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## Discrimination and Equality

### Lesson Plan

#### Contents

- ▶ An overview of the Constitutional provisions for preventing discrimination and creating equality
- ▶ Understanding what discrimination is and what constitutes equality

#### Objectives

- ▶ To understand what the Fundamental Rights of an Indian citizen are
- ▶ To learn about the basic meanings of certain words: prejudice, discrimination, equality, reservation, rights and duties
- ▶ To know the difference between the law and the provisions of the Constitution under the Fundamental Rights [The rights are a statement of policy while the law embodies them in different areas and can be implemented.]
- ▶ To appreciate individual and national rights and duties; the difference between personal and public expression of prejudice, discrimination and equality

#### Teacher's Aids

- ▶ Globe
- ▶ Pictures, atlas and wall maps
- ▶ Blackboard
- ▶ Internet
- ▶ The Constitution of India

#### Tips for Teacher

- ▶ Explain the need for impartiality in our daily life: tell stories and examples—stereotypes about girls/boys, village/city, rich/poor, North/South, dark skin/fair skin, fat/thin, fair/unfair practices in school, at home or in public, etc.
- ▶ Explain the significance and purpose of the inclusion of Fundamental Rights in the Constitution: setting right historical wrongs [scavenging, caste, untouchability, child labour, open defecation, etc.].

- ▶ Use detailed wall maps or atlas and globe to explain the lesson.
- ▶ Encourage projects: Give pairs or groups of students one topic wherein they can collect details and prepare a project or chart showing the rigid attitudes of people regarding issues such as those mentioned above.

### ■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., stopping to examine and explain the data in the pictures and maps.
- ▶ Particularly focus on the damage that can be caused by prejudice and how we should attempt to guard against and prevent any discrimination.

### Prejudice and Discrimination

- ▶ Explain the definitions as given in the textbook. Then elaborate how deep prejudices can be—and how they lead to discrimination.
- ▶ Give examples: Caste [Scavenging], Untouchability [entry into kitchens, temples, etc.], Gender [Boys given preference, neglecting girls], wealth [shopkeepers who attend seemingly wealthy customers and not the seemingly poor], urban-rural divide [villagers are ignorant, city dwellers are bright], North-South divide [stereotypes based on personal ignorance], appearance [fat v/s thin, fair v/s dark, tall v/s short, etc.] and any others the students may also like to suggest.

### Right to Equality

- ▶ Explain the Constitutional provisions clearly and simply—with examples of each.
- ▶ Examples like equal pay for equal work, right to be educated and have an opportunity to work.
- ▶ Explain why reservations were made in education and jobs—the difference between using caste and economic conditions as the basis for granting reservation.
- ▶ Explain the advantages and disadvantages of reservation: setting right some historical wrongs and the need for merit.

### Abolition of Untouchability

- ▶ Discrimination practised on various grounds—in this case historically it was caste-based.
- ▶ Why it was set right by law and how we should break down prejudice and discrimination against anyone.
- ▶ Compare: countries where slavery was abolished; where apartheid was abolished.

### Protection of Life and Personal Liberty

- ▶ Liberty is for being able to live without damaging controls, for example, children should not be forced into labour like building construction, working at restaurants and dhabas, at petrol pumps and repair shops, for scavenging, etc. The lives of all citizens should be protected—explain the need for policing roads, residences and public places, lighted roads, 100 control rooms, safe buses, taxis, trains, etc.

## Cultural and Educational Rights

- ▶ Explain the need for literacy and for cultural freedom to every citizen, but also explain that the freedom of one individual or a group should not violate the freedom and peace of another—such as road rage, loud music blaring through amplifiers, driving without silencers or with full beam of light, spitting, urinating or defecating in the open, littering or writing graffiti, cutting trees, poaching, stealing electricity or water illegally, etc.

## Creating Stereotypes

- ▶ Most stereotypes are based on false perceptions or on things we are taught by authority figures [parents, teachers, elder siblings, friends we admire, religious teachers, etc.] from our childhood onwards or things we see on media and think are right. [Advertising is very often based on cultivation our false perceptions—it tells us what we should look like, what we should wear or eat or do to appear to be ‘in’ with the crowd.]
- ▶ Explain with examples of girls and boys at home: girls should not climb trees; boys need not stitch buttons; girls should learn to cook; boys should learn driving; boys should work outside the house; girls should work at home; boys don’t cry; girls are not noisy; boys have messy rooms; girls are neat, etc.
- ▶ There can be stereotypes about others too: rich people are dishonest, poor people are honest; people who dress in a particular way are snobbish or sloppy, or arrogant, or simple or intellectual, etc.; people who hold certain ideas and opinions are intellectuals while those with different opinions are foolish; people who live in a particular part of town are sophisticated and successful while others are not classy or are failures; etc.

## Bhim Rao Ambedkar

- ▶ Struggled successfully for equality—Buddhism—justice for untouchables;
- ▶ Chairman of the Drafting Committee of the Constituent Assembly—influence on the Constitution of India.

## Assessment Corner

### Oral Assignment

- Ask for answers at random from the students. Confirm right answers.  
Let the students write down the answers if they like.

### Written Assignment

- The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask students to write the answers on their own. Then teacher can announce the correct answers and ask partners to cross check them.  
In either case, the answers can be written as homework and teacher can check in class.

## Think Tank

- G. **HOTS questions:** Discuss the four questions in class and let students write the answers to G and H as homework. Teacher should assess individual work.