

**Teaching Manual - Social Science**  
**FROM INJUSTICE TO JUSTICE**

**Class: 7**

**Period: 12**

**Date:**

**Learning Objectives:**

- To understand why certain individuals or groups in society face marginalization and to develop a compassionate attitude towards the problems they encounter.
- To engage in appropriate activities aimed at the social inclusion of marginalized groups, recognize and present the unique knowledge they possess, and use it for social progress.

**Concepts/Ideas:**

- ❖ Marginalization
- ❖ Causes of marginalization: social, geographical, cultural
- ❖ Struggles against marginalization
- ❖ Reform leaders who led the struggles
- ❖ Social changes resulting from the struggles
- ❖ Different marginalized groups and their survival strategies
- ❖ Acceptance, sharing of knowledge (arts, culture, etc.)
- ❖ Prevention of marginalization: Indian Constitution, Articles 14, 15, laws, and regulations

**Skills:**

- Critical thinking
- Problem-solving
- Historical interpretation
- Taking a stance

**Learning Materials:**

- ❖ Textbook
- ❖ Autobiographies
- ❖ Personal narratives
- ❖ Indian Constitution, Articles 14, 15
- ❖ ICT (Information and Communication Technology)
- ❖ Images
- ❖ Newspaper reports
- ❖ Videos

**Outcome:**

- Notes
- Completed activity cards
- Digital album
- Mini project for differently-abled students

**Values/Attitudes:**

To cultivate a compassionate attitude towards the issues faced by marginalized groups and to foster the belief that creating a social condition that includes everyone is essential for the growth of society and the sustenance of a just, democratic society based on equal justice for all.

Learning Process	Evaluation
<p>Playing an audio clip of a speech by former President Dr. A.P.J. Abdul Kalam.</p> <p>Whose voice is this? Do you recognize it?</p> <p>What do you know about him?</p> <p>TB Page 54 Reading</p> <p>Did he experience any form of discrimination?</p> <p>Did this discrimination hurt his young mind?</p> <p>TB Page 55 Reading</p> <p>What is meant by injustice?</p> <p>Note Preparation</p> <p>Presentation</p> <p>Exclusion of individuals from mainstream society, denial of opportunities, and social discrimination are often referred to as injustice.</p> <p>You are familiar with words like <i>periphery</i>, <i>side</i>, and <i>marginal</i>, aren't you?</p> <p>In what contexts are these words usually used?</p> <p>Personal Note-Taking</p> <p>Random Presentation</p> <p>What is marginalization?</p> <p>Marginalization refers to the process of excluding certain groups from places where they deserve equal consideration.</p> <p>What are the situations depicted in the picture?</p> <p>War-induced displacement, floods, landslides, and sea surges.</p> <p>Page 56 Reading</p> <p>List the natural and man-made disasters that lead to marginalization.</p> <p>What problems and difficulties do those marginalized due to these reasons face?</p> <p>Discussion</p> <ul style="list-style-type: none"> <li>❖ Loss of all savings.</li> <li>❖ Loss of property, including houses.</li> <li>❖ Difficulty in obtaining food and drinking water.</li> <li>❖ Loss of education and employment.</li> <li>❖ Causes diseases.</li> <li>❖ Life is at risk.</li> </ul> <p>Is marginalization only caused in this way?</p> <p>Discussion</p> <p>Marginalization occurs when certain social groups are consciously excluded or sidelined from mainstream society based on caste, religion, ethnicity, or gender. Basic amenities, dignity, equality, and freedom are all denied to the marginalized.</p> <p>Who faces marginalization in society?</p> <p>Prepare a word sun....</p>	

Discover more and add on....

Screening a video about Ayyankali.

Short discussion

TB Page 57 Reading

What information did you gain about Ayyankali's rights struggle against caste-based marginalization?

Prepare notes

Presentation

Displaying the images of great individuals who worked for the upliftment of marginalized people.

Children are grouped according to these great individuals.

Each group gathers the necessary information to identify and introduce the renaissance leaders they received.

Preparing notes

What's in the notes?

Mock The Press Program

Children sit on stage in the role of renaissance leaders and answer questions about their social interventions, challenges faced, and the social context of the time.

Reverse Quiz

Follow-Up Work

Gather more information about Jyotirao Phule, Savitribai Phule, Periyar, and Ambedkar, and prepare short biographies.

Tribal Communities

Video Screening

What are the unique aspects of their social life?

Discussion

Page 59, 60 Reading

"Unstained Sandalwood" audio

Prepare notes on the cultural life of tribal communities.

Presentation

Follow-Up Work

Find out and prepare a digital album on the unique contributions of tribal communities in the fields of agriculture, art, culture, and science.

Follow-Up Work

Visit the settlements of tribal communities to understand their social life...

- ❖ The life of ancestors
- ❖ Art, agriculture, food
- ❖ Contemporary life

The teacher prepares slips from the points on page 59 of the textbook and distributes them to the students. Those who receive the slips give an impromptu speech on the related topic. Which social group is being discussed in these speeches?

Why is so much importance given to this group?

TB Page 61 Reading

This is an excerpt from the memoir of Nilambur Ayesha, a well-known theater and film artist from Kerala. What challenges did she have to face from society? What was the reason?

Reading about Pandita Ramabai, Dr. Punnan Lukose, and E.K. Janaki Ammal.

Discussion

Compilation

There was a time in our society when women were forbidden to engage in artistic activities. Not only in the arts, but in many fields of society, history is replete with experiences where women were marginalized and denied opportunities simply because they were women. In areas such as art, education, employment, and domestic spheres, the false belief persisted that they were only worthy of lower status.

Follow-Up Work

Collect biographies, autobiographies, and memoirs from the school library or nearby reading rooms that describe women's experiences of surviving discrimination and organize a book exhibition in class... Also, prepare short notes on each book.

Are the news clippings in the class collage only about women?

What is transgender?

Page 62 Reading

Persons with Disabilities

Video/Newspaper Clippings Screening

What limitations do they face?

How did they overcome these limitations?

In which areas have they achieved success despite their limitations?

Public Discussion

What information did you get about Sarada Devi, Febin Mariam Jose, and Husna?

What types of limitations and challenges do people facing physical or mental challenges have to endure?

Buildings, travel paths, books, etc., are generally designed in ways that favor and are accessible to those with physical capabilities. What difficulties do those facing various physical challenges experience in such spaces?

Discussion

What support do they receive from the general public, government, and various agencies to overcome challenges and limitations?

Paralympics Video

### Follow-Up Work

Interview resource teachers working for the welfare of persons with disabilities.

### Follow-Up Work

What changes are needed in the current scenario to make every place accessible to persons with disabilities? Prepare a short project that can help raise the physical and academic standards of students with disabilities and submit it to the local self-government body.

- ❖ Wheelchair ramps
- ❖ Handrails
- ❖ Braille and audio libraries
- ❖ Disability-friendly restrooms

### Constitution to Prevent Discrimination

The teacher reads and explains Articles 14 and 15 of the Indian Constitution in class.

Why do you think our Constitution completely prohibits discrimination?

- Discrimination hinders social progress.
  - It creates economic inequality.
  - It denies safe physical conditions.
  - Denial of opportunities.
  - Denial of equal consideration.
  - Creates gender discrimination.
- Find and expand the list of laws and articles in India that exist against caste discrimination.
- Article 14, 15 of the Constitution
  - Article 17
  - Protection of Civil Rights Act 1955
  - Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989

Discuss the necessary social factors for the existence of an inclusive society that considers everyone.

Expand the list

- ❖ More policies for equality
- ❖ More laws to prevent discrimination
- ❖ Ensuring quality education for all
- ❖ Taking steps to ensure equality in employment sectors
- ❖ Creating safe physical environments
- ❖ Organizing awareness programs