

SUBJECT – Political Science

TOPIC-L-7UNDERSTANDING MARGINALISATION

CONTENT	GENERAL OUTCOMES	SPECIFIC OUTCOMES
Pre content Previous knowledge to be attained through brainstorming regarding general topics like tribals, their lifestyle etc	The students will be able to- get an insight about how to promote Indian cultural and spiritual development through character building, social service and living for others	The students will be able to- appraise the role of Indian constitution in the proper functioning of the nation by ensuring special provisions for protection of tribes
Content Adivasis	locate the tribal areas on the political map of India	examine the challenges faced by tribal communities in their respective areas of habitation
Muslims as marginalized community	find out the reason for the marginalisation of muslim community	collaboratively work and suggest solutions to curb such practices that leads to marginalisation of Muslims.
Post content -Class discussion and recapitulatory exercises on the subject matter to facilitate learning.	apply the gathered information and solve the worksheets	collaboratively work and solve the worksheets

HOMEWORK/ASSIGNMENT

- 1.Read the lesson
- 2.Complete the lesson's back exercise questions
- 3.Paste newspaper articles related to minority communities in India

TEACHER'S ACTIVITY Teacher will -	STUDENT'S ACTIVITY Students will -	TEACHER'S OBSERVATION AND REMEDIAL TAKEN
initiate a discussion on two minority communities –tribes and Muslims of India	take part in the discussion that follows	
share a map on various tribes of India	observe and mark the tribal areas in their political maps of India	
ANNEXURE -7A – Questionnaire guide the students to complete the activity	ANNEXURE 7a follow the instructions and complete the activity	
discuss the worksheet given in ANNEXURE 7A	solve the worksheet given in ANNEXURE 7A	

TEACHING AIDS- Activity sheet , Interactive Board and relevant content .

METHODOLOGY- Discussion and Case study/Questionnaire (Given in the lesson)

INTERDISCIPLINARY LINK – Political Science, Sociology – Social equality , Life Skills –Appraising the role of constitution in India, Economics and Statistics – Data on various parameters reflection Muslim participation in public life.

COORDINATOR

HOD

VICE PRINCIPAL

PRINCIPAL

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ANNEXURE 7A ACTIVITY NO – P.S- VII

Subject	Political Science
Class	VIII
Chapter /Unit	L-7: Understanding Marginalisation
Topic	Muslims and Marginalisation
Time	20 minutes
Nature of Activity	Individual

Activity Title – Data Analysis

What will I learn(learning outcomes)?

The students will be able to -

- examine the given statistical data on the different religious communities in India and answer the questions related to the data.

Skills - Analysing and Concluding

What I have to do? – To study the statistical data given on different religious communities in India and answer the questions that follow .

What do I require ? –Pen/Pencils and eraser .

What do I need to know?- Marginalization means when a certain person or a sect of people are made to feel of lesser importance, by those in power. Marginalized persons are forced to the periphery or the edge of society. This, in turn, robs them of the facilities and opportunities enjoyed by the non-marginalized sections of society. Adivasis and muslim communities are commonly seen subjected to marginalization .

Teacher's Activity - Teacher will-

- explain the stereotypes attached with the two communities adivasis and muslims ,that has led to marginalization of these two communities as given in the lesson.
- refer to the statistics given in the lesson on the progress made by Muslims in India and compile the statistics to make the statistical sheet .

- give a copy of this statistical sheet to each student and ask them to complete the sheet and record it in their notebooks.

How will I proceed ?

Student's Activity -Students will-

- follow the instructions given by the teacher for the activity.
- study the statistical sheet and complete it.
- share the presentation with class and record it later in their notebooks.

What have I observed?-

OBSERVATION TABLE- Combating marginalization

Name of the community	Two problems arising out of Marginalisation	Ways to address the issue
*Muslim	1. Low levels of literacy .	Opening more schools in muslim dominated areas

***SAMPLE FILLED**

What have I learnt?- The experiences of different marginalised communities-adivasis and _____. There are different reasons for each of these communities being marginalised. Each experiences marginalisation in different ways. We have also seen that marginalisation is linked to experiencing disadvantage, _____ and powerlessness of these communities. _____lays rules to protect the communities from various forms of discrimination and protect the diversity that makes our country unique and promote equality for all.

What am I curious to learn?

25 per cent of Muslim children in the 6-14 year age group have either never been enrolled in school or have dropped out. This percentage is much higher than that of any other socio-religious community .Imagine yourself as a teacher in a muslim school who wishes to increase the literacy amongst muslim students .Plan three strategies to achieve the aim.

Let me evaluate myself

Q1. List two reasons why Adivasis are becoming increasingly marginalized.

Q2. Choose the correct option for the following –

1.Adivasi languages have often deeply influenced by the formation of :-

- a. Mainstream
- b. Bengali
- c. Sanskrit
- d. Santhali

2.Niyamgiri hill located in Kalahandi district of :-

- a. Orissa
- b. West Bengal
- c. Punjab
- d. kerala

3.How many percent of Muslims are in Indian population?

- a.13.4%
- b. 61%
- c. 14.7%
- d.20%

Q3. Name three states in India with high percentage of tribal population . Provide a reason for a high concentration of tribal population in these states.

Q4. Adivasis should have a say in utilization of forest lands. Support the statement with two arguments.

Q5. Ghettoisation is the next step of marginalization. Justify in 30-40 words.
