to the formation of rival military blocs and struggle for influence in the developing countries.
 7. *Neutron Bomb* An enhanced-radiation explosive device in which energy is released mainly in an instantaneous burst of radiation. It emits no radioactivity.
 8. *Non-aligned countries* Those countries which have refused to join military blocs led by the United States and the Soviet Union, and are members of the Non-aligned Movement.
 9. *Peaceful Co-existence* An agreement or an understanding between states to co-exist on the basis of non-aggression and respect for territorial integrity. It means co-existence of different political and social systems.
 10. *Chemical weapons* Chemical substances, whether gaseous, liquid or solid, which might be used because of their toxic effects on men, animals or plants.
 11. *Biological weapons* Those agents of warfare that cause destruction or death in men, animals or plant following multiplication within the target organism.

EXERCISES

1. Describe the social and economic consequences of the arms race.
2. Explain how arms race leads to the denial of human rights.
3. How does the arms race affect India? Explain.
4. Discuss the efforts that are being made to check the arms race.
5. In the event of a nuclear war in what way will you as an individual be affected?..

6. Explain briefly the following :
- (a) Meaning of Disarmament
 - (b) Mutually Assured Destruction (MAD)
 - (c) Cold War
 - (d) Nuclear Proliferation.

Suggested Activities

- (a) Collect pictures and cartoons showing the ill-effects of nuclear warfare.
- (b) Make tables showing how the money spent on armaments can be used for creating better conditions for mankind.
- (c) Organize a group discussion or a quiz programme on Disarmament.

Suggested Readings

- 1. *Common Security, A Programme for Disarmament*; The Report of the Independent Commission on Disarmament and Security Issues under the Chairmanship of Olof Palme, Pan Books, London, 1982.
- 2. COX, JOHN : *Overkill, The Story of Modern Weapons* ; Penguin Books, 1981.
- 3. *Suicide or Survival : The Challenge of the Year 2000*; UNESCO, 1978.
- 4. THEE MAREK (ed.) : *Armaments, Arms Control and Disarmament* : UNESCO, 1982.

New International Economic Order

In the history of mankind the contemporary phase has shown man unprecedented human achievements. It is a tribute to the ingenuity of man that today his reach has gone far beyond the planet earth. In many ways he has become the master of his own destiny. But the beneficiaries of this success have been a few. Majority of world population still lives below the subsistence level. Ironically, in no times of human history such a vast contrast of affluence and poverty have coexisted. However, the civilisation has reached a point where a decision has to be made to re-define the human progress in terms of distribution than growth alone. The demand for the New International Economic Order is basically a demand for equality, by those who have been deprived of the human progress and prosperity.

A few facts may help us in understanding the demand for the new order. Between 1950 and 1980, in thirty years time the average income of an individual in the developed world has increased by US \$ 6500 while in case of low income developing countries it has increased by US \$ 80. In the total world production the share of the developing countries was 15 per cent in 1970, 18 per cent in 1980 and is likely to be 20 per cent by 1980. Though the total population of the developing countries constitutes 67 per cent of the world population, they produce only 38 per cent of the total food production in the world. This is important because almost all the developing countries heavily depend upon agriculture. The share of the developing countries in total world export is only 22 per cent. About 93 per cent of the world industrial power is with the developed countries. In other words the participation of the third world in the prevailing order is very limited.

However, it is not merely the limited role that has disturbed the developing world. Their basic demand is that the prevailing order promotes a nature of economic relationship which does not recognise that the developed and the developing countries are equal partners in the world order. They feel that by dividing the world economy on the basis of international division of labour, they have been put on a position of disadvantage by making them suppliers of raw materials. The prevailing order does not support the principle of inter-dependence of nations. On the contrary it perpetuates dependence of the developing countries on the developed ones. It has made the producers of raw materials as inferior partners in world trade. This has led to their demand for changing the existing methods of world economic order, to serve the interest of all, to recognise the needs of the developing world so that disparity between rich and poor nations is reduced. They want equal sharing in the

global prosperity. This is the objective of new international economic order.

The Old Order

The meaning of New International Economic Order popularly called NIEO can be better understood if we briefly look at the history of the existing international economic order. The foundations of the existing order were laid immediately after the Second World War. At that time three major factors influenced its making (i) decline of Britain as world leader; (ii) rise of the United States of America as the new leader; (iii) beginning of the end of the colonialism and emergence of newly independent countries, today known as the third world. It is essential to remember that economic order represents only one facet of the international order. And, it is closely connected with the other facets of the international order namely political order, security order etc. The world order that came into existence after the Second World War was primarily shaped by America, Britain played the role of junior partner. The global economic arrangements following the negotiations at the Bretton Woods in 1944 were aimed to help the global role of American economy and create favourable conditions for the speedy recovery of Europe from the destruction of the Second World War.

In the process of establishing this order, the interest of the then emerging countries did not get sufficient attention. Therefore, at the root of the demand for new order lies the dissatisfaction of the third world with the prevailing order which has ignored their interest. In fact the developing countries have realised that the present order functions against their interests. It is unequal in distribution and promotes disparities. Despite being politically independent, the developing nations find themselves economically dependent upon the developed countries. They feel that their economic problems such as poverty, unemployment and lack of industrialization, are outcome of the world economic system. And unless the international economic system is changed, their problems cannot be solved. Some of them argue that the prevailing order has promoted colonialism in new shape known as neo-colonialism. Therefore, they feel that it is obligatory on the part of the developed world to provide necessary support in their development process because their under-development is the consequence of colonialism.

The experience of past thirty years have clearly shown that the existing order has failed to respond to the aspirations of the developing countries. It has outlived its utility and has become obsolete. The basic problem with the existing order is that it does not recognise the new realities of the world scene. It continues to promote the control of a few countries over the world economy. The economic power is concentrated in a few nations because they control the production structure. Therefore, the first step in this direction is to decentralise the global production structure. This will automatically lead to decentralisation of global power and all the nations

will become partners in the global decisions. Thus, demand for a new international economic order is essentially a demand for a new relationship between the developed and developing countries. It asks for greater collaboration and cooperation on the basis of equity and justice. It needs to be remembered that the right to development has been accepted as inalienable collective human right. And as we will argue, international order plays a decisive role in it. Hence the demand for new order needs to be understood in larger context.

National and International Economic Order

Before we look at the major issues involved in the demand for New International Economic Order, it would be relevant to answer a few questions—What is the significance of international order for a country? Can a nation develop without international order? The answer is no. In the world today, no country can grow in isolation. Like an individual, a nation cannot produce all that it needs. For its needs, a nation has to depend on other nations. A nation which pursues a policy of development based on heavy imports is bound to be influenced by the international order more seriously than the country which imports selectively. This can be illustrated with the help of the recent oil price-rise. Though the oil price-rise affected all the countries, but those who imported oil in large quantity and did not develop their own coal or hydel energy were more severely affected. In other words a nation which promotes development on the principle of self-reliance is less likely to be affected by the adverse trends of the international order. Self-reliance means, a policy that heavily depends on internal resources for development and requires external sources only to supplement its own resources. However, this does not minimise the need for a new order because as we have already stated no nation can grow in isolation. Moreover, most of the developing countries retained their economic ties intact with their colonial powers even after the political independence. As we know during the colonial days, the economies of the developing world were so shaped that their growth became dependent on the external market. Hence external market continued to remain important to them.

North-South Relationship Trade

Significance of NIEO can be better understood if we look at the basic elements constituting the relationship between developed and the developing world. Broadly speaking there are three key elements—trade, financial flows and technology. International trade plays a crucial role in the development of third world countries. Historically speaking, trade has been the oldest link between nations. During the colonial days the nature of world trade was shaped by the changing needs of the developed world. The world was divided into two groups of traders, one who traded with manufacturing items and others who traded with the raw materials. Today even when the colonialism in its traditional form has gone, the international trade is still divided into two groups. The developed world is the trader

of manufacturing items and the developing world is the trader of raw materials. Developed countries buy only 3% of their demand of industrial goods from the developing countries.

The capacity of a nation to buy from the international market depends upon its capacity to sell its product in the world market. A nation that can sell its products at higher prices and easily, can buy all that it wants. The relationship of price at which a nation sells its products and buys from the market is called terms of trade. If over a period of time the price of the commodity sold by the developing countries increase by 1 per cent and of the developed countries by more than 1 per cent then it is said that the terms of trade are in favour of the developed countries. It has been observed that over the years the price of manufactured goods has increased faster than the price of raw materials. This means the purchasing power of the developing countries has been going down. To buy the same amount of goods from world market, the developing countries need to sell much higher quantity of their goods. Otherwise they have to cut their imports.

Since most of the items imported by the developing countries are used in their development process, a reduction in their purchasing power means slowing down their development process. It is true that the development is essentially a national process and no amount of external support can solve the problem of poverty but a hostile international order can affect development even if the national government is committed to it. If the purchasing power of the developing countries declines, they cannot buy equipment, technology and other items needed for development. Hence the demand for NIEO is linked with the process of development of the developing countries. In the prevailing economic order the purchasing power of the developing countries has been declining therefore, a new order is needed to provide for improvement in the purchasing power of the developing countries to maintain parity in the prices of raw materials and manufactured goods. The developing countries are demanding that the two prices should be linked, so that if one increases other also follows. This is called the principle of indexation.

Story of Aid

In most of the developing countries majority of the population lives below the poverty line, and they do not have sufficient food, houses, hospitals and schools. It becomes necessary for them to buy from international market even if they do not have sufficient money. Hence they need 'aid' from the developed countries. 'Aid' received by the developing countries is merely a kind of loan and has to be paid back. The difference between loan from the market and loan in the form of aid is that, latter has low interest rates and has to be returned after a longer period. Only a small portion of this aid is not returned which is known as grant. As we have stated earlier 'aid' is needed to buy goods from the international market to meet the domestic demands. The purpose of aid should be

that it helps in the development process, so that the country does not have to ask for it again. Also it should help in the production process so that the country can have more items to sell. This will increase its purchasing power and can help in returning the loan in time. 'Aid' in this context should be of temporary nature. However, aid can help these countries, only if they can sell their products in the world market. But in the prevailing order, a number of commodities produced by the developing countries are not getting market.

The developed countries are restricting the entry of all these commodities in their market. They are protecting their market. This is known as the problem of protectionism. The developing countries are demanding New Order to sell their products in the market of the developed world so that they can pay back their loans and do not ask for more loan.

If the developing countries do not get a market naturally they will not be able to pay back their loans. They will have to borrow again to pay back loans. This means that international order makes these countries to borrow to pay their loans. This is known as 'debt trap'. This process makes the developing countries continuously dependent on the developed countries.

The story of 'aid' has many other important features. 'Aid' can be obtained from two sources—(i) Government (ii) International Agencies like World Bank and International Monetary Fund. In both cases, the aid is given with some conditions. One common condition is that the money received through aid should be spent in the country which gives the aid. This is called 'tying of aid'. This means the recipient country does not have freedom to use this money according to its own choice. This also means that the country will have to buy at a price prevailing in the donor country's market. Mostly the domestic prices are higher than the international price. Thus, the developing countries have to pay higher prices. This reduces the actual value of 'aid'. This also increases their burden of repayment. In addition, once, a country buys an equipment from 'aid' money it has to buy the various other spare parts also from the same country. Thus 'aid' giving helps the developed countries in creating market for their production.

Similarly, 'aid' coming from the international agencies do not flow without conditions. It is found out that most often these agencies ask for changes in the economic policies of the recipient countries. The complaint of the developing countries is that the aid relationship has not been helpful to them in achieving economic independence because of the existing world order. Without 'aid' they cannot achieve their goals hence they are demanding larger flow of aid. But aid can be helpful only if the world economic order also helps the developing countries. Therefore, they want a new international economic order. The distribution pattern of international aid shows another important feature. It is found that the 'aid' is not given according to the needs. On the contrary a number

of other factors like political security etc., determine the volume of aid. The countries who have signed security agreement with the developed countries, normally get higher share of 'aid'.

Technology in North-South Relations

Technology is the third key element in the relationship between the developed and the developing countries. Earlier it was believed that the problem of underdevelopment and poverty can be solved if a country can import technology from the developed countries. During the last three decades, after the Second World War, the experience of the developing countries with the borrowed technology has not been very good. It needs to be understood that technology does not mean mere machinery. Technology grows out of a social and economic environment. As they say necessity is the mother of invention. Necessity of one country need not necessarily be the necessity of other country. Therefore, technology which is designed in response to the needs of the developed countries may not necessarily and often does not meet the requirement of the developing countries. Therefore, choice of technology becomes very important question. The making of choice depends upon the developing countries themselves. Ironically the developing countries do not have many alternatives to choose. It is estimated that about 98 per cent of the new technology is owned by the developed countries. The indigenous base of technological development of the developing countries was eroded during the days of colonialism. Alongwith the political invasion came the technological invasion too, killing the domestic industries and hence local technological base. By the time the developing countries achieved political independence, their indigenous base was crippled. A big technology gap had emerged between the developed and the developing countries. Since technology cannot be developed overnight, the developing countries have no choice but to import technology from the international market. This has made the international market of technology very crucial element in the development process of the developing countries.

The international market of technology has a few peculiar features. It is a market with very few sellers but many buyers. This gives the sellers advantages of bargaining. Sellers do not have to worry about market hence they charge very high prices. The developing countries mostly get the technology from the multinational corporations as they are the owners of the technology. These corporations put number of conditions to keep their control over technology. Most often the firms supplying technology do not allow to use the technology for alternative use. Many times they sell technology with the agreement that the developing countries cannot acquire them. They also limit the volume of production. It is also found out that sometimes they tie the purchases. This means that they dictate the source of supply of raw materials, spare parts and intermediate products. It is common experience that the technology coming from the advanced countries has most often created new conditions of

under-development. These technologies have failed to solve the problem of unemployment, they are very expensive, do not help in creating conditions for the development of the indigenous technology hence create new conditions of dependence. The developing countries demand, the character of the international market be so that it promotes the easy flow of technology and creates conditions which help them to develop their own technology appropriate to their needs.

From the above analysis it becomes clear that all the elements of relationship between the developed and the developing world have contributed in creating dependence on the developed world. It was, therefore, natural for the developing countries to ask for a change.

Initiatives of the South

The demand for New Economic Order did not grow overnight. As early as in sixties itself, it started becoming clear that the prevailing world order was not serving the interests of the developing countries. Therefore, the developing countries started demanding changes in the functioning of the world order. United Nations Conference on Trade and Development (UNCTAD) was formed in 1964 to function as a forum where the developing countries could present their common demands to the developed countries. However, the latter did not show much sympathy towards problems of the developing countries. To make their presence more effective, the developing countries gradually started evolving collective action. A group of 77 came into existence as a result. In the first meeting of UNCTAD in 1964, the developing countries demanded that their manufacturing items should be given preference in the market of the developed countries. After a lot of negotiations, it was in 1971, that few developed countries agreed to it. The scheme is called Generalised System of Preferences (GSP).

The inability of the developing countries to achieve suitable changes in the functioning of the world economic order, made them take harder line. The developing countries got new strength in 1973, when the oil producing countries known as OPEC took a collective stand in deciding the price of crude oil and using it as an instrument of diplomacy. OPEC action was supported by all the developing countries. It was viewed as victory of the developing countries over the developed countries. With the new strength the developing countries were able to push their demand in the United Nations. In 1974, the Sixth Special Session of the UN General Assembly accepted the demand of the developing countries to establish a New International Economic Order. The developed countries did not agree to this. They felt that the developing countries were taking advantage of their numerical strength in the UN system.

Though the developing countries did manage to get their demand passed through the General Assembly, nothing could be done to change the functioning of the World Economic Order. Gradually it was felt by both the camps that if they stick to their positions nothing could be done.

The international economic environment was necessary. Hence the North-South dialogue became the major theme of International economic relations. On 16th September, 1975, the Seventh Special Session of the UN General Assembly adopted a resolution asking for reviewing the prevailing practices of international economic transactions and for new steps to correct the bottlenecks affecting the development process of the developing countries. Though the developed countries showed their willingness to listen to the demands of the developing countries but they did not agree with their diagnosis of the prevailing order. To provide a framework for these new initiatives, a commission of experts from various countries was formed under the chairmanship of Mr. W. Brandt, former Chancellor of West Germany. Brandt Commission's Report brought out facts to suggest that existing world order not only has been functioning against the interest of the poor nations but has even failed to promote the interest of the rich nations. It emphasises the need to redress the problems of the developing countries not for any humanitarian consideration but to promote global peace. Hence it is in their own interest to help the developing countries in their process of development. The Commission's Report was supposed to form the basis of dialogue between the North and the South. In Mexico at Cancun the leaders of twenty-two countries from both the camps met in November 1980 to discuss the problem of world economy. Cancun Summit could not arrive at any concrete proposal. Its significance lies in the fact that the countries belonging to two camps did meet and agreed on desirability of having further negotiations.

At the initiative of India, senior representatives of 44 developing countries met in New Delhi on February 1982 to assess future prospects of New International Economic Order. The meeting is known as New Delhi Consultations. From the beginning India has been very active member in the movement demanding the New Order. India was the first developing country to host the UNCTAD meeting. Second UNCTAD meeting was held in New Delhi in 1968. It has been the objective of Indian policy that the developed and the developing countries should not confront with each other. It believes that through negotiations both the sides can arrive at a solution which would be beneficial to both of them. India has been emphasising the need for mutual cooperation among the developing countries themselves. It maintains that cooperation among the developing countries will give them new strength to bargain with the developed countries in framing rules of the New International Economic Order.

New International Economic Order has today become historical necessity. It is true that the demand for NIEO has initially come from the developing countries, but it has been sufficiently proved by the series of events that even the developed countries need changes in the prevailing order because the assumptions on which it was based are no more relevant. If the dollar based monetary system broke down in 1971, it was not because of the developing countries' action. Therefore, it is in the common

and mutual interest of the developed and the developing countries that the new order is conceived. In conceiving the new order attempt should not be directed to take advantage of the weakness of each other. It needs to be recognised that both the camps have equal stakes in the smooth functioning of the world economy. It is in their collective interest that global disparities are reduced, gap between the rich and the poor is decreased and that both recognised the significance of each other in their own development process. In doing so rich countries will have to take more liberal view because historically they have the advantage of being better off. Such an enlightened view will help in promoting global peace. It needs to be recognised that the threat to global peace comes essentially from under development. World peace is essential not only for poor countries but for rich nations as well. Their trade can grow at faster pace, and investment can remain secure only if there is peace and stability in the third world.

How Three Major Problems are Interrelated

In the final analysis the issues of Disarmament, New International Economic Order and Human Rights are closely interrelated. In fact it can be argued that they reinforce each other. In today's inter-dependent world, national development process is significantly influenced by the international economic situation. Particularly in the context of the developing countries, which are historically dependent on the international economic system in various ways, the latter plays very crucial role in either facilitating or obstructing the development process. By influencing the development process adversely it contributes towards creating conditions where majority of the people are deprived of their basic needs—food, clothing and shelter, thus obstructing the human rights. Freedom of an individual has no meaning without the fulfilment of his basic needs. A country which fails to provide the basic human needs to its citizens, certainly violates the principle of human rights. In other words, the central issue involved in disarmament, NIEO and human rights is development. Human rights can be better ensured if a society is committed to development, and to a greater extent the process of development is dependent upon an international economic order. This does not mean that NIEO will automatically ensure fulfilment of human rights. NIEO can only create conditions in favour of development and thereby of human rights. However, it needs to be mentioned here that affluence of few is not the development. Development cannot be sectorial and sectarian. It has to be total. It should aim to fulfil the needs of the society as a whole.

Obviously when understood in the context of totality of a society, development would need much larger amount of resources. Today the world does not have shortage of resources in general. But unfortunately the resources are distributed unevenly both at international level and national level. Therefore, the first step in the direction of world develop-

ment would be equal distribution of resources. This can be possible only if both national and international economic orders are changed. Their priorities are changed. Resources are spent on those areas which provide for basic human needs. This brings up the issue of utilization of resources. Data given in the preceding pages very clearly show that today we are spending many more times on arms production than food production. This raises a question about choices—do we want food or bombs?

Unfortunately both, the rich and the poor nations are spending enormous amount of their resources on arms. What is important to note is that the rich are the merchants of arms and the poor are the buyers of arms. This means that arms sales not only amount to misutilisation of resources but also its transfer from the poor to the rich. It is not paradoxical that by purchasing arms, the developing countries are creating conditions of starvation and deprivation for their own people, and making the rich richer. They are draining their resources to finance the war industry of the rich countries. Many rich countries are dependent on armament industry for their growth. In other words, they need a constant sale of arms to keep their economy going. And arms can be sold if there are wars. Most of these wars are fought on the soils of the poor, with the resources of the poor. To achieve peace, the relationship between war and the growth of war industry in the rich country's economy has to be changed. This is possible by changing the priorities of both the rich as well as the poor nations.

It cannot be denied that war and poverty have identical impact on the development of a society. In war, life is taken away by a bomb or a bullet. In poverty too life is taken away by hunger, disease, etc. In today's world it is possible to live up to say 70 years. If a person dies either in war or due to poverty conditions at the age of 35 years, in both the cases half of his life has been snatched away from him. Thus, war is equivalent to poverty. What is ironic is that it is within the reach of humanity to remove poverty yet it is not done because of the nature of social system.

Reorientation of the national and the international systems, thus, becomes a pre-requisite to ensure conditions for development and promotion of human rights. It has been very aptly affirmed by the UN General Assembly in its resolution of 1977 "the realisation of New International Economic Order is an essential element for the effective promotion of human rights and fundamental freedom and should be accorded priority." It is very clear that NIEO is merely an essential condition not a sufficient condition because in the ultimate analysis human rights and development are national issues.

Sometimes it is urged that promotion of human rights is linked to the stages of development. Poor nations cannot afford to grant individual freedom and freedom needs to be surrendered for development. The underlying assumption behind these assertions is that there is a conflict

between development and freedom. It is also assumed that growth will automatically trickle down to the lower strata of the society, thereby generating conditions in favour of human rights. Unfortunately, the experience of the last three decades does not support this contention. Whatever growth has been generated, it has remained largely with a few and has simultaneously created many more conditions of underdevelopment. Dilution of human right cannot be rationalised in the name of growth. In this context, it is necessary to distinguish between growth and development. Today, the developing countries have to make a clear choice in favour of development. And development by its definition ensures fulfilment of human rights.

Glossary

Subsistence Level

Refers to a level of consumption at bare minimum of basic necessities of life—food, shelter and clothing without which an individual cannot survive.

Terms of Trade

A measure of purchasing power of exports in relation to imports. If prices of imports rise relatively faster to export prices then terms of trade is said to be against. Conversely if exports prices increase faster than import price, it is said to be favourable.

Opec

Organisation of Petroleum Exporting Countries: An organisation of thirteen major oil producing countries of the world. It was formed in 1960 with a view to coordinate and unify the oil policy of the member states. It came into prominence in 1973 when for the first time it dictated the international price of oil.

UNCTAD

United Nations Conference on Trade and Development: A body of the United Nations whose primary objective is to give expression to the problem of international trade and development faced by the developing countries as consequence of inadequacy of the existing international economic order.

GSP

Generalised System of Preferences: A scheme devised by UNCTAD to provide preferential treatment to the manufacturing items in the market of the developed countries. Japan, USA and EEC provide GSP to the developing countries.

Group of 77

Refers to group of the developing countries formed in the first session of UNCTAD in 1964. 77 refer to the number of the developing coun-

- tries which participated in that session, since then though the number of the developing countries has increased.
- Multi-national Corporation* Refers to those industrial companies which are engaged in production and selling of their products in number of countries. It also refers to the companies which have ownership in more than one country.
- South-South Cooperation* Expression is used to explain relationship between the countries belonging to south i.e. the developing countries which are located in the southern hemisphere of the globe. It includes political, economic and cultural aspects.
- North-South Dialogue* Refers to relationship between developed countries situated in the northern hemisphere and the developing countries situated in the southern hemisphere. Developed countries of North do not include the Communist or Socialist countries.
- Tying of aid* When aid from donor country to the recipient country is given with the understanding that the amount of the aid will be spent on either buying goods from the market of the donor country or will be spent on a project to which supply will be made by the donor country then it is called tied aid. In other words such aid does not provide freedom of its utilisation to the recipient country.
- Debt Trap* Refers to situation when foreign loan further creates conditions for further borrowing. A trap in which a society gets entangled to pay back the earlier loan,
- Protectionism* Developed countries are arguing that the imports of manufactured goods from the developing countries are disrupting their market for their home producers. Therefore, they want to restrict the entry of these goods from the developing countries by pursuing a policy of protectionism, i.e. protecting the entry of goods with the help of restriction either by levying taxes or fixing quota etc.
- Poverty Line* Expression is used to describe the incidence of poverty in a society. A segment of society which has less than the amount of money which is

- needed by an individual to survive, is below poverty line.
- Principle of Indexation* Developing countries are arguing that the prices of their commodities rise at a lower pace than the price of the commodities produced by developed world. This leads to a continuous erosion of their purchasing power. This unfavourable global prices of the commodities are tied with each other. So that when prices of commodities from the developed world increase, the prices of the developing countries also register a correspondings rise automatically.
- Third World* Refers to the developing countries. However it has a definite value connotation. It assumes that despite various differences, the countries off the third world have identical cause for their underdevelopment. And the cause is their colonial history.
- Developed Countries* Countries belonging to Western Europe, America and Japan are known as developed countries.
- Developing Countries* Refers to the countries belonging to Asia, Africa., Latin America, countries which have started the process of development but are far behind the average global standard of living.
- Least Developed Countries* Term is used to describe those countries which are at the lowest level of development and need special treatment. According to UN classification countries with per capita income of \$ 100 or less (in 1975) belong to the group. There are 30 countries in UN list of least developed countries.
- Neo-Colonialism* In today's world colonialism has almost disappeared. With one or two exceptions majority of the countries are politically independent. But still these newly independent countries do not enjoy freedom because their economy is tied with the ex-colonial masters. The influence off the ex-masters still dominates various fields including education, culture, life-style etc. The policy to perpetuate this influence by the ex-masters is known as neo-colonialism.

EXERCISES

1. Tick mark the correct answer.

The New International Economic Order mainly aims at:

- (a) expanding the trade relations of rich countries.
 - (b) exploiting world natural resources rapidly.
 - (c) reducing economic inequality between the rich countries and the poor countries.
 - (d) none of the above.
2. What is a developing country? How do you distinguish between a developing and a developed country?
3. Give reasons for the present inequality between the developing countries and the developed countries.
4. Why are the developing countries demanding for the establishment of a new international economic order?
5. Explain how establishment of the New International Economic Order will help in creating conditions for better enjoyment of human rights.
6. Explain briefly the following:
- (a) South-South Cooperation
 - (b) North-South Dialogue
 - (c) Debt-trap
 - (d) Neo-Colonialism.

Suggested Activities

- (a) Prepare charts showing imbalances in terms of trade between the developing countries and the developed countries.
- (b) Collect photographs and cartoons depicting the plight of the people of the third world and affluence of the developed world.

Suggested Reading

II. DAY, BARBARA BRUHL: Thinking and Doing : Youth and New International Economic Order; UNESCO, 1980.

APPENDIX (iv)

Lesson Plans

Disarmament

LESSON PLAN I

Sub-topic : Arms race and its consequences.

Understandings

1. To understand that the modern arms race is a dangerous race which has made the world insecure.
2. To understand that the arms race in nuclear weapons can lead to total destruction of the entire world.
3. To understand the effect of armament on economic and social development.
4. To understand the need for disarmament.

Introduction

The lesson will be introduced with the help of the following questions :

- (a) Where were the first two atom bombs dropped?
- (b) How much destruction in man and material did they cause?
- (c) Which are the nuclear powers today?

Content points

1. Arms race, particularly in nuclear weapons and insecurity in the world.
2. Threat of nuclear war and total destruction of human race.
3. Economic and social consequences of the arms race.
4. Need for disarmament, its meaning.

Students' Activities

1. Collect data and prepare charts on armament and what it means in terms of economic development. For example,
 - (a) Cost of one destroyer can provide electricity to 13 cities and 19 rural areas.
 - (b) Cost of one Hawk aircraft can provide water to 1.5 million people.
 - (c) Cost of one jet fighter can provide medical facilities to 40,000 villages.
2. Discussion on the kinds of modern weapons and their destructive power.

LESSON PLAN II

Sub-topic : Efforts in pursuit of Disarmament.

Understandings

1. To understand the role of the UN to promote disarmament.
2. To understand the various measures that are being taken in pursuit of disarmament.
3. To understand the role of world public opinion in the promotion of disarmament.
4. To understand that India as a developing country has a vital interest in the success of disarmament efforts.

Introduction

The lesson will be introduced with the help of the following questions :

- (a) Why do the nations want to arm themselves to teeth?
- (b) What is the meaning and significance of peace marches all over the world against nuclear weapons?

Content points

1. Objective of disarmament is two-fold
 - (a) to eliminate the danger of war and
 - (b) to ensure that war is no longer an instrument for settling international disputes.
2. Efforts of the UN to promote disarmament.
3. Some important Treaties and Agreements.
4. Significance of disarmament for India.
5. Role of world public opinion.

Students' Activities

1. Prepare a chart showing important Treaties and Agreements.
2. Discussion on why India supports disarmament measures.

New International Economic Order

LESSON PLAN I

Sub-topic : The emerging Third World and the prevailing Economic Order.

Understandings

1. To understand the existing disparities between the developing and developed countries.
2. To understand that the lasting international peace can be ensured if these disparities are reduced.

3. To understand that the prevailing economic order works in favour of the developed countries and against the poor and developing countries.

Introduction

The lesson will be introduced with the help of the following questions:

- (a) Point out some of the countries which got Independence after the Second World War?
- (b) What is the Third World?
- (c) What was the condition of Indian industry at the time of Independence?

Content points

1. Colonialism and Neo-colonialism
2. Existing economic order as a result of imperialism and colonialism.
3. Emergence of the Third World and the situation faced by the developing countries.
4. A big technology gap as a result of colonialism. The colonial powers killed domestic industries and local technological base.
5. Less sellers and more buyers in the international markets, giving sellers advantages of bargaining.

Students' Activities

1. Identify the developing and developed countries on a world Political Map.
2. Study the Chart showing condition of industry, technology, education and agriculture in India before 1947.
3. Compare the standard of life between the developing and the developed countries in terms of
 - (a) consumption of food
 - (b) miscellaneous products
 - (c) income
 - (d) trade

LESSON PLAN II

Sub-topic : A case for New International Economic Order.

Understandings

1. To understand the need for change in the pattern of international buyers and sellers, and to further understand that the developing countries should no longer remain only traders of raw material.
2. To understand that NIEO aims at protecting the interests of all countries, developing and developed.
3. To understand that there is a close relationship between NIEO and human rights.

Introduction

The lesson will be introduced with the help of the following questions :

- (a) Can nations exist and progress in isolation ?
- (b) Can international peace and understanding grow in the existing economic disparities ?

Content points

1. Three key elements which determine relationship between developed and developing countries:
 - (i) Trade
 - (ii) Financial Flow
 - (iii) Technology.
2. Financial assistance to developing countries from two sources :
 - (i) Developed countries
 - (ii) International agencies in the form of loan, grant etc. mostly with strings.
3. Demand for NIEO.
4. UNCTAD, Generalised System of Preferences, Group of 77, NAM.
5. NIEO and Human Rights.

Students' Activities

Discussion on the following :

1. Major problems faced by the developing countries in improving the socio-economic conditions of the people.
2. How world bodies can help these countries 'to solve their problems.

Human Rights

LESSON PLAN I

Sub-topic : Changing and evolving meaning of Human Rights.

Understandings

1. To understand that the concept of human rights has gradually evolved through the humanist traditions of world history including the Indian history.
2. To understand that all the basic human rights have been included in the Indian Constitution.
3. To understand that all human beings are equal, irrespective of sex, race, language or religion.

Introduction

The lesson will be introduced with the help of the following questions :

- (a) What is the meaning of human rights?
- (b) Why are they essential ?

Content points

1. Meaning of human rights.
2. Brief reference to persons and events of world history and Indian history to explain how the concept of human rights has evolved.
3. Provisions of the Indian Constitution on human rights.
4. Rights and duties are interrelated.

Students' Activities

1. Identify and discuss provisions of the Indian Constitution on human rights.

LESSON PLAN II

Sub-topic : The UN and Human Rights.

Understandings

1. To understand that the UN has been playing a significant role in promoting and encouraging respect for human rights.
2. To understand that the promotion and protection of human rights and universal respect for them help in fostering world peace and international understanding.
3. To understand the significance of the International Bill of Human Rights including its three constituents.

Introduction

The lesson will be introduced with the help of the following questions :

- (a) Why do we celebrate December 10 as the Human Rights Day?
- (b) What are the purposes of the UN ?

Content points

1. Human rights provisions in the UN Charter and the Indian Constitution.
2. The Universal Declaration of Human Rights.
3. The International Covenant on Economic, Social and Cultural Rights, the Optional Protocol to the International Covenant on Civil and Political Rights.
4. Human Rights and International Understanding.

Students' Activities

1. Compare the UN Charter and the Indian Constitution in respect of their human rights provisions.
2. Study and discuss the UN charts on human rights.
3. Celebrate the Human Rights Day on December 10 and discuss human rights problems.

LESSON PLAN III

Sub-topic : Proper conditions for the enjoyment of Human Rights.

Understandings

1. To understand that 'apartheid' policy of the South African government is a gross violation of human rights.
2. To understand that it is the duty of all of us to arouse public opinion against social discrimination and other violations of human rights.
3. To understand that unless economic and social disparities are removed from the society such as that of India, enjoyment of human rights will continue to be the privilege of the few.

Introduction

The lesson will be introduced with the help of the following questions:

- (a) Can you point out any case of violation of human rights in India ?
- (b) What are the reasons for such violations ?

Content points

1. Apartheid, its meaning and implications.
2. Social discrimination and other violations of human rights within and outside the country.
3. Why economic and social reconstruction is necessary to ensure enjoyment of human rights by all sections of the society.
4. Need for a change in attitude of the people. Importance of public opinion in the removal of social discriminations.

Students' Activities

1. Conduct a survey of any neighbourhood where poor people live and find out the conditions in which they live.
2. Collect newspaper items on violations of human rights (such as rights of the child, rights of women, rights of weaker sections, rights of minorities etc.) within and outside the country and discuss them with the teachers and fellow students.
3. Stage plays and skits depicting social discriminations.

- (a) What is the meaning of human rights?
- (b) Why are they essential?

Content points

1. Meaning of human rights.
2. Brief reference to persons and events of world history and Indian history to explain how the concept of human rights has evolved.
3. Provisions of the Indian Constitution on human rights.
4. Rights and duties are interrelated.

Students' Activities

1. Identify and discuss provisions of the Indian Constitution on human rights.

LESSON PLAN II

Sub-topic : The UN and Human Rights.

Understandings

1. To understand that the UN has been playing a significant role in promoting and encouraging respect for human rights.
2. To understand that the promotion and protection of human rights and universal respect for them help in fostering world peace and international understanding.
3. To understand the significance of the International Bill of Human Rights including its three constituents.

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The lesson will be introduced with the help of the following questions :

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- (b) What are the purposes of the UN?

Content points

1. Human rights provisions in the UN Charter and the Indian Constitution.
2. The Universal Declaration of Human Rights.
3. The International Covenant on Economic, Social and Cultural Rights, the Optional Protocol to the International Covenant on Civil and Political Rights.
4. Human Rights and International Understanding.

Students' Activities

1. Compare the UN Charter and the Indian Constitution in respect of their human rights provisions.
2. Study and discuss the UN charts on human rights.
3. Celebrate the Human Rights Day on December 10 and discuss human rights problems.

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Sub-topic : Proper conditions for the enjoyment of Human Rights.

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1. To understand that 'apartheid' policy of the South African government is a gross violation of human rights.
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The lesson will be introduced with the help of the following questions:

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1. Apartheid, its meaning and implications.
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Students' Activities

1. Conduct a survey of any neighbourhood where poor people live and find out the conditions in which they live.
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3. Stage plays and skits depicting social discriminations.

APPENDIX (v)

Evaluation Tools

Pre-Test (P. 1-3)

Name of the School

1.0. Human Rights

1.1. What is the meaning of 'Human Right' ?

.....
.....
.....

1.2. Why is December 10 celebrated all the world over every year as Human Rights Day?

.....
.....
.....

1.3. You must have studied the Fundamental Rights that have been guaranteed in the Indian Constitution. Mention any two Fundamental Rights which also find place in the Universal Declaration of Human Rights.

(a)
.....
(b)
.....

1.4. You must be aware that some of these human rights are not enjoyed fully by certain sections of the Indian society. Give any two examples/cases in which, according to you, human rights are not enjoyed.

(a)
.....
.....
(b)
.....
.....
.....

1.5. You must be aware that in some parts of the world human rights are violated on a vast scale. Mention the name of one such country.

.....
.....

1.6. Write five sentences on 'Apartheid'.

.....
.....
.....
.....

2.0. Disarmament

2.1. (a) What is the meaning of 'Arms Race'?

.....
.....
.....

(b) Point out the dangerous consequences of this arms race.

.....
.....
.....

2.2. In the event of a nuclear war between the U.S.A. and the U.S.S.R. in what way will you, as individual, be affected?

.....
.....
.....

2.3. (a) What is the meaning of the term, 'Disarmament'?

.....
.....
.....

(b) Mention the efforts that are being made in the world towards disarmament?

.....
.....
.....

3.0. New International Economic Order (NIEO)

3.1. (a) Point out the names of any two developing countries.

.....
.....

(b) Point out the names of any two developed countries.

.....
.....

- 3.2. (a) Explain the difference between a developing country and a developed country.

 (b) Give any two reasons for the inequality between the developing countries and the developed countries.
 (i)

 (ii)

 3.3. Write a small paragraph about NIEO.

**Evaluation of Material and Methods
 by Teachers (E. 4-5)**

Particulars of the Teacher

1. Name:.....
2. School Address:.....
3. Qualifications:.....

4. How many years of teaching experience.....
5. Classes in which the material was tried out:.....

6. Signature of the teacher who tried out the material

Human Rights/Disarmament/NIEO

Number of periods utilized Duration of each to teach the Topic

4.0. Textual Material

- 4.1. Point out terms and concepts which, according to you, were difficult for students to understand.

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

4.2. Point out terms and concepts which, according to you, could be explained well and were understood by students very well.

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

4.3. Point out the sentences or parts whose language was difficult to understand? (If necessary, attach a separate sheet.)

.....

.....

4.4. Point out understandings and concepts which are missing in the material?

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

4.5. There are various understandings and concepts, which have been explained in the material. Do you think that some understandings or concepts have not been adequately explained in the material? If yes, point out those understandings and concepts.

.....

.....

.....

4.6. (a) Are the exercises/questions that are given in the material, sufficient to cover all the important objectives of the units?

Yes/No

(b) If no, mention the type and number of exercises required to be added.

.....

.....

.....

.....

4.7. Mention the exercises/questions which are too difficult for students to answer.

.....

.....

.....
.....
.....
.....

4.8. (a) Have you found the glossary and the brief explanations given in it useful?

Yes/No

(b) Point out those terms and concepts whose explanations, according to you, are not adequate.

.....
.....
.....
.....

5.0. Methods

5.1. Which particular methods and techniques were used by you?

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

5.2. Which methods and techniques, according to you, were most effective?

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

5.3. Which methods and techniques, according to you, were not effective at all?

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

5.4. Point out the audio-visual aids used by you in handling the topic.

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

5.5. Which audio-visual aids, according to you, were most effective?

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

- 5.6. Which audio-visual aids, according to you, were not effective at all?
 - (a)
 - (b)
 - (c)
 - (d)
- 5.7. Point out the steps taken by you for preparing the lesson.
 - (a)
 - (b)
 - (c)
 - (d)
- 5.8. Point out the resource materials collected by you.
 - (a)
 - (b)
 - (c)
 - (d)
- 5.9. Point out the agencies from where you collected the resource material.
 - (a)
 - (b)
 - (c)
 - (d)

**Evaluation of Material and Methods
by Students (E. 6-7)**

Particulars of the Student

- 1. School and address :
- 2. Class :

Human Rights/Disarmament/NIEO

6.0. Textual Material

- 6.1. Point out the new terms or words which, according to you, are difficult to understand.
(for answering this take the help of glossary given at the end.)
.....
.....
.....
- 6.2. Point out the new terms or words which, according to you, are easy to understand.

.....
.....
.....

6.3. Point out the parts of the material in which language was difficult to understand.

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

6.4. Mention the exercises/questions (that were given to you by your teacher) which you found to be interesting.

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

6.5. Mention the exercises/questions which are difficult for you to answer.

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

6.6. (a) Did you find the glossary and the brief explanations given in it useful?

Yes/No

(b) Point out the terms whose explanations, according to you, are not adequate.

.....
.....
.....
.....

.....
.....

7.0. Methods

7.1. There were some methods and techniques used by your teacher in discussing the above-mentioned problem. Which method or technique did you enjoy the most ?

.....
.....
.....

7.2. Which method or technique helped you most in understanding the problem ?

.....
.....
.....

7.3. Which method or technique did you find unsatisfactory and ineffective ?

.....
.....
.....
.....
.....

Self-Evaluation (Teachers)
(S. 8)

8.0. Self-Evaluation

8.1. Do you think that your preparation for the study of the three world problems was adequate or satisfactory ?

Yes/No

8.2. Do you think that you had sufficient resource material to handle the topics ?

Yes/No

8.3. Are you satisfied that you could successfully handle the topics ?

Yes/No

8.4. Point out the difficulties you faced in implementing the project.

- (a)
- (b)

(c)
 (d)
 Name
 Signature

Self-Evaluation (Students)
(S. 9)

9.0. Self-Evaluation

- 9.1. Do you think that your preparation for the study of world problems was satisfactory?
 Yes/No
- 9.2. Do you think that you had sufficient material to make advance preparation?
 Yes/No
- 9.3. Are you satisfied that you could understand various aspects of the problems very well?
 Yes/No
- 9.4. Point out the difficulties you faced in learning the various aspects of the problems.
 (a)
 (b)
 (c)
 (d)

Achievement Test
(T. 10)

Name of the School
 Marks : 50 Time : 40 minutes

10.0. Achievement Test

- 10.1. The first Indian leader who fought against racial discrimination in South Africa, was (tick mark the correct answer)
 A. Pt. Jawaharlal Nehru.
 B. Mahatma Gandhi.
 C. Sardar Vallabhbbhai Patel.
 D. Maulana Abul Kalam Azad. (1)
- 10.2. The New International Economic Order mainly aims at

(tick mark the correct answer)

- A. expanding the trade relations of rich countries.
- B. exploiting world natural resources rapidly.
- C. reducing economic inequality between the rich countries and the poor countries.
- D. none of the above. (1)

10.3. The international forum which provides for a platform to present the common problems of the developing countries to the developed countries is (tick mark the correct answer)

- A. UNESCO
- B. OPEC
- C. UNICEF
- D. UNCTAD (1)

10.4. Write the names of those parts of the Indian Constitution, which include most of the important human rights.

- (a)
-
- (b)
-
-

(2)

10.5. List the Constituents of the International Bill of Human Rights.

- (a)
-
- (b)
-
- (c)

(2)

10.6. What is the meaning of 'Human Right'?

.....
.....
.....
.....

(3)

10.7. Explain how the practice of untouchability is a violation of human right.

.....
.....
.....
.....
.....

(5)

10.8. Explain how the policy of 'apartheid' is a violation of human right.

.....
.....

.....

(5)

10.9. State any two measures which should be taken to provide for better enjoyment of human rights by the people in India.

(a)

(b)

(5)

10.10. Explain how arms race leads to the denial of human rights.

.....

(5)

10.11. What is the meaning of the term 'Disarmament'?

.....

(5)

10.12. Why is disarmament necessary ? Give two reasons.

(a)

(b)

(5)

10.13. Give any two reasons for the present inequality between the developing countries and the developed countries.

(a)

.....
 (b)

(5)

10.14. Explain how establishment of the New International Economic Order will help in creating conditions for better enjoyment of human rights.

.....

(5)

Questionnaire to Elicit Students Views on the Study of World Problems

(A. 11)

This questionnaire is not a *test*. It is meant for finding out students' views about world problems.

Mark your answer to each of the statements below by ticking the appropriate box.

For instance, if you are unsure of your answer, tick the middle box, if you strongly agree, tick the first box on the left side, and so on.

Strongly agree Agree Neutral of unsure Disagree Strongly disagree

Statements

1. World problems, namely Disarmament, Human Rights and New International Economic Order affect the Indian people in general.

2. Every Indian should be concerned about the solution of these world problems.

3. India is currently facing many problems regarding economic development, unemployment and rights of weaker sections, even

then the Indian government should contribute more of their resources to an international effort to solve these world problems.

4. I would contribute at least Re. 1 towards helping the upliftment of weaker sections of the Indian society.

5. Since the study of the three world problems is not included in our syllabus, I have no genuine interest in learning about these problems.

6. I feel that the study of world problems should be included in our syllabus.

Evaluation of the Project on the Study of Contemporary World Problems

Brief Introduction

The Indian National Commission for Cooperation with Unesco has entrusted the National Council of Educational Research and Training (NCERT) with the responsibility of implementing a project on the study of contemporary world problems namely human rights, disarmament and new international economic order. NCERT, in turn, assigned the project to its Department of Education in Social Sciences and Humanities (DESSH).

The objectives of the project are as follows:

1. to develop pedagogically valid and tested learning-teaching materials on human rights, disarmament and new international economic order;
2. to make students study, reflect on and comprehend the various dimensions of three contemporary world problems;
3. to make them acquire competence to identify problems, analyse them and find the solutions in their respective context;
4. to develop in teachers the competency to teach such content areas; and
5. to promote inclusion of the study of world problems in the secondary school curriculum.

The project was started in June 1982 and it was decided to implement the project in the following two phases:

I. Preparatory Phase (June 1982—October 1982)

Identification of project schools, setting up of Project Working Committee and Task Force, development of appropriate materials/lesson plans/evaluation tools, and preparation of the report of the preparatory phase.

II. Implementation Phase (November 1982—March 1983)

Field implementation, evaluation of impact on students and evaluation of the project, final report.

Sequential Steps Taken to Achieve the Objectives

I. Planning and Organisation

1. *Selection of Project Schools:* Since the project is to be completed by March 1983 and since the funding of the project is limited to the tune of US \$ 3,000, only four schools from Delhi were selected for field implementation. The selected schools are English medium schools because the learning-teaching material was to be initially prepared in English for implementation. These schools are Delhi Public School, Springdales School, Lady Irwin School and Jamia Millia Islamia School.

2. *Project Working Committee:* From the point of view of effective implementation of the project NCERT has set up a Project Working Committee. Care was taken to include in the Project Working Committee subject experts from the university, school teachers who were to implement learning-teaching material, experts from the teacher-training institutions for evolving methodology and evaluation, and a few experts from NCERT. It is worth noting that the school teachers who were to implement the material, were associated with the project right from the initial stages so that on one hand the process of organisation and planning could be adjusted according to the real needs and on the other there would not be any need for elaborate orientation of teachers for implementing the project. The Project Working Committee in its two meetings on 26 July 1982 and 5 August 1982, designed and finalised guidelines for content, methodology, management and evaluation of the project.

3. *Task Force* NCERT has also set up a Task Force to prepare a general format for classroom lesson plans and evaluation scheme. The purpose of the Task Force is also to oversee the overall implementation of the project. The Task Force consists of Project School Teachers, a pedagogy expert, an evaluation expert and a few experts from NCERT.

The Task Force in its meetings on 21 August, 23 December and 24 December 1982 discussed and finalised classroom lesson plans, evaluation tools and the procedure for field implementation.

II. Content Selection and Preparation

1. Instructional Objectives in terms of major understandings were developed in the areas of human rights, disarmament and new international

economic order. These major understandings reflected the content selection, in the context of the Indian situation.

2. On the basis of the major understandings textual material on all the three world problems was developed. The work of preparing the textual material was assigned to the subject experts from the university system. In the Indian school system textbooks and textual material play an important role. Therefore, it was considered necessary to first develop content material on the three themes covering their essential aspects.

III. Methodology

1. Classroom lesson plans were developed by project school teachers on the basis of the textual material. Though one set of lesson plans was developed on each topic, the school teachers were allowed to make changes and modifications in the lesson plans according to their need and local situation while keeping the general framework of the plan intact.

2. While constructing classroom lesson plans the project school teachers made wide use of the visual material which they collected from the UN Information Centre, Unesco Library and Foreign Embassies in Delhi. In order to promote an enquiry approach students were asked to collect relevant articles, news items and cartoons from newspapers and magazines. Students were also asked to prepare some aid material such as picture charts as a part of practical activities. They were also asked to undertake study of socio-economic conditions of the weaker sections of the society in the neighbourhood. Involvement of the community in some form such as inviting an expert to speak to students on the world problems, was also a part of general methodology.

IV. Field Implementation

1. For field implementation two approaches were adopted. The main approach was to treat each of the three themes as a separate topic with its specific and unique aspects as well as its relationship with the other themes. This approach was supplemented by another approach namely linking the three themes to the existing curriculum units in different subject areas at secondary level.

However it was felt that for linking the three themes to the existing curriculum, it is essential to start the field implementation at the beginning of the year. Since this was not possible this year because of the delay in starting the project itself, the idea of adopting the second approach was dropped.

2. Since the students of Class X are busy with their preparation for public examination, it was decided to implement the material in Class IX. Each school had selected for implementation one class consisting of about 40 students.

The following number of periods were allotted for different topics:

Human Rights	—3 lessons	—3 class periods
Disarmament	—2 lessons	—2 class periods

New International —2 lessons —2 class periods
Economic Order

V. Evaluation

1. *Pre-test:* Before the material is tried out in the actual classroom situation a pre-test will be given to the students with the object of finding out how much they know about the three world problems.

2. *Evaluation of material and methods :* Material and methods will be evaluated by both students and teachers.

3. *Self-evaluation through a simple and small questionnaire:* Students and teachers will evaluate their own preparation and performance under the project.

4. *Achievement test :* At the end of the learning-teaching programme an achievement test will be given to the students to find out how much understanding they have developed with regard to the world problems.

Brief attitude questionnaire will also be administered to students to find out their attitude with regard to the study of world problems.

5. *Project evaluation :* A brief and simple evaluation of the project by the persons involved in the project will be carried out.

6. *Finalisation of the material:* In the light of the try-out and evaluation, the material and methods will be modified and finalised.

1. (a) Keeping in mind the limitation of funds and the time limit, do you agree with the selection of schools in respect of their number and types.

Yes/No

(b) In case you do not agree, then point out the shortcomings.

.....
.....
.....
.....

2. (a) Do you agree with the composition of the Project Working Committee?

Yes/No

(b) In case you do not agree, then point out the shortcomings.

.....
.....
.....
.....

3. (a) Do you agree with the procedure adopted for content selection and preparation of material?

Yes/No

(b) In case you do not agree, then point out the shortcomings.

.....

4. (a) Point out the shortcomings, if any, in the procedure adopted for developing lesson plans and the general methodology.

.....

5. Point out the shortcomings, if any, in the procedure adopted for field implementation.

.....

6. Point out the shortcomings, if any, in the procedure adopted for evaluation.

.....

Signature.....

Name.....

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