



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.

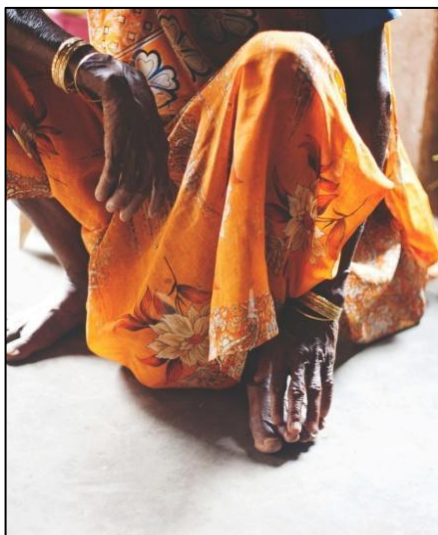
Facilitation Notes:



- **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.

[\(Image Source\)](#)

For the complete copy of the NCERT Lesson Plans click [here](#)