

EXPERIENTIAL LEARNING - ACTIVITY NO. PS-I

Subject	Political Science
Class	VII
Chapter	L-1, On Equality
Topic	Issues of Inequality between male and female
Time	30 minutes
Nature of Activity	Individual

Activity Title - Recognising She-roes(Diary Entry)

What will I learn(Learning Outcome)? The students will be able to-

- infer that gender is a social construct and not determined by biological differences.
- analyse various non government and government schemes towards women empowerment.

SKILLS: Analysing and Appreciating

What I have to do? – To document a diary entry on Gender Stereotypes and Inequalities encountered in the society

What do I require? – A4 size sheet, blue and black pen

What do I need to know? – Various forms of discrimination observed against women.

Teacher's Activity- Teacher will-

- hold a class discussion a day before the activity on gender inequality to make the students familiar about the topic.
- use the fig.I.1 highlight the various government policies refer to end all forms of discrimination against women and make them empowered.
- share the steps with the students for easy completion of the activity. Refer fig. I.2.

Fig-I.1

Government schemes for gender equality

*Beti Bachao Beti Padhao *Pradhan Mantri Matru Vandana Yojana	*Rashtriya Mahila kosh *Pradhan Mantri Mahila Shakti kendra	*Mahila e-hatt *National Nutrition Mission
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Fig.I.2

- Write the date, day on the left corner of your sheet and time on the right corner, then start with Dear Diary.
- Begin the entry with a general sentence describing the day or momentary feelings.
- In the body, you may discuss an event, your feelings towards it.
- Conclude with final remark and future course of action.

- conduct a discussion on the inequalities women faced and have been facing. Refer fig. I.3

Fig.I.3

Factors Responsible for Gender Inequality

- Low Status of Women in Society
- Discrimination against the Girl
- Female Infanticide
- Neglect of Female Education
- Child Marriage
- Dowry System
- No Permission for Widow Remarriage
- No Right of a Hindu Woman to Inherit Property

- share the curiosity question with the class and i.e Imagine oneself as a policy maker for women empowerment. Document any two policies that you wish to introduce to make the world more acceptable and liveable for women

How will I proceed?

Student's activity- Students will-

- study the format of diary entry. (Refer Fig. I.2 shared by the teacher)
- gather all the required information on various government schemes on women empowerment and write diary entry on an A4 size sheet incorporating all the points discussed by the teacher
- proceed with a diary and pen down the schemes that they wish to introduce to make the world more acceptable and liveable for women and their counterparts.
- complete the diary entry based on the curiosity question shared by the teacher in the class.
- share their views with classmates.

What have I observed?

Observation Table- Government schemes to promote gender equality

<u>Name of scheme</u>	<u>Prominent features</u>
*Beti Bachao Beti Padhao	*To generate awareness and improve efficiency of delivery of welfare services meant for women.

*Sample filled

What have I learnt?

- Various ways of rooting out the discrimination against women and work towards gender equality.

What am I curious to learn?

- Various welfare schemes for women and their counterparts across the world.

Let me evaluate myself:-

Q.1 Fill in the blanks:-

- a. Preference is always given to the needs of a boy rather than a _____.
- b. When differential treatment is given to boys and girls in the society it is called _____.
- c. A girl is basically trained for _____.

Q.2 Examine any two factors that perpetuate gender inequality in India.

Q.3 Deduce any two steps by the Government of India for women empowerment.

Q.4 Child marriage is a curse for girls. Give a reason.
