

SUBJECT - CIVICS

TOPIC L-1 ON EQUALITY

CONTENT	GENERAL OUTCOMES	SPECIFIC OUTCOMES
	The students will be able to-	The students will be able to-
-PRE- CONTENT Preamble	identify the values enshrined in the preamble of India	describe the importance of each value in the pre of india
-CONTENT Caste and gender inequality	examine the two forms of inequality based on caste and gender	suggest measures to overcome caste and gender inequality
-Forms of equality	categorize the different forms of equality	conclude the importance of equality in establishing peace and accelerating development in the country
-Indian Democracy	understand the need of equality in the Indian democracy	highlight the constitutional provisions in ensuring equality
-POST CONTENT • Worksheet	apply the knowledge to complete the worksheet	collaboratively work and discuss questions given in the worksheet

HOMEWORK/ ASSIGNMENT

- Find the meaning of the Preamble to the Constitution of India
- Read the chapter
- Complete back exercise question and answersFind about the famous personality who has been punished by the Indian court system with reference to' Equality before the law'.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION AND REMEDIAL TAKEN
Teacher will-	Students will-	
-Preamble Writing -initiate the class discussion on meaning of the Preamble	-Preamble Writing -write preamble on a A4 sized sheet and paste the same in notebook	
-ANNEXURE 1A -Diary Entry -guide the students to complete the activity	ANNEXURE 1a -Diary Entry -follow the instructions to complete the activity	
-hypothetically provide the situation on the types of equality present in India in terms of mid-day meal	-think and write the various forms of equality	
-ANNEXURE 1B -make the students understand the importance of equality in a democracy	-ANNEXURE 1b -draw mind map in their notebooks	
-refer to the worksheet given in ANNEXURE 1A	-complete the worksheet given in ANNEXURE 1a	

Teaching Aids: Activity sheet, Newspaper articles, Mind map and other relevant material

Methodology/Innovative Methods: Discussion, Mind map, Activity based learning

Interdisciplinary Links: Value Education: To appreciate the role of duties towards the nation

COORDINATOR

H.O.D

VICE PRINCIPAL

PRINCIPAL

ANNEXURE 1A- Teacher will guide the students to complete the activity.

ANNEXURE 1a-Students will follow the instructions to complete the activity.

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.
- highlight the various government policies using fig. I.1 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.
- highlight inequalities that women have faced and facing. Refer fig.I..3.

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-hat *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.

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.

ANNEXURE 1B: Teacher will initiate a discussion on equality and its need in Indian democracy with the help of mind map

ANNEXURE 1b: Students will draw mind map in their notebooks.

