



Teacher's Guide

On Equality

Period 2

Based on the NCERT curriculum for Standard VII



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)

On Equality | Teacher's Guide (2/3)

Period 2

Class VII
Board – CBSE
Subject – Social and Political Life
Textbook – Social and Political Life Textbook for Class VII (NCERT)
Chapter 1 – On Equality
Number of periods – 03
Length – 65 minutes

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

Learning Objectives

Students will:

- Understand why it is important for the government to introduce policies that safeguard the interests of disadvantaged citizens.
- Have knowledge of the laws and policies aimed at ensuring equality of citizens.

Learning Outcomes

Students will:

- Understand that government intervention is essential to promote equality in society.
- Have knowledge of examples of specific measures taken by the government to ensure equality.

Key Terms:

| | | | |
|----------------|--------------------------|---------------|---------|
| Dignity | Interventions | Laws | Schemes |
| Untouchability | RTE (Right To Education) | Mid- Day Meal | |

Section II: How are we going to learn?

Opening Discussion: The importance of Government interventions- The Story of Kamla, Aisha, and Kabir

Time: 15 mins (5-8 minutes of personal stories and remaining discussion)

Note to the teacher:

Before the lesson starts, the teacher selects the three students who are told to read out the following life stories of imaginary characters. The students share their stories at the beginning of the lesson and then the discussion starts.

Facilitation Notes:



- **Kabir (A confident Young man with a good career)**

I am Kabir. I am 28 years old and I recently got an award for being a high achiever in business at this age. My best friend just got admission in IIM Ahmedabad, one of India's best institutions for MBA and we are going to celebrate to Dubai. My mother is a designer and my father is the head of a big multinational company in India. I went to the best school of Delhi and was coached by private tutors. I topped my school. I am extremely grateful to my parents for giving me everything.

[\(Image Source\)](#)



- **Kamla: (A worried woman with an extremely hard life)**

My name is Kamla. I was born in the state of Punjab in a poor family from the dalit caste. Because of my caste, no one gave my mother work as a maid in their home. She was a housewife and my father was a construction worker. He earned about Rs. 4,000 a month and Rs. 1,500 was the rent of the small room we lived in. I had one more sister and a younger brother. Due to financial problems, I was forced to leave school. My father wanted me to study but we only had enough money for one child to go to school. So he sent my brother to school. Ever since then I have been working in different homes for less wages. I am married and I have two children now. Times have still not changed, I still get denied work sometimes because of my caste. I am afraid that I will have to ask my daughter to leave school since we only have money for one child to go to school.

[\(Image Source\)](#)



- **Aisha: (A young woman with a rich family that did not let her fulfill her dreams)**

My name is Aisha. My parents are very rich. When I was born sweets were distributed in the whole of the society. I was sent to boarding school and then went to the US for college. But my parents did not let me do a job. They said that girls do not need to work outside the house. So I was called back and married to a boy from a business family. My husband often gets featured in media among top businessmen in the country. . Although I am happy, but sometimes I feel I could have made a name for myself too. I often wonder how my life would have been if I was allowed to work after college.

[\(Image Source\)](#)

De-brief:

- Okay so, in the three cases- Kabir, Kamla, and Aisha- what instances of inequality did you see, if any?
[Take a few responses. Likely answers- caste, gender, and income inequality in case of Kamla, Gender inequality in case of Aisha]
- How do you think these inequalities impacted their lives?
[Take a few responses. Likely answers- Kamla's mother could not find a job due to caste inequality, Aisha could not pursue her career due to gender inequality]
- So, how many of these cases do you think were out of control for the person facing the inequality? *[Take a few responses. Likely answer- Kamla]*
- In Kamla's case, do you think she could have done anything to change her situation? *[Take a few responses. Likely answer- very little]*
- Kamla's story is one of the many sad stories that exist in our country today. Many people are still discriminated against on the basis of their caste. Because they are facing these troubles for no fault of their own, they are often not able to fight against this inequality and continue to suffer.
- Many times in such cases, even when people want to do better in life, they are unable to because of the extreme struggles of their life. In situations like these, the government needs to help these people and ensure that they can lead lives of respect and **dignity**.
- Other cases of such inequalities are also mentioned in your books:
 - The story of Kanta, who has to wait in long lines and still does not get proper treatment for her sick child in a government hospital.
 - The story of the Ansaris who are unable to find a home to rent because they are Muslim.
 - The story of Omprakash Valmiki, who was forced to sit on the floor in the class and clean the school instead of studying in the classroom because he was from a lower caste. And this completely unacceptable punishment was given to him by his headmaster.
- These are all cases of injustice where the person himself/herself is not directly responsible for the problems they face in the situation.

2. What are the current government laws or policies to promote equality?

Time: 15 minutes

Facilitation Notes:

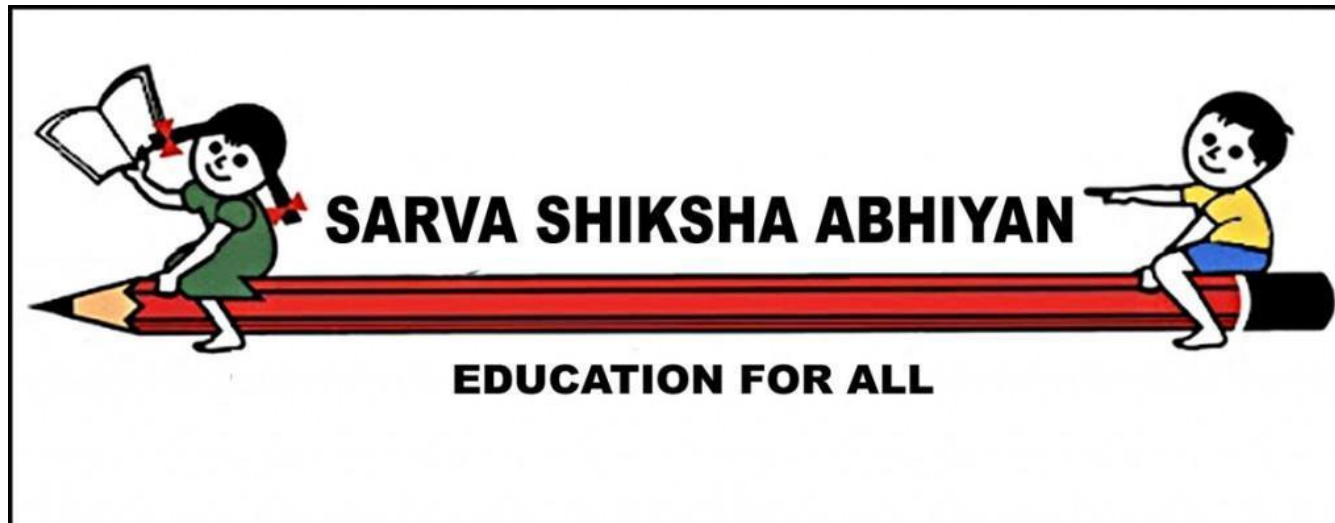
- A lot of times, to make sure that people are given the respect that they deserve, the government intervenes and promotes the interests of the underprivileged. These government **interventions** (measures taken by the government for the welfare of a section of society) are in the form of government laws and schemes.
- So you have learnt about the kinds of inequalities that exist right: Gender, political, religious, caste, and economic. How do you think the government can use its power and resources to reduce any of these inequalities? *(likely answer- give money to the poor, promote the education of the girl child, give free food etc.)*

- You all have some very valuable points to add. I will now divide this section into two parts: (draw on the board)

| Laws | Government Initiatives |
|---|--|
| <p>Laws are basic rules that everyone in the country has to follow, else they can be punished.</p> <p>There are 3 major important features of the Indian Constitution which are aimed at creating an equal and a just society. All laws need to keep them in account. These are:</p> <ol style="list-style-type: none"> 1. As per the law, everyone is equal in the eyes of the government irrespective of their color, caste, gender, religion or economic status. This means that all rich and poor, hindu, muslim, men and women- all Indian people have the same set of rules they have to follow and are punished in the same manner for the same crimes. 2. The Constitution forbids discrimination on the basis of gender, color, caste, religion etc. Any such discrimination by anyone is punishable under the law. Every person, irrespective of their caste, gender, income etc. has access to every public facility like parks, hospitals, markets, shops etc which are owned or run by the government. 3. The Constitution has banned untouchability. In older times, a few people were considered 'untouchable'. This meant that society felt they could not even be touched because they belonged to a specific caste. The government of India has banned untouchability in India. | <p>Government initiatives are in the form of various schemes, policies, and interventions that the government undertakes to promote the interests of different people. Many of them are aimed at promoting equality.</p> <ul style="list-style-type: none"> • The Government campaign like 'Beti Bachao Beti Padhao' is one such scheme under which the government provides support to young girls in the form of scholarships to study, and providing money to their parents at the time of their birth and marriage etc. • Government has opened ration shops for the poor to provide essential food items like rice, wheat, dal etc. at lesser prices. The eligible people need to present their government issued ration cards at the shops to avail these benefits. • Government hospitals provide treatment at extremely low costs or for free. When someone cannot afford private hospitals, they can choose to go to a government hospital. • Government Scholarships: In schools and universities, the government offers a number of scholarships, many of them are for people from weaker sections of society. |

3. Case Study: Government laws, schemes and policies, and how they promote equality

Time: 15 Minutes



Right To Education
[\(Image Source\)](#)

Facilitation Notes:

- Do you think that laws alone are enough to ensure that every kind of inequality is removed from society? *[Take a few responses. Likely answer- no]*
- Correct, despite these rules, inequality still exists in society. Like we saw in the earlier example- Kamla faces inequality despite government laws and in her case she cannot even complain to anyone because she is poor and she is unable to change that.
- In situations like these, the government uses various **schemes** and policies to make sure that even the disadvantaged and the poor get enough opportunities so that they can lead good lives. An example of this are the various free government services like free hospitals, parks, schools that the government has opened and anyone can enter them and ask for help/ government services.

- One of the biggest government services open to everyone is in the form of free government schools. Every child in this country is entitled to free and compulsory education upto the age of 14. This law is called the **Right to Education (RTE)**. Within this Law, the government has various schemes and policies to ensure good quality education for the poor.
- We will now see a video and then understand exactly how RTE introduced by the government aims to provide an equal opportunity to study for all.

Activity Instructions:

1. Video: Right To Education

The video is an anthem released by the Government of India at the launch of the Right to Education. It details all the major provisions made under the RTE Act.

Link: [YouTube](#)

2. Now basis the video, fill in the following sheet.
3. The first one is filled as an example. Students mention facilities that RTE provides on one side and issue or inequality addressed through this facility on another. (Give the students 5 minutes to fill in this sheet)



| Right to Education | |
|--|--|
| Facility | Issue/inequality it helps to fight |
| Every child will get food in school through a mid- day meal | Income inequality and access to good nutrition |
| There are sports facilities in all schools | |
| There are schools within close proximity of every household | |
| | |

(Solved Sheet for discussion)

| Right to Education | |
|--|---|
| Facility | Inequality it helps to fight |
| Every child will get food in school | Income inequality is removed since children do not have to get food from home. |
| There are sports facilities in all schools | Gender Equality by promoting all activities for girls and boys |
| There are schools within close proximity of every household | Equal opportunity to study for all children irrespective of where they are born |
| Free school uniforms are given | Economic equality since poor children will also get free uniform |
| Students of all religions are given admission | Religious Equality since admission is not refused on the basis of religion |
| Free books are given to the children | Economic equality since all children can afford the books |
| All children are encouraged to eat together, irrespective of their religion or caste | Overall equality since irrespective of the background that children come from, they are all encouraged to treat each other equally. |

4. Think-Pair-Share
Time: 10 minutes

We will now analyse a few other government schemes and you will fill out these sheets by yourselves. After 5 minutes, you will discuss these with your partners and we will discuss this together after that.

| Scheme | Provision/ Facility | Inequality It Fights | How? |
|--------|---------------------|----------------------|------|
|--------|---------------------|----------------------|------|

| | | | |
|--|---|--|--|
| Caste Reservations for SCs, STs and OBCs | In various government jobs, people from backward classes are given reservation. This means that certain number of jobs out of the total number of jobs can only be given to people from backward castes. | | |
| Anganwadis for women and children | The ministry of women and child development has set up anganwadis all over the country to provide education for young children, food and vaccines for newborn children and mothers, training for mothers, and support for pregnant and lactating mothers. | | |
| Uniform Voting System during elections | Every person in India is entitled to one vote during government elections and every Indian is subject to the same rules if he/she wants to stand in an election. | | |
| Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) | Under this scheme, the government gives 100 days of guaranteed employment to every person in rural India, who is able and willing to work but cannot find a job. | | |
| Reservations for the disabled | Government has various | | |

| | | | |
|--|---|--|--|
| | reservations for people with disabilities in educational institutes and jobs. | | |
|--|---|--|--|

Solutions Sheet

| Scheme | Provision/ Facility | Inequality It Fights | How? |
|--|---|------------------------------|---|
| Caste Reservations for SCs, STs and OBCs | In various government jobs, people from backward classes are given reservation. This means that only members of that caste can be given that job. | Caste inequality | By giving reservations to certain castes, the government is promoting people from castes which have been at a historical disadvantage. By this, the government is giving them an equal chance to get good jobs and improve their life. |
| Anganwadis for women and children | The ministry of women and child development has set up anganwadis all over the country to provide education for young children, food and vaccines for newborn children and mothers, training for mothers, and support for pregnant and lactating mothers. | Gender and income inequality | A lot of times poor women, especially when they are pregnant or have young children, do not get enough care. In such situations, the government has made special arrangements for these women to be taken care of by the anganwadis. The newborn children in poor households also do not get appropriate medical care, therefore anganwadis step in to meet that gap. |
| Uniform voting system during elections | Every person in India above the age of 18 is entitled to one vote during government elections and every Indian is subject to the | Political Inequality | By ensuring that everyone, irrespective of their caste, status, gender etc. gets the same political rights, the government ensures political equality |

| | | | |
|-------------------------------|--|--|---|
| | same rules if he/she wants to stand in an election provided she/he is of a certain age. | | in India. |
| MGNREGA | Under this scheme, the government gives 100 days of guaranteed employment to every person in rural India, who is able and willing to work but cannot find a job. | Income inequality | The government provides special employment opportunities for the poor in rural India to make sure they have enough money to fulfill their basic needs. |
| Reservations for the disabled | Government has various reservations for people with disabilities in educational institutes and jobs. | Social inequality caused by disability | The government gives these educational and job opportunities to people because they are at a disadvantage due to their disability. By giving special provisions, the government ensures they get opportunities to work and study. |

Section III: Assessment

Quiz

Time: 5 minutes

We will quickly revise today's lesson. Raise your hand to answer if the statement is true:

1. The government intervenes to make sure that the rich in society continue to stay rich and pay high taxes.
2. Inequality exists not just between rich and poor but in many other forms as well.
3. The government can fix every inequality through laws and schemes.
4. Right to Education is available to all children in India.
5. Untouchability is allowed in some states of India.

Solutions:

1. The government intervenes to make sure that the rich in society continue to stay rich and pay high taxes. **FALSE- The government intervenes to ensure that the poor also get access to basic facilities to live a good life.**
2. Inequality exists not just between rich and poor but in many other forms as well. **TRUE**
3. The government can fix every inequality through laws and schemes. **FALSE- A lot of inequalities exist in India despite government laws. For instance, girls face discrimination in their homes even though the government has many welfare schemes for them.**
4. Right to Education is available to all children in India. **TRUE- Welfare schemes are only needed when a section of society faces a disadvantage.**
5. Untouchability is allowed in some states of India. **FALSE- Untouchability is banned ALL OVER India.**

Homework

1. Students should research on one of the following schemes: Anganwadis, MGNREGA, or Beti Bachao, Beti Padhao. They should collect newspaper articles and reports on some problems being faced by the government to implement that scheme in various states.
2. Students to interview 5 people in their neighbourhoods and conduct interviews on the following:
 - Do you think we need government schemes and how are they helpful?
 - Name any three government schemes and who do they impact?

Section IV: Closure

Summary by teacher

Time: 2 minutes

Facilitation Notes:

- Now to wrap up our learning from today, let's recap. We discussed why the government often needs to intervene and promote certain people/ sections of society and how the government does that in India through various laws and schemes.
- We will quickly revise to make sure everyone has understood what we studied today. I will ask you two questions. After each question, I want you to turn to your partner, discuss the answer and then I will take a few responses:
 1. Why does the government need to introduce policies to promote equality?
 2. What are the 3 main laws we studied that ensure equality?

Section V: Additional Resources

Resources for teachers:

1. Article: The struggle for equality in India
Link: [Foreign Affairs](#)
2. Article: India still fighting untouchability
Link: [BBC](#)
3. Video: Satyamev Jayate Clip: Untouchability
The video clip from the show Satyamev Jayate talks about how untouchability continues to plague Indian Society.
Link: [Youtube](#)

Resources for students:

1. Video: Caste system in India
The video shows how the caste system evolved in India from the ancient times to the present.
Link: [Youtube](#)
2. Article: Mid-day meal scheme
The article talks about the problems faced by the government in the implementation of the mid-day meal scheme.
Link: [The Guardian](#)
3. Video: Mid Day Meal Scheme in India
The video details how the mid day meal scheme works in India.
Link : [Youtube](#)

ichangemycity



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Disclaimer: This document contains pictures, icons, and content hyperlinks (“copyrighted material”) the use of which has not always been specifically authorized by the copyright owner (“third parties”). The copyright for such copyrighted material used in the document vests with/ are owned and operated by appropriate third parties, and are provided here for user information and convenience only. Janaagraha does not intend the usage of such copyrighted material for appropriation of intellectual property of third parties, and does not bear any responsibility for their accuracy or legality of content or their continued availability. All efforts have been taken by Janaagraha to ensure that all copyrighted material is accurately reproduced and prominently acknowledged to third parties, and not used in a derogatory manner or in a misleading context. If any content in this document violates rights of third parties or is in breach of copyright law, Janaagraha is willing to remove it immediately upon request. Contact information available at <http://www.janaagraha.org/>