



Teacher's Guide

Gender, Religion and Caste

Part 1

Based on the NCERT Curriculum for Standard X



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

Gender, Religion and Caste | Teacher's Guide (1/4)

Part 1

Class X

Board -CBSE

Subject – Social Science

Textbook – Democratic Politics –II for Class X (NCERT)

Chapter 4 – Gender, Religion and Caste

Number of parts – 04

Length – 80 to 100 minutes (estimated, for a class of 40-45 students)

Note: Teachers may divide the lesson plan into as many periods as they see fit

Section I – What are we going to learn and why is it important?

Learning objectives

Students will:

- Recognize the different ways in which gender roles are enforced in the society.
- Recognize the need for Feminist movements for a better society for everyone.
- Describe the elements of a Patriarchal society.
- Establish the relationship between feminism and patriarchy.

Learning outcomes

Students will be able to:

- Understand the system of Patriarchy and its manifestations in society leading to gender discrimination and inequality.

Key Terms

Gender	Gender equality	Sexual division of labour	Feminism	Gender roles
Gender identity	Sex	Patriarchy	Patriarchal Society	

Materials needed

1. Two cardboard boxes for opening session.
2. Worksheet for the discussion understanding sexual division of labour.

Section II – How are we going to learn?**1. Opening Session: Building hook, Making connections**

Time: 10 minutes

Materials required: Two boxes with labels: 'Birthday gifts for Boy' and 'Birthday gifts for Girl', Post-its or paper chits.

Note to the teacher:

Students begin the lesson by exploring preferences in 'gender-typed' toys and the stereotypes associated with it.

Facilitation notes:

- “So, a big coincidence happened yesterday. I received two birthday invitations. One from my neighbor, whose daughter is turning one and the other from a friend whose son is also turning one. Though I am very excited to attend both parties, I am confused about the gifts? I don't know what a good gift for a girl and a boy of that age could be. The only thing I am sure is that I would like to give them toys.”
- Go on to ask them, “Do you think you can help me in deciding the toys?”
- Wait for some response. Most likely some students would say “yes!”, continue by saying “Great!”
- Show them the boxes and say, “So, here I have two boxes, on one I have written 'Birthday gifts for Boy' and on the other 'Birthday gifts for Girl'. I am also passing on some post-its, take two and pass the rest. On one write a toy that I can gift the one-year-old boy and on the other write a toy that I can gift the one-year-old girl. Once you are done, drop the chits in the respective box. Also, to make it easier for me, just write one toy each”.
- Check with them if they have understood the task and give them two minutes for it.
- Once everyone has put their chits in the box, go on to ask for two volunteers, “I now need two volunteers to help me read out your chits.”
- Once the two volunteers are next to you, assign them a box each. To the volunteers say, “I want you to alternatively pick a chit from your box, read it out loudly for the entire class.”

- Let the volunteers begin to read the chits. After they have read about 8-10 toys each, go on to ask the class, “Any observations so far?”
- Take about 3-4 responses.
- Most likely, students would have mentioned toys like dolls, play houses, frocks, Barbie sets for girls and toys like cars, guns, planes for boys.
- Using their responses, go on to say, “So, this is what social systems do to us, this is what our past beliefs have done to us. We begin to associate gender roles on children as young as a year old by associating certain toys with them and dissociating the other.
- I wonder if boys don’t naturally like to play with dolls or we remind them that they should not! The same with girls too. Maybe they want to play with cars and machines, and we don’t let them because we forbid them by not giving them an access.”
- Pause for a while; let the students think what you said. Ask them, if anyone has anything to say to that.
- Go on to say, “Moreover, have you ever observed how these toys are marketed and packaged?”
- Think about the pictures on the boxes of toys. What kind of toys have faces or boys and girls?
- Wait for some response. Ask them to share if there is a gender connotation to that?
- Go on to close the discussion, “Yes! If you pay attention you will notice that they will put a girls’ picture on a Doll house or on a craft and stitching kit and boys’ pictures on Hot-wheels, or power rangers, or anything that has to do with tool kits. In this lesson, we will look at all of this, we will look at how subtly gender roles are nurtured in us, sometimes without us even realizing and sometime without the other person really meaning.”

Notes to the Teacher:

It is important to note that research points to the fact that sex does contribute to differential association to toys in young infants, primarily due to difference in brain development between girl and boys. However, due to social conditioning, as children grow older, they show a much greater preference for toys stereotyped for their genders, ie, boys tend to prefer toys ‘socially approved’ for boys and girls prefer toys ‘socially approved’ for girls.

2. Building gender identity through Media

Time: 10 minutes

Materials required: Projector

Note to the teacher:

The presence of gender stereotypes is a well-known phenomenon across different aspects of the society. In this section, students focus on studying such stereotypes and bias in the movie industry.

Facilitation Notes:

- Go on to say, “How many of us have watched Disney movies and cartoons? Show me with a raise of hand.”
- Wait for students to respond.
- “Great! I have watched quite a few myself (if you have watched). Pause for a while, “Now, how many of us have liked watching them?”
- Wait for students to respond.
- Go on to ask, “Do you remember how girls and boys, or men and women were/are portrayed in these movies? Pick any movie you recollect and see if you remember.”
- Give your students a couple of seconds to think. Give them some hint. “Think about the female and male characters, in particular their physical appearance, occupation, dialogues, tone, life story, clothes etc.”
- Give them a minute to discuss with the other students around them and take about 4 to 5 responses.
- “Ok, so now let’s refresh our memories. Let’s watch a little bit of Disney movies. I hope you are excited.”
- Go on to show them the below video. As the students watch the video, ask them to jot down their notes on the differentiated portrayal of female and male characters.

Video: Disney Sexism and Gender Roles.

Link: [YouTube](#)

- “Let’s watch another clip and continue to add more points to the list.”

Video: Women gender roles displayed in Movies

Link: [YouTube](#)

- What did you notice? Any difference in how they have been portrayed?



- Take response from 5 to 6 students.
- So, I want to quickly understand from you, what happens when we continue to grow up watching these movies?
- Take about 2-3 responses.
- Ask them, "What about Bollywood? Do our movies and serials conform differentiated gender identities? Any movie scene you remember that shows men and women as unequal or women as subordinate to men?"
- Students should have many points to contribute here. Take about 6-7 responses.
- Go on to show them this TED talk. "I want you to now hear two young women on their take on Bollywood's impact on society, particularly in light of how women are identified."
- Play the video starting from 3:00 minutes to 5:25 minutes.
Video: Bollywood's impact on patriarchal society
Link: [YouTube](#)
- Go on to say, "We grow up with these serials and movies, and probably they do influence the way we think about our gender identities and roles. Men and women grow up to believe that girls need to be pretty, they should be soft and less violent, should cook food, take care of the children, be submissive, docile etc.
- On the other hand, men are supposed to be strong, protectors of the family, intelligent and saviors of the world. Look at the super hero movies, they are mostly male dominated. Only the Superman, Batman, Iron Man, Aqua Man, Black Panther can save the world! Watching these movies time and again makes these gender roles more concrete in the society and harder to change."



3. Understanding sexual division of Labour

Time: 15 Minutes

Materials required: Print outs of the worksheet for every student (printable version in the appendix section)

Note to the teacher: In this section, students will be introduced to sexual division of labour and how certain jobs are associated with being a man and a woman respectively.

Facilitation Notes:

- “In the last two sections, we saw how subtly gender roles are enforced through toys and movies. Now we move ahead to see how gender roles are associated with the work we do.”
- Continue to say, “Before we move ahead, we should understand the difference between sex and gender. All this while, I have been using the word gender, gender roles and gender identities and not sex, sexual roles and sexual identities, and you should also not use them interchangeably. Please make notes”
- “ ‘**Sex**’ refers to the biological **differences between** males and females, their genetic **differences**. ‘**Gender**’ on the other hand is more complex, it refers to the role of a male or female in society, **gender** role, or an individual's concept of themselves, or **gender** identity. The concept of gender is it is not based on biology but on social expectations and stereotypes, which is what we are studying in this lesson.”
- “Now, let’s move ahead to see how men and women have different day structure, owing to gender expectations.”
- In groups of four, we will complete the sheet below for one of these people:
 1. A woman home maker
 2. A working woman
 3. A working man
- For convenience, allow students to form their own groups and assign them one of the three members. Give students about 5 minutes to complete that.
- Once the students have completed the profiles of their respective person, ask them to put it on the class board and invite all students for a short gallery walk.
- Go on to ask, “Is there something that surprises you?”
- Take about 3-4 responses.
- Boys and girls are brought up to believe that the main responsibility of women is housework and bringing up children. This is reflected in how labour is divided in families. Women do all/most of the work inside the home such as cooking, cleaning, washing clothes, tailoring, looking after children, buying groceries etc., even when they are working and earning. In rural areas, women are expected to take on housework like fetching water from wells, dropping students off to school, cleaning the house, collecting firewood for the stove etc.
- “Not that men cannot do housework; they simply think that it is for women to attend to these things. These gender roles and responsibilities are again taught to us by the society. It is surprising that men are ready to take up these works, if they get paid for it. Most tailors or chefs in hotels are men. Often the role of man is defined as solely a financial contributor to the household, but that of the woman is considered incomplete if she only does that. This is called **sexual division of labour**.”

- Ask students to note down. “The sexual division of labour is a system in which all work inside the home is either done by the women of the family, or organised by them through the domestic helpers.”
- Encourage students to reflect on that, “Does anyone have to say anything?”
- Go on to make connections to the types of jobs available for men and women. “Sometimes, there is gender stereotyping, wage and status implication, in terms of career opportunities too. There are some jobs and career which are dominated by a certain gender. In fact the opposite gender is often discouraged to take these career opportunities.”
- “Let’s do a quick exercise, Can you list any a few career paths that are associated with being a woman?”
- Take about 5-6 responses.
- Ask the same question for men. Most likely, it will be easier for students to think of more career opportunities for men than for women. Subtly, point this difference too. “Maybe there are more workforce opportunities for men in our world!”

Student Names:

Below is a daily timeline. From your knowledge of how your character spends their ordinary day, complete the following. For example if they go to office from 10 AM to 6 PM, then mark the entire range from 10 AM to 6 PM on the timeline and write office below it.

My character _____

An ordinary day in their life looks like:

AM

PM

12

1

2

3

4

5

6

7

8



In the circles below, calculate the time spent by your participant in each of these categories:

Income
generating
work

Household
and related
work

Talking,
Gossip work

No work/
leisure

Sleep, self-
care,
reading etc.

Debrief:

- Inherently, a lot of activities done by women are considered to be of lesser value since a monetary aspect is not attached to them.
- It is believed that men are supposed to do activities that fetch money while women are supposed to do activities that do not get them any money.
- This division of work creates a natural bias against women.
- Also, while men do not do those activities at home for free, they are willing to do them when they are paid. For instance, most chefs around the world are men.

4. Decoding Feminism

Time: 20 Minutes

Note to the teacher:

Begin the session by making the table on the board. Ask students to replicate it in their notebook.

Feminism

What does it mean to me?	What are the words associated with it?
What do I hear people say about it?	What does it look like in day to day lives?

Facilitation Notes:

- Begin by asking, “How many of you have heard Feminism? There are plenty of debates around this word in our world.”
- Let the students show it with a raise of hand. Quickly do a count. Go on to say, “Great! In this part, we try to understand what this word is and what it is not and begin to tie our previous conversations.”
- Go on to say, “On your graphic organiser, fill the first box that says, ‘What I know about Feminism?’. Here write what you as an individual understand by it.” Give student about two minutes to complete that.
- Have a discussion over the following questions. For questions 1 and 2 have a class discussion. For questions 3 and 4, have small group discussions. Encourage students to take notes. This time you can have students create groups of their own with about 4-5 students per group.
- As you discuss what Feminism is, do emphasize that “Feminism is not about hating men, it is about demanding equal rights for both men and women. It should not be confused with anything else.”
 1. What is feminism and what it is not?
 2. Why do we need to talk about it?
 3. How does it tie to what we studied at the beginning?
 4. How will equal rights for men and women look like?
 - What do you think will happen to gender based career choices?
 - What will happen to ‘sexual division of labour’?
 5. Where are we in terms of equality between ‘men and women’? Do they see that men and women are equal in their own societies and neighbourhoods?

- (in order to make the concept clear and emphasise on the fact that feminism talks about equality and not preference of women over men, the teacher can quote the following example: The equal pay for equal work conversation has been happening in many circles with Hollywood and Bollywood taking centre stage. A very famous show on Netflix paid its two leading stars differently on the basis of gender. Even when their roles were of equal importance and popularity, Robin Wright, the female lead was paid \$80,000 less per episode, than Kevin Spacey, the male lead. This debate became increasingly important because Wright was demanding a fair pay for the exact same job in the same show as her co-star and was still being paid lesser. [Source](#))
- Once the students have completed these questions, go on to say, “A point to note is the United Nations and many other organisations are advocating and designing programs, movements and policy level changes that advocate for equal rights for Men and Women. UN agenda 2030 is to eradicate such differentiated rights. In fact the UN charter for Human Rights and Sustainable Development Goals are also focussed on it. If you want to read more about it, and look at some of these movements, follow the student resources.”
- “Now, please complete the graphic organiser. “Give them about 5 minutes to do so.

5. What is the Bigger Problem: Patriarchy

Time: 20 Minutes

Materials required: Graphic organiser on the keyword Patriarchy, projector

Note to the teacher: In this activity students engage in a conceptual inquiry on Patriarchy and Patriarchal society.

Begin the session by drawing a similar table on the board. Ask students to replicate it on their notebook.

Patriarchy	
What does it mean to me?	What are the words associated with it?

What do I hear people say about it?	What does it look like in day to day lives?
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Facilitation Notes:

- So far, the issues of differential portrayal of men and women, gifting of different toys to boys and girls, sexual division of labour all appear to be rooted in the design of society. Some of you previously mentioned a word for that too, “Patriarchy”. Now, let’s go ahead to study this in more detail.
- First on your graphic organiser, fill the first box that says, ‘What I know about it?’. Here write what you understand by the term ‘Patriarchy’. If you are not sure of what it is, then try breaking it to see what it can possibly be. Build connections to what you know. Give students about two minutes to fill that.
- Encourage students to take active notes in their notebook for the next set of section. Go on to say, ‘From all the resources that we have looked at, it is not difficult to say that the world gives preferential treatment to men over women, boys over girls, males over females. In such a social system men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. The father or a male elder has absolute authority over the family group. In fact as an extension, one or more men exert authority over the community as a whole/ lead it. Women on the other hand face disadvantage, discrimination and oppression in various ways’. (Alternatively, you can project this text on the projector too.)
- Around the country, we have seen plenty of cases where men and women are discriminated since birth. Girls and boys are not the same when it comes to schooling. In poorer homes, boys are often sent to better schools than girls. When times get tough, girls are asked to leave school before their brothers. Even before birth, girls are often aborted. And even though pre-birth sex determination is illegal in India, this practice continues to be the cause of many female foeticides across the country leading to a skewed sex ratio.

- It is hard to talk about Patriarchy, without looking at its manifestations or how it transcends into our lives. Let us look at a couple of resources to understand this.
- Video: Playtime for Boys and Housework for Girls: Training in Gender Roles Begins Early

Link: [Youtube](#)

- Go on to ask students, “Who do you think is enforcing these roles on such young kids? And who is reminding them to sustain these roles?” Take about 4-5 responses. Encourage students to voice out their opinions and also question each other. Some students may also say that it is the male members of the family that are responsible for it.
- At this moment, go on to say, “So, what you saw is an aspect of Patriarchy, where sexual division of labour and unequal rights for men and women exist. In this system men hold supremacy and control over family as well as political systems.”
- But, tell me, “Who reminds that young boy that he must not cook and help at home? Is it just the men of the house?”
- Take about 2-3 responses.
- There are two aspects that your students should notice. If they don’t, then you may go on to share this, “First, Patriarchy is enforced by both men and women. Second, even boys bear the brunt of Patriarchy.”
- Extending the discussion, “So, I have a simple question for you, How many of you have experienced something similar. How many of you have been told or reminded to act in a way that reinforces Patriarchy, that reminds you that boys and girls need to act differently?”
- Quickly scan the class for the numbers.
- Go on to ask, “Would anyone like to share their experience?”
- If as a teacher, you have experienced Patriarchy, then share it to inspire them. Remind them that “All of us have similar stories because it is a very deep rooted system.”
- You can give them a format, ‘Girls should/ should not _____. Boys should/should not _____. Encourage boys to share too.
- Take about 10 responses.
- Leave the class to this video, “I am going to leave you with all these thoughts and a video. See what it means to each of you.”



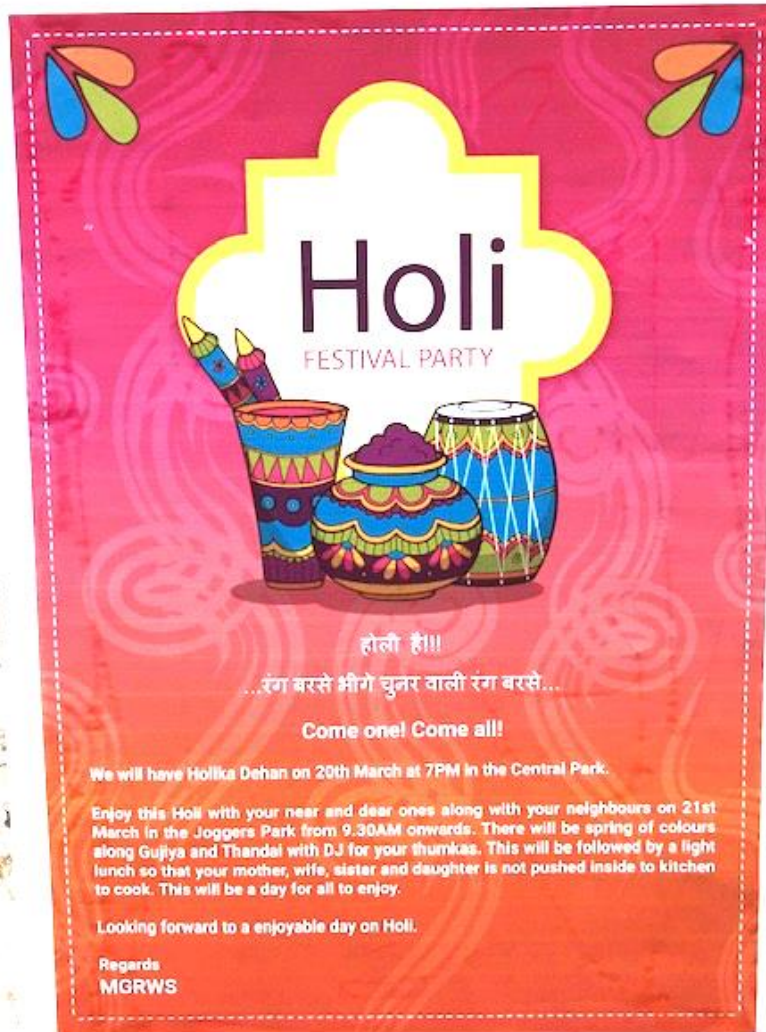
Video: Run like a girl

Link: [YouTube](#)

Section III: Assessment

Time: 15 minutes

As an application of their learning from the day, students analyse a poster. (students can either be shown the poster in class or be asked to copy the description of the poster for later reference)



Come one! Come All!

We will have Holika Dehan on 20th March at 7PM in the Central Park.

Enjoy this Holi with your near and dear ones along with your neighbors on 21st March in the Joggers Park from 9:30 AM onwards. There will be spring of colours along Gujiya and Thandai with DJ for your thumkas. This will be followed by a light lunch so that your mother, wife, sister and daughter is not pushed inside to kitchen to cook.

Analysing Poster: Holi Celebration

- (a) What is the purpose of the poster? Who is the target audience?
- (b) Who do you think has published this poster?
- (c) Is there something in the poster that strikes out for you (catches your attention)? What is it?
- (d) What lifestyles and points of view are presented in the poster?
- (e) What can you abstract about the society/ community? *(Begin to use some keywords you learnt in the last class)*
- (f) How does the poster make you feel?

Suggested answers for the poster

(a) What is the purpose of the poster? Who is the target audience?

The purpose of the poster is to invite the residents of a society/ building/ or a community to a Holi celebration party. The target audience is everyone who stays in that space/ the target audience are male members of a community (the female members inadvertently/ without intention, accidentally)

(b) Who do you think has published this poster?

A governing body of an area. It is actually a poster released by the Residential Welfare Association (RWA) of a society in Gurgaon, Haryana.

(c) Is there something in the poster that strikes out for you (catches your attention)? What is it?

Subjective response

(d) What lifestyles and points of view are presented in the poster? *(Begin to use some keywords you learnt in the last class)*

Differentiated rights and duties for men and women.

Sexual division of labour.

Men dominate and govern women.

Decision making power lies with men.

Anti-Feminist society

Patriarchy

Etc.

(e) What can you abstract about the society/ community?

Anti-Feminist society

Patriarchal society

The class of the society

Etc.

(f) How does the poster make you feel?

Subjective response

Section IV: Closure

Time: 2 minutes

Recap by the teacher

- In our world, there are differentiated rights, jobs, and opportunities for men and women, not owing to the biological differences but owing to the nature of society. The society (both men and women) propagate differentiated gender roles.
- The sexual division of labour is a system in which all work inside the home is either done by the women of the family, or organised by them through the domestic helpers. In our households, this system is very prevalent.
- Feminism is not about hating men, it is just demanding equal right for both men and women. It is about equality between the two genders.
- Patriarchy a social system men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. The father or a male elder has absolute authority over the family group. In fact as an extension, one or more men exert authority over the community as a whole/ lead it. Women on the other hand face disadvantage, discrimination and oppression in various ways.

- Patriarchy is a deep rooted system and both man and woman are participants and victims to it.
- There are just many different ways in which you can experience patriarchy, some of it could be girls have to sit back at home and cook food, boys have to go out to work and make money or Boys play football, girls cheer on the cheering team.
- Dis-mantling an age old system like patriarchy will take time, men and women have already begin the journey. We need to collectively target the local, national and global levels to eliminate Patriarchy.
- At the local level, it could be rationally challenging the mindsets of our family, at the National and Global level, it could be better political representation of women.

Section V: Homework

- What is sexual division of labour? Give two examples.
- Give examples of two gender roles you have experienced in your day to day lives.
- Talk to your sibling/ friend from another school and write down their experiences on gender discrimination as experienced by them in their school/ neighborhood. 200 words.
- True or false:
 - Feminism means we give preference to girls over boys.
 - Patriarchy is only propelled by men.

Section VI: Additional resources

Resources for teachers:

1. Illustrated document on UN charter for Human rights
The documents mentions what United Nations considers are basic human rights that everyone must have.
Link: [Website](#)
2. UNDP Sustainable Development Goals
The link shows the list of sustainable development goals as set by UNDP. Bridging gender inequality is an important goal.
Link: [Website](#)

3. Article: Countries have laws that prevent women from working

The link details how some countries have certain laws that systematically prevent women from taking on certain types of jobs and thereby reducing the opportunities available to them.

Link: [weforum](#)

4. Patriarchy Dehumanises Men | Kamla Bhasin | TEDxRamanujanCollege

The talk gives a very interesting perspective on what patriarchy does to men and how it harms them.

Link: [Youtube](#)

Resources for students:

1. Scientists Rethink Gender Identity with New Research

The video shows how gender identity has changed and can be rethought in the future.

Link: [Youtube](#)

2. A history of Patriarchy

The article mentions how patriarchy has evolved in society.

Link: [Website](#)

3. Why Patriarchy is not about men

The article talks about how patriarchy is bad for men as well.

Article: [Website](#)

Appendix

The following are printable versions of the sheets for the lesson.

[Printable version for the activity understanding sexual division of labour.](#)

Student Names:

Below is a daily timeline. From your knowledge of how your character spends their ordinary day, complete the following. For example if they go to office from 10 AM to 6 PM, then mark the entire range from 10 AM to 6 PM on the timeline and write office below it.

My character _____

An ordinary day in their life looks like:

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7

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In the circles below, calculate the time spent by your participant in each of these categories:

Income
generating
work

Household
and related
work

Talking,
Gossip work

No work/
leisure

Sleep, self-
care,
reading etc.

ichangemycity



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