

# Teaching Manual Social Science

## FROM INJUSTICE TO JUSTICE

**Class:7**

**Period:12**

**Date:**

### Study Objectives

- To identify why certain individuals or sections of society are subject to marginalisation and to take a sympathetic stand towards the problems they face
- To engage in specific activities suitable for the social inclusion of marginalised sections, to identify and present the unique wealth of knowledge of the marginalised sections, and to utilise them for social progress.

### Ideas/Perceptions

- ❖ Marginalisation
- ❖ Causes of alienation: social, map, and cultural
- ❖ Struggles against the aristocracy
- ❖ Renaissance heroes who led the struggles
- ❖ The social changes that followed the struggles
- ❖ The various sections that are subjected to marginalisation are concerned with their survival.
- ❖ Acknowledging and sharing social inclusion and knowledge (arts, culture, etc.)
- ❖ Prevention of marginalization Articles 14, 15, and 16 of the Constitution of India  
Rules and Regulations

### Capabilities/ Skills

- Critical Thinking
- Problem-Solving Capability
- Historical Commentary
- Taking a Stand

### Study Materials

- ❖ Textbook
- ❖ Autobiographies
- ❖ Experience Notes
- ❖ Article 14, 15 of the Constitution of India
- ❖ ICT
- ❖ Pictures
- ❖ News in the Newspapers
- ❖ Video

### Product

- Note
- Filled-in Activity Card
- Digital Album
- A short project for the differently-abled

### Value/Attitude

The attitude is to take a sympathetic stand towards the problems of the marginalised sections and to create a social condition that treats all for the growth of society and for the survival of a democratic society based on equal justice.

Process	Evaluation
<p>The former president, Dr. An audio clip of A.P.J. Abdul Kalam's speech is being heard.</p> <p>Whose voice is this? Do you know?</p> <p>What do you know about him?</p> <p>TB Page 54 Reading</p> <p>Did he have to face any kind of discrimination?</p> <p>Did the discrimination hurt his child's mind?</p> <p>TB Page 55 Reading</p> <p>What do you mean by injustice?</p> <p>Note Preparation</p> <p>Presentation</p> <p>Injustice refers to tendencies such as excluding individuals from the mainstream of society, denying them opportunities, and discriminating socially.</p> <p>Aren't you familiar with the terms edge, side, and flank?</p> <p>In what sense are these words commonly used?</p> <p>Recording personally</p> <p>Random Presentation</p> <p>What is marginalisation or marginalisation?</p> <p>Marginalisation refers to the process of excluding certain sections from areas where they should be given equal consideration.</p> <p>What are the conditions seen in the picture?</p> <p>The displacement as a result of the war, floods, landslides, and sea erosion</p> <p>Page 56: Reading</p> <p>Classify and list the natural and man-made disasters that are causing marginalisation.</p> <p>What are the problems and difficulties faced by those who are marginalised for these reasons?</p> <p>Discussion</p> <ul style="list-style-type: none"> <li>➤ All your savings are lost.</li> <li>➤ Property such as a house, etc., is lost.</li> <li>➤ Food and drinking water are facing difficulties.</li> <li>➤ Education and employment are being lost.</li> <li>➤ Causing diseases.</li> <li>➤ Life is in danger.</li> </ul> <p>Is it only in this way that people are marginalised?</p> <p>Discussion</p> <p>Marginalisation occurs by deliberately excluding or excluding certain social groups from the mainstream of society on the basis of caste, religion, tribe, and gender status. The marginalised are deprived of basic amenities, dignity, equality, and freedom.</p> <p>Who is facing marginalisation in society?</p>	

Prepare the padasuryan.

Find out more and add...

Video exhibition on Ayyankali.

A brief discussion

TB, page 57 Reading

What information did you get from these about Ayyankali's rights struggles against caste-based marginalisation?

Prepare Note

Presentation

A picture of great personalities who worked for the upliftment of marginalised people is displayed.

Children are grouped in the name of great personalities.

Each group gathers and introduces the information they need to identify the Renaissance heroes they have received.

Preparing note

What's in the note?

Mock the Press Program

Children sit on stage in the role of Renaissance heroes and ask questions on topics related to the social interaction carried out by Renaissance heroes, the problems faced, the social situation of the day, etc.

Reverse Quiz

Follow-up

Collect more information about Jyotirao Phule, Savitribai Phule, Periyar, and Ambedkar, and prepare a short biography note.

Tribal people

Video Exhibition

What are the characteristics of their social life?

Discussion

Reading pages 59 and 60

"Unwashed Sandanamere" audio

Making a note of the artistic and cultural life of the tribal people

Presentation

Follow-up

Discover the unique contributions of tribal people in the fields of agriculture, art, culture, and science, and prepare a digital album.

Follow-up

Visit the habitations of the tribal people and understand their social life.

- The Life of the Ancients
- Art, Agriculture, and Food
- Contemporary life
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The points on the teacher text page 59 are divided into slips and distributed to the children. Those who received the slips gave momentary speeches on issues related to them. Which social category-related topics were addressed here? Why is this category given so much consideration?

T.B. Page 61 Reading

This is an excerpt from the experience of Nilambur Aisha, a well-known theatre and film activist in Kerala. What challenges did she face from society? What's the reason? Read a note on Pandita Ramabai, Dr. Punnan Lukose, and E. K. Janaki Ammal.

Discussion

Codification

There was a time in our society when women were forbidden to engage in artistic activity. There have been many experiences in history where women were marginalised and denied merely because they were women, not only in the arts but also in many areas of society. There was a misconception in society that they only deserved a low status in the fields of art, education, employment, and domestic spaces.

Follow-up

Collect biographies, autobiographies, and experience notes describing the experiences of women who have survived discrimination from the school library and nearby libraries, and organise a book exhibition in the class. Also, prepare brochures about each book.

Is the collage only about women's news in the class?

What is transgender?

Reading page 62

Differently-abled people

Video/Newspaper News Display

The limitations they face?

How did they overcome their limitations?

In what areas have you overcome your limitations and achieved success in life?

Public Discussion

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

What kinds of limitations and difficulties do those facing physical and mental challenges face?

Buildings, modes of transport, books, etc. are generally designed in a way that is favourable and accessible to the physically fit. What kinds of difficulties do those facing various kinds of physical challenges face in such places?

Discussion

What help do they receive from civil society, the

government, and various agencies to overcome their difficulties and limitations?

Paralympics Video

Follow-up

Interviews with resource teachers working for the welfare of people with disabilities

Follow-up action

What changes should be made in the current situation so that the differently abled can reach everyone and everywhere alike? Preparing a short project to raise the physical and academic aspects of students with disabilities to a higher level and submitting it to the local self-governing body.

- Wheelchair ramps
- Handles
- Script and Audio Library
- Physically Challenged-Friendly Toilets

Constitution to prevent discrimination

Articles 14 and 15 of the Constitution of India are read out and explained by the teacher in the class.

Why is it that our Constitution completely prohibits discrimination?

- Discrimination hinders social progress.
- It creates economic inequality.
- It denies safe physical conditions.
- Denial of opportunity.
- Denial of equal treatment.
- Creating gender discrimination

Expanding the list to find out what are the laws and articles that exist in India against caste discrimination

- Articles 14 and 15 of the Constitution
- Article 17
- The Protection of Civil Rights Act, 1955
- Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989

A discussion of the social factors necessary for the survival of a society that cares for all

Expanding the list

- More policies for equality
- More laws to prevent discrimination
- Access to the best education for all measures to ensure equality in employment sectors
- Create safe physical conditions.
- Organize awareness activities.