

Between fundamental rights and human rights	
Fundamental Rights	Human Rights
1. Country-specific	1. Universally applicable
2. Guaranteed by constitution of a country	2. Relatively new
3. Specific and have legal sanction, and are enforceable in courts	3. No consensus, not enforceable in courts

7.5 HUMAN RIGHTS

Human rights are the rights a person has which he or she must enjoy on this earth because he or she is a human being.

Rights Guaranteed by the Indian Constitution (Fundamental Rights)

The rights guaranteed by the Indian constitution are called *fundamental rights* because

- these rights are quite essential for the all-round development of the citizens,
- no government can abridge or abolish them, and
- democratic government is not possible to run without these rights being given to the citizens.

The United Nations General Assembly adopted the *Universal Declaration of Human Rights* in 1948. The declaration states that *the inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world.*

With the main objective of teaching the common language of humanity to people and to build a universal culture of human rights, the United Nations has initiated efforts to promote human rights education. It is believed that

- knowledge** (Information about human rights and the mechanisms that exists to protect rights) helps in development of
- values, beliefs and attitudes** (towards the establishment of a peaceful and harmonious society) which promotes
- action** (encouraging people to defend human rights and prevent human rights abuses).

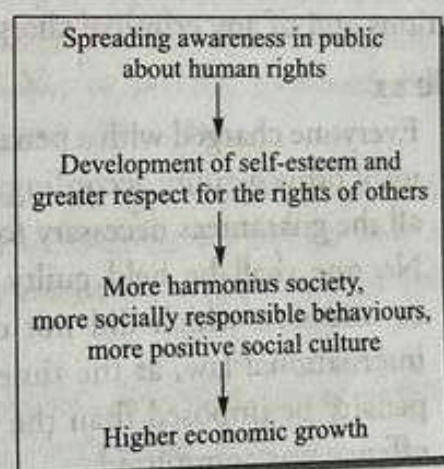


Fig. 7.9 Advantages of human rights

The National Human Rights Commission (NHRC) conducts carefully designed orientation and training programmes for the officers of police, armed forces, etc., to sensitise them to human rights.

in accordance with the organisation and resources of each state, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- Everyone, without any discrimination, has the right to equal pay for equal work.
- Everyone who works has the right to just and favourable remuneration ensuring for himself/herself and his/her family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- Everyone has the right to form and to join trade unions for the protection of his/her interests.

Article 24 Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- Everyone has the right to a standard of living adequate for the health and well being of himself/herself and of his/her family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his/her control.
- Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the UN for the maintenance of peace.
- Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

- Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

- Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he/she is the author.

Article 28 Everyone is entitled to a social and international order in which the rights and freedoms set forth in this declaration can be fully realised.

Article 29 Everyone has duties to the community in which alone the free and full development of his/her personality is possible.

- In the exercise of his/her rights and freedoms, everyone shall be subject only to such limitations as are determined by law slowly for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- These rights and freedoms may in no case be exercised contrary to the purposes and the principles of UN.

Article 30 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 freedoms set forth herein.

Case Study

Human Rights

Human Rights watch in its report on human rights in India during 2010 stated India had "significant human rights problems". They identified lack of accountability for security forces and harm for abusive policing including "police brutality, extra judicial killings, and torture" as major problems. In 2006, the Supreme Court ordered police reforms in response to the poor human rights record of Indian police. The Supreme Court ordered extensive orders to implement the Right to Food in 2001.

In India, it is possible to solve various socio-economic issues by giving human rights to Indian citizens.

Source: <http://www.rightsinindia.org.nz/>

http://en.wikipedia.org/wiki/human_rights.in.India

7.6 VALUE EDUCATION

7.6.1 Value

Value means 'the ultimate worth' of an action or a thing. For example, the nonviolence movements of Mahatma Gandhi were of high value.

However, the misuse of power, killing of millions of persons and other such actions of Hitler, leading to World War II have no value or have a negative value.

Some of the important articles of the Universal Declaration of Human Rights are summarised below:

Article 1 All human beings are born free and are equal in dignity and rights.

Article 2 Everyone is entitled to all the rights and freedoms, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3 Everyone has the right to life, liberty and security of person.

Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6 Everyone has the right to recognition everywhere as a person before the law.

Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 8 Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted to him/her by the constitution or by law.

Article 9 No one shall be subjected to arbitrary arrest, detention or exile.

Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his/her rights and obligations and of any criminal charge against him/her.

Article 11

- Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he/she has had all the guarantees necessary for his/her defence.
- No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12 No one shall be subjected to arbitrary interference with his/her privacy, family, home or correspondence, nor to attacks upon his/her honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

- Everyone has the right to freedom of movement and residence within the borders of each state.
- Everyone has the right to leave any country, including his/her own, and to return to his/her country.

July

August

Article 14

- Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- This right may not be invoked in the case of prosecutions genuinely arising from nonpolitical crimes or from acts contrary to the purposes and principles of the UN.

Article 15

- Everyone has the right to a nationality.
- No one shall be arbitrarily deprived of his/her nationality nor denied the right to change his/her nationality.

Article 16

- Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- Marriage shall be entered into only with the free and full consent of the intending spouses.
- The family is the natural and fundamental group unit of society and is entitled to protection by society and the state.

Article 17

- Everyone has the right to own property alone as well as in association with others.
- No one shall be arbitrarily deprived of his/her property.

Article 18 Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his/her religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his/her religion or belief in teaching, practice, worship and observance.

Article 19 Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- Everyone has the right to freedom of peaceful assembly and association.
- No one may be compelled to belong to an association.

Article 21

- Everyone has the right to take part in the government of his/her country, directly or through freely chosen representatives.
- Everyone has the right of equal access to public service in his/her country.
- The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by a secret vote or by equivalent free voting procedures.

Article 22 Everyone, as a member of society, has the right to social security and is entitled to realisation, through national effort and international co-operation and

7.20 Environmental Studies

Thus, values are one's own beliefs, feelings, perceptions, principles and behaviour to judge what is right or wrong.

7.6.2 Value Education

Value education is defined as the education that develops moral, spiritual and cultural sense; and makes one able to take right judgements in one's own life.

In the context of the environment, value education teaches us values for nature, culture, social justice, human heritage, equitable use of resources, and sharing common natural resources.

It also teaches us to avoid consumerism, wastefulness and overexploitation of nonrenewable natural resources.

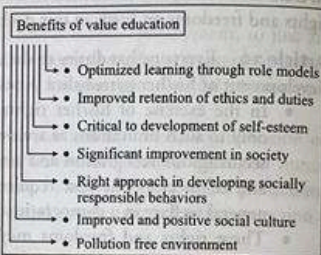


Fig. 7.10 Benefits of value education

7.6.3 Illustrations and Examples of High and Low Values

The following examples and illustrations help us to understand high and low values.

Table 7.5 Examples and Illustrations of high values and low values

High Values	Low Values
(i) Helping others	(i) To be selfish
(ii) Serving older and needy people	(ii) Not caring for older and needy people
(iii) Invention and practice of life-saving drugs	(iii) Invention and use of bombs and explosives for killing innocent people
(iv) Development of technology for curing AIDS or cancer	(iv) Development of biological weapons
(v) Use of dynamite to pave way for constructing railways and roadways in hilly regions	(v) Use of dynamite to kill innocent humans and animals
(vi) To work for the benefit of society and environment	(vi) To exploit nature
(vii) Generating hard-earned money and doing some charity	(vii) Money making by unfair means

7.6.4 Goals and Functions of the National Resource Centre on Value Education (NRCVE)

The goals and functions of NRCVE are

- To develop educational materials and other teaching aids, to document and disseminate information
- To design strategies for effective implementation

Human Population and the Environment 7.21

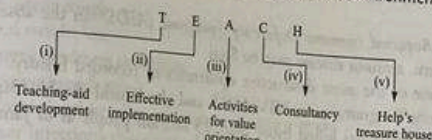


Fig. 7.11 Goals and functions of NRCVE

- To develop plans, activities and programmes for value orientation of school education
- To provide extension and consultancy services
- To serve as a treasure house for any help

7.6.5 Objective of Value Education

The major objective of value education is to inculcate good values in individuals and to help them lead a life as responsible future citizens of India with feelings of universal brotherhood.

Case Study

Value Education

Seeing the acts of environmental degradation committed by humans all around us, we are left to wonder if most humans have forgotten their responsibility towards the environment.

Children learn best through the good manner exhibited by their parents/teachers and through their ethically correct conduct. Most people are unknowingly harming the environment. A lot of difference can be made by talking to these young people who are looking for guidance and love.

Environmentally friendly behaviour will automatically develop in the society by teaching core values like honesty, trust, respect, integrity, commitment, open minded, individuality and equality to the youth.

[Ayesha Parveen, Shajavalikatri.blogspot.com/2011]

7.7 HIV/AIDS

HIV stands for Human Immunodeficiency Virus. Under normal circumstances, CD₄ cells (or CD₄ helper lymphocyte cells; a type of defence cells in the body) help the immune system to function normally and fight off certain kinds of infections by acting as messengers to other immune-system cells telling them to become active and fight against an invading germ.

A person infected with HIV is referred to as an HIV positive person. In them, the HIV attaches to these CD₄ defence cells, infects them and uses them to multiply the resulting in loss of ability of CD₄ cells to do their job of fighting infections. As the immune system becomes weak, such people are unable to fight off many infections, particularly cancers, pneumonia, tuberculosis, meningitis, etc. The name for this

7.6 VALUE EDUCATION

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7.24 Environmental Studies

Impacts of AIDS						
"D	E	F	O	R	E	S T"
Death	Expenditures	Finance Problems	Orphans	Resource reduction	Economical loss	Social unrest Tax collection reduction

Case Study

HIV/AIDS

India is one of the largest and most populated countries in the world, with over one billion inhabitants. It is estimated that around 2.4 million people are living with HIV/AIDS, in 2009.

HIV emerged in 1986 in India. Infection rates kept rising during the 1990s, and today HIV affects all sectors of Indian society, not just some groups—such as sex workers and truck drivers—with which it was originally associated.

(Source: <http://www.avert.org/acidsindia.htm>)

condition is *Acquired Immuno Deficiency Syndrome (AIDS)*. In the absence of an immune system, a minor disease may be fatal.

AIDS is one of the most destructive epidemics in recorded history. The Joint United Nations Programme on HIV/AIDS and the World Health Organization estimated that AIDS has killed more than 25 million people as of January 2006 since it was first recognised on December 1, 1981.

(A) Transmission of HIV The most common ways for the transmission of HIV from one person to another are described below:

- From an infected *mother* to her baby before birth, during birth and after birth. Breast milk can also transmit HIV infection to the infant.
- HIV is mostly transmitted through semen and vaginal fluids during *unprotected sex*.
- Sharing of *syringes and needles* among intravenous drug users can transmit HIV from an infected person to a normal person. Some nurses/doctors have become infected after being stuck with needles containing HIV infected blood or through splashes inside his or her nose or into their eyes.
- By *transfusion of blood having HIV*, the virus can be transmitted to healthy persons.

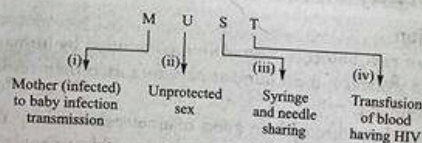


Fig. 7.12 Transmission of HIV

It is very difficult to stop the spread of HIV in India because of poverty, illiteracy and poor health.

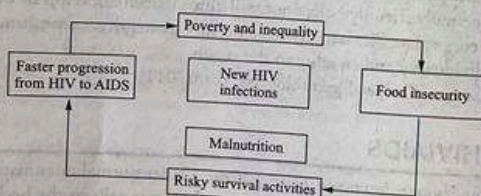


Fig. 7.13 Spread of HIV in India

www.icrisat.org/what.we.do/satrends/apr 2007.htm

(B) Symptoms of AIDS In a person infected with AIDS, symptoms can include

- Sweating at night
- Swollen lymph glands
- White spots in the mouth or throat
- Loss of memory

- Consistent cough
- Rapid weight loss
- Extreme weakness or fatigue
- Frequent long fevers
- Chronic diarrhoea that lasts for more than a week
- Minor infections that cause skin rashes and sores in the mouth, anus or genitals
- Pneumonia
- Depression and other neurological disorders

It should be remembered that each or any of the above symptoms can be related to other illnesses. A test for HIV infection is the only way to certainly find out whether a person has AIDS or not.

(C) Prevention of AIDS To ensure an HIV/AIDS free society, the following awareness and proactive actions need to be implemented:

- Having a *faithful monogamous sexual relationship* with an uninfected partner
- Spreading *awareness*, proper medical care for HIV positive pregnant women can prevent HIV infection to the newborn.
- Use of *condoms* (safe sex)
- Transfusion of unaffected blood ensured by proper *test* for HIV freeness.
- Use of *sterilised disposable syringes*

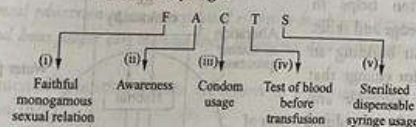


Fig. 7.14 HIV/AIDS prevention

(D) Social and Economic Impacts of AIDS Impacts of AIDS are briefly summarised below:

- Millions of young people are *dying* every year due to AIDS. Increased mortality of earning members results in loss of family income.
- Expenditures* on treating the sick, caring for AIDS orphans, training to replace sick workers keeps on growing.
- Victims of AIDS, who are still alive are unable to work. They require special medical care. Newly trained workers have little knowledge and work experience so the productivity reduces, increasing pressure for the state's *finances*.
- Many *orphans* are left behind.
- The *resources* available for public expenditures (such as education) reduces.
- Slower growth of *economy* is the result.
- Social unrest* in the society is the outcome.
- Taxable population* reduces as a result of mortalities, due to AIDS.

Role of IT in Environment and Human Health:-

With advancement of Society to newer and newer levels of Technological ~~advan~~ innovations, there is huge knowledge explosion. Huge amount of Information is generated ~~and~~ and shared across the globe. New methodologies are replacing the absolute ones and one needs to keep pace with the changing time to remain updated about everything.

From Generation of data to sharing analysis as well as evaluation, IT (Information Technology) is used in all spheres of life. From mega cities to remote villages, IT has connected every field and ~~our~~ turned the human population into a 'Global Society'. Like all other fields IT plays a very important role in Environment and Human Health.

Some of the important applications of IT in Environment & Ecology are:

- ① Weather Forecasting.
- ② Geographical Information System (GIS)
- ③ Water Resource management
- ④ Waste water shed mapping and Management
- ⑤ Mineral exploration, oil reserves, & Gold mines

through Remote Sensing Systems.

- ⑥ Disaster Management (Monitoring, ~~also~~ war, forecasting)
- ⑦ Simulation, analysis and future Predictions about environmental Health.
- ⑧ Communication and collaborative management among Environmental Scientists.

9.

Role of IT in Human Health

- ① Telemedicine
- ② Advanced Diagnosis
- ③ Statistics based on IT planning, decision making, and human health developmental activities
- ④ Information on Health, epidemics, Vaccination programmes and preventive strategies on websites of World Health Organisations (WHO)
- ⑤ Creating Awareness about various diseases like dengue fever, malaria, bird flu etc and alerting masses for same through Media
- ⑥ Record keeping and advance reminder about Immunisation programmes to concerned persons
- ⑦ Bioinformatics and Biomapping
- ⑧ Health Training Programmes through Satellite Communication
- ⑨ On line consultation with Doctors
- ⑩ Counselling therapies through Group meetings etc.

①

②

There has been an exponential growth in population world over. However there is huge variation in the population growth in various geographical regions. Highest in Asia and lowest in oceanic countries.

Four Periods of Human population growth (Stages)

- ① Hunter-gather Era — Hunters who mainly lived in forests
- ② Agricultural Era — Agricultural practices evolved and main source of livelihood
- ③ Industrial Revolution Era — The period of scientific development and industrial growth
- ④ Modern Industrial Era — Industrial growth diversified and spread to every aspect of life.

Population Explosion:- Extremely fast rise in population is referred to as Population Explosion.

Population Growth impacts the Economy, environment as well human health; of the region.

~~Some examples like~~ Some consequences are:-

- Food, water, and other basic amenities become scarce as there is more demand on with increase in no. of people
- Energy demand increases.
- Shelter and housing requirement increases
- Agricultural land become lesser by and lesser.
- overcrowding results in creation of slums
- All above implication lead to social socio-economic crisis.

UNIT - IV

(1)

Human Population and Environment;

Population: Group of organisms of a particular species living in any given area (locality, town, district, state, country or world as a whole) at any specific time is called population.

Population Growth: change in population per unit time is called Population Growth. It can be +ve or negative

World population is growing positively, however some specific regions are showing -ve growth rate, which can be due to various reasons like wars, climate change, natural disasters etc. pollution etc.

Population Growth:-

Human beings appeared on Earth in present form (Homo-sapiens) about 50,000 years ago.

In several million years population reached one billion (in 1850 AD)

In Next 100 years rapid population growth doubled the population to two billion (1927)

The growth rate has multiplied many manifold and world population has crossed _____ as on date.

UNIT - IV

①

Population Policy

④

Various measures instituted by any Government to influence size, growth, distribution or composition of population.

Prime objectives of a good Population Policy should be.

- ① Child care
- ② Universal access to family planning and related health programmes
- ③ Promotion of women health and dignity as well as their empowerment regarding decisions of family planning
- ④ economic development
- ⑤ Adolescent education etc.

Prime reasons of Population Growth / explosion.

- Increase in life expectancy in developed nation
- Lack of knowledge / awareness about population
- Control measures in under developed or developing countries
- Lack of ~~not~~ family planning measures in under developed countries
- Lack of access to family planning measures in remote areas
- Laws prohibiting Termination of unwanted pregnancies etc.

(1)

(3)

Population structure:- The population structure is the knowledge of various parameters about the population of a country.

Some common characteristics or parameters of population structure are:

Population Size:- No. of individuals.

Natality :- No. of childbirths per female per unit time

Mortality :- No. of usual deaths per unit time

Population Density :- No. of Individuals per unit area

Population growth Rate :- Net result of birth death and dispersal

Population Profile:- Depiction of the number of males, and females for successive age-groups in graphical form (Bar-graphs). The oldest age group is at the top

Crude Birth Rate:- Number of births per thousand of population per year.

Crude Death Rate:- Number of deaths per thousand of population per year.

Doubling Time :- No Time taken to double the size of population at a given place

UNIT - IV

This shows that human health is a direct result of adverse changes in our immediate or remote environment.

On one hand our activities deteriorate our environment and at the same time, the deteriorated environment deteriorates our health.

The need of the hour is to work towards Sustainable Environment, which in turn will result in good human health.

Some concerns that need to be taken care off for achieving above goal are:

- (1) Avoiding consumerism
- 2) Population control
- 3) Anti smoking movement
- 4) Anti air pollution activities/awareness
- ⑤ afforestation
- ⑥ Availability of pure drinking water to all.
- ⑦ Reduction in use of non-renewable resources

UNIT - IV

①

Environment and Human Health.

Human beings are an important segment of environment. Human activities have a direct as well as indirect effect on the environment. From depletion of important resources, to waste generation, imbalances in ecosystem and biodiversity, consumerism or other socio-cultural activities, effect ~~the~~ the physical, as well as biological structure of our environment.

Human health and well being is a result of our overall interaction with various segments of environment and both are interconnected with each other. Any imbalance in Environment, has a huge impact on human health.

For example:

Air pollution causes respiratory diseases
Skin problems.

Water pollution " " Diseases like cholera
Cholera, diarrhoea,
typhoid, dysentery etc

Solid waste in air / environment " " circulatory disease,

Pesticides in water / food " " cancer infertility
gastrointestinal diseases etc
etc etc.

Severe air / water infection are responsible for
pandemics like Covid-19 etc.

UNIT - IV

ORT is done by using preformulated packets of essential salts called ORS along with water. ORS is combination of various electrolytes and sugar.

Typical ORS Formula recommended by UNICEF / WHO is

- ① Sodium chloride: (2.6 gm/litre)
- ② Glucose : (13.5 " ")
- ③ Potassium chloride: 1.5 " "
- ④ Trisodium citrate : 2.9 " " .

Uses: For Dehydration, ~~due~~ caused by diarrhoea, Vomitting or success decrease in salts due to some other condition.

Note: ORS is not treatment for diarrhoea but for ~~symp~~ dehydration associated with diarrhoea.

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UNIT - IV

①

ORS & ORT

Oral Rehydration Salts and Oral Rehydration therapy.

Diseases like Diarrhoea, dysentery, which are very common in children, cause loss of water & fluids from our bodies. The draining out of body salts and fluids is termed as dehydration.

If not taken care off immediately, dehydration can become very serious ~~us~~ health issue and can be fatal leading to death.

Co Diarrhoea, dysentery are caused by bacteria or viruses, & mainly through water.

Since Dehydration results in loss of important salts as well as fluids from body.

The best possible immediate treatment is Oral Rehydration Therapy (ORT)

It is the process of continuous replacement of essential body fluids and salts, during the onset of dehydration, or diarrhoea. The main aim of ORT, is to keep a balance of essential minerals and adequate amount of body fluids, in the effected person, in order to avoid collapse of the body systems.

③

- ⑦ Urban Family welfare Programme
- ⑧ Urban revamping schemes
- ⑨ Green Card Scheme
- ⑩ Rural Family welfare centres
- ⑪ Lady Health visitors (LHVs)
- ⑫ Immunisation programmes
- ⑬ Infantant Mortality reduction Mission
- ⑭ MTP
- ⑮ Reproductive and child Health programmes
etc.

The main reason for poverty, lack of food for all and lack of medical and education facilities.

The main focus was clinical approach to check birth control.

After 1961 census report, the objectives have been extended to educational approach towards family welfare.

creating awareness about benefits of small families through various media.

Incentives given for adopting family welfare initiatives

Initiatives taken to provide jobs to all, safe drinking water, sanitation, healthy work conditions, health care are also objectives of family welfare.

Problems faced:-

welfare programme, lacks proper focus on awareness, infanticide, foeticide, male dominance

Current scenario and schemes: FWP.

- Family welfare Programmes in India include
- ① Sterilization Programme
 - ② IUD Programme (Intrauterine ^{Device} Programme)
 - ③ Contraceptive Programme
 - ④ Family Planning Insurance Scheme
 - ⑤ Janani Suraksha Yojana
 - ⑥ Nutrition Programme

①

Family welfare Programmes

Family: It included men, women, children aged, handicapped underprivileged persons, who are identified as a unit or live together as a single connected unit.

Welfare: Any action or programme, which is aimed at protection from hunger, poverty, undernourishment or under development.

Family welfare: All action welfare actions focussing on all or underprivileged members of families, to give them protection against hunger, poverty, undernourishment or under development.

Family welfare Programme was launched initially in 1951

Aims & objectives: Main aim is to improve overall quality of life of the in all sectors like food, shelter, education, medical and developmental

Objectives: Prime objective at time of launch was to stabilize the population at such a level, which is consistent with requirement of the National Economy. The family welfare programme has been broadened and covers extended to welfare measures for children, women, aged, handicapped as well as less privileged for food, shelter education, medical assistance and developmental assistance.

At time of launch the main focus was on reducing the birth rate, as it was population growth or explosion