

SUBJECT –POLITICAL SCIENCE**TOPIC- L-4 GENDER RELIGION AND CASTE****MONTH- JULY**

PRE-CONTENT/CONTENT POST CONTENT	LEARNING OUTCOMES/OBJECTIVES	
Pre-Content	GENERAL	SPECIFIC
• A general discussion on existence to social diversity. Content- • Gender and politics • Women’s political representation • Religion, communalism and politics • Secular state Post Content • Recapitulation exercises • Worksheets • Application of knowledge • Hots will be given	Students will be able to – • assess three kinds of social differences. • illustrate gender issues raised in politics. • enlist issues related to women. • analyze religious traditions and expressions within their historical, social, and cultural contexts. • describe salient features of secular state.	Students will be able to - • recognise key concepts associated to political expression in democratic system. • interpret demands which enhance the political and legal status of women • relate instance and assess reason why issues related to women are not given adequate attention. • demonstrate basic teachings and practices of major religious traditions and compare principle similarities and differences between them • justify how state intervene in the matters of religion in order to ensure equality within religious communities.

HOMEWORK/ ASSIGNMENT

- Question & answers will be given from the NCERT text book
- Self made extra questions and map work will be given
- Work sheets will be given.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION
Teacher will : - ask students to conduct a survey and note down the number of hours each of the member spends on the following activities: income generating activity (working at the office or shop or factory or field, etc.), household related activity (cooking, cleaning, washing, fetching water, looking after children or elders, etc.), do women work more in your family as well? - show a video gender equality - explain why women's representation is so low in India? do you think America's and Europe have achieved a satisfactory level of women's representation? annexure (p-4) ask the students enact on a skit highlighting the issue of gender discrimination in our society. - give recapitulation worksheet from annexure (p-4).	Students will : - follow the procedure and realise how women contributes more than men. - observe the video and write varied dimensions of gender equality. - contribute discussion with examples - answer the questions asked in the class. annexure(p-4) make the list as explained in the class. - solve the worksheet given in annexure (p-4).	Teacher will write her own observation after the completion of the topic.

TEACHING AIDS- , ICR, book, Black board, Map of India

INNOVATIVE THINKING- Activity based teaching, Discussion, Problem solving

INTERDISCIPLINARY LINKS-Economics and Value education

HOD

COORDINATOR

VICE PRINCIPAL

PRINCIPAL

ANNEXURE (P-4) and (p-4)

ACTIVITY NO. P- 4

Subject	Political Science
Class	X
Chapter/Unit	Ch-4 Gender, Religion and Caste
Topic	Gender Discrimination
Time	2 periods
Nature of Activity	Group work

What will I learn ?

Students will be able to :-

- comprehend the social issues like discrimination based on gender or community through visual expression.
- recognize the intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class and sexuality.

Skills: Analyzing, Comprehending, Creating

What do I have to do?

To prepare and enact on a skit highlighting the issue of gender discrimination in our society.

What do I require? pen ,paper, props for enacting

What do I need to know?

Gender divisions and gender inequality.

Teacher's Activity

Teacher will

- ask students to prepare a skit on the issue of gender discrimination in our society.
- assist the students in preparing the dialogues of the skit.
- instruct the students to make posters and write slogans on the banners to enhance the quality of presentation.

How will I proceed?

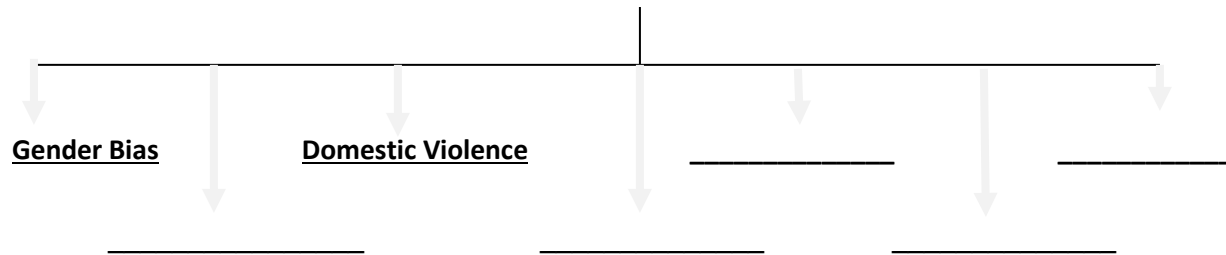
Student's Activity

Students will

- follow the instruction given by the teacher and prepare the skit.
- discuss and analyze the issues of women discrimination in the society and also make posters and banners for their skit.
- practice their dialogues and present their enactments in the class.

What have I observed?

DIFFERENT ASPECTS OF LIFE IN WHICH WOMEN ARE DISCRIMINATED IN INDIA.



What have I learnt?

A system in which all work inside the home is either done by the women of the family, or organized by them through the domestic helpers is known as_____.

_____ is a system that value men more and gives them power over women.

_____ and _____ are two factors that helped to improve women's role in public life.

What am I curious to learn?

Is the proposed women reservation bill good for India? Can reservation bill empower women?

Let me evaluate myself

Q1 Mention any two different aspects of life in which women are discriminated against or disadvantaged in India.

Q2 Enlist two perceptions of an ideal woman that prevail in our society. Do you agree with any of these? If not, what is your image of an ideal woman?

Q3) From the given countries, which has a high participation of women in public life.

1. Norway and Sri Lanka
2. Sweden and India
3. Sweden and Africa
4. Nepal and Finland

Q4) Select the correct option for the definition, “A woman or man who believes in equal rights and opportunities for men and women”

1. Patriarchy
2. Caste Hierarchy
3. Social Change
4. Feminist

Q 5) Which of the mentioned divisions are unique to India?

1. Caste Division
2. Economic Division
3. Religious Division
4. Gender Division
