

Class- 7
Sub- Civics (Women Change the World)
Case Study

Ananya's rural upbringing highlighted the societal stereotype that overlooks female farmers' vital labor, reserving the term "farmer" for men. Her ambition to be an engineer faced resistance, mirroring historical barriers that deemed education "out of bounds" for women, like the struggles faced by Pandita Ramabai. Overcoming the high risk of drop-out, Ananya became an engineer. She later used the Vishaka Guidelines—a result of the Women's Movement's continuous campaigning—to report workplace harassment. Ananya's journey emphasizes the ongoing, dual struggle: challenging gendered social expectations through education and securing justice through collective action and solidarity.

1. A school counselor uses the 'Who Does What Work?' exercise (similar to Rosie Ma'am's class) and finds that 95% of the students associate 'Software Engineer' with male images and 'Dietician' with female images. A high-achieving female student, Maya, wants to pursue Computer Science but her parents are pressuring her to choose Nutrition, citing "stability" and "inherent caring nature." Which of the following is the most effective and principled argument the school counselor can use to challenge the parents' decision, grounded in the chapter's core concepts?

- A. The latest census data from 2011 shows that the literacy gap between men (82%) and women (65%) is still significant, proving that social expectations still dictate career choices, and Maya's interest should be prioritised over outdated stereotypes.
- B. A technical mind is not inherently gendered; the stereotype that girls are incapable of dealing with technical things is a historical construct, as proven by pioneers like Laxmi Lakra, the first woman engine driver, who pursued electronics despite opposition.
- C. Maya should be encouraged to study Computer Science because the "job market for computers is very good," which aligns with the pressure faced by boys like Xavier's parents, proving that high-salary jobs should be pursued regardless of gender stereotypes.
- D. The core issue is the unrecognised labour of women; therefore, the best approach is to encourage Maya to take up Computer Science and simultaneously start a campaign to formally recognise the work of Dieticians as equally complex technical work.

2. Riya is an ambitious woman from a financially disadvantaged background aiming to become a professional cricketer, a sport largely dominated by men in her state. Her uncle tells her, "This sport is not for girls. It is too physically demanding, and you should focus on getting a secure office job." Riya's immediate reaction is to work twice as hard to prove him wrong, adopting the mindset of a female pioneer. Riya's chosen course of action most closely mirrors the philosophy expressed by which historical figure mentioned in the chapter, and why?

- A. Rashsundari Devi, because she secretly taught herself to read and write, indicating that Riya should practice cricket in secret to avoid conflict, focusing only on the final achievement.
- B. Laxmi Lakra, the first woman engine driver for Northern Railways, whose philosophy was: "I love challenges and the moment somebody says it is not for girls, I make sure I go ahead and do it," signifying a direct, challenging response to gendered limitations.
- C. Rokeya Sakhawat Hossain, because her story Sultana's Dream imagined a Ladyland where women controlled technology and men were in seclusion, suggesting Riya should strive to create an all-women's cricket team to escape male dominance.
- D. Pandita Ramabai, who championed women's education and taught skills like carpentry, implying Riya should use her cricketing success to set up a new school for girls' sports rather than focusing solely on her personal success.

3. In the 19th century, the act of a woman learning to read and write was often seen as revolutionary and dangerous, with superstitions even claiming it would bring bad luck to her husband. For women like Rashsundari Devi and Pandita Ramabai, what was the most significant, non-obvious outcome of gaining literacy and education, as evidenced by the chapter?

- A. It enabled them to write and publish their own narratives (like Amar Jiban), which led to questioning the existing social situation of women and imagining new ways of thinking and living for both genders, thereby becoming agents of societal critique.

- B. It created new opportunities for well-paying professional work outside the home, directly leading to economic independence, which was a fundamental reason for the Women's Movement's focus on education.
- C. It allowed them to form political alliances and movements on a large scale, culminating in the passing of major legislation like the Domestic Violence Act in 2006.
- D. It ensured that, unlike the communal roles (e.g., in pottery where women were only seen as supportive because they didn't use the wheel), their intellectual contribution was finally recognised as primary labour, not merely supportive.

4. The drop-out rate data (2014-15) for Upper Primary (Classes 6-8) shows that the drop-out rate for ST girls (8.71%) is significantly higher than for 'All Girls' (4.60%). If you were a policy maker tasked with reducing this disparity, which of the following interventions would be the most comprehensive in addressing the multi-layered reasons for this high drop-out rate, as detailed in the chapter?

- A. Mandating that all girls from the ST community must attend school until Class 10, backed by a punitive legal framework for parents who withdraw their children.
- B. Focusing on a holistic approach that includes establishing proper schools with regular teachers in rural and poor areas, providing safe and accessible transportation like buses, and implementing anti-discrimination policies to protect children from prejudice by classmates and teachers.
- C. Implementing a compulsory scholarship program for all ST girls that directly transfers money to their family's bank accounts, addressing only the financial constraint of poverty which is cited as the primary reason.
- D. Launching a massive awareness campaign using street plays and public meetings to challenge gender stereotypes, as the root cause of the drop-out is the belief that girls' primary aim in life is marriage.

5. A women's rights group in the 1980s observed a surge in questionable deaths of young married women, often reported as kitchen accidents, and suspected they were linked to demands for more money or assets from the bride's family. Which of the following describes the most accurate sequence of actions and legislative outcomes undertaken by the women's movement in response to this specific issue?

- A. They showed solidarity with the victims' families, focusing on legal reform by directly approaching the Supreme Court to formulate the guidelines on sexual harassment at the workplace in 1997.
- B. They focused on raising awareness through songs and street plays, leading directly to the passing of the Domestic Violence Act in 2006.
- C. They primarily used protesting methods like public rallies to challenge the judiciary, resulting in the government making education compulsory for all married women.
- D. They used campaigning methods, including taking to the streets, approaching the courts, and sharing information, which eventually made 'dowry deaths' a public issue, leading to changes in dowry laws to punish families seeking dowry.

6. In a modern urban setting, a boy is discouraged from pursuing a career in Culinary Arts because it is considered a 'feminine' and low-paying job, even though he excels at it. His parents insist on him taking up Engineering. This situation is a clear example of the societal pressure on boys to pursue high-salary careers. This pressure is fundamentally a mirror image of which primary social constraint placed upon girls, as detailed in the chapter?

- A. The reinforcement of gender roles that links a woman's "patient and gentle" nature to being a better nurse, which confines her to specific, often lower-status or less-technical occupations, thereby reducing her financial scope and making a high-salary job the male domain by exclusion.
- B. The historical prohibition of education, such as in the time of Rashsundari Devi, where women were literally barred from learning the alphabet, unlike the boy who is allowed to learn Culinary Arts.
- C. The systemic issues of poverty and inadequate schooling facilities that cause high drop-out rates in rural areas, which is not applicable to the urban setting of the boy.
- D. The non-recognition of women's household work, which is distinct from the problem of career choice in the outside world.

7. Rokeya Sakhawat Hossain's story, Sultana's Dream (1905), describes 'Ladyland' where women controlled the environment and operated flying air cars, all powered by the brain-power

of women. What does this literary work most potently communicate about the power of education, as understood by the women's movement?

- A. That women should focus on military and technical inventions to achieve power, as the men in Ladyland were defeated by women's aggressive guns and weapons.
- B. That education and literacy provided women like Rokeya not only the power to dream and critique but also the practical capability to take real-world action, such as starting a functioning school for girls, thereby enabling others to build their own futures.
- C. That the only way to achieve gender equality is by sending all men into seclusion and adopting a purely matriarchal society, as literally depicted in the fictional world of Ladyland.
- D. That women are inherently superior to men in science and technical fields, as symbolised by the inventions in Ladyland, justifying the belief that science is more suitable for women.

8. Xavier's parents disapproved of his low marks in Science and Maths, preferring a high-salary subject over his favorite, History. This situation highlights external pressure on boys for economic success. Beyond career choice, what is another significant and often internalised pressure on boys mentioned in the chapter, which influences their social behaviour and emotional expression?

- A. The pressure to not behave differently from other boys, often expressed through teasing and bullying, and the societal encouragement from an early age not to cry in front of others.
- B. The historical requirement for boys to learn the traditional work of their elders, such as operating the potter's wheel, thereby being confined to certain trades and limiting career exploration.
- C. The legal obligation to obtain a formal education, as opposed to the voluntary secret struggle for education experienced by women like Rashsundari Devi.
- D. The expectation that they must also share equally in domestic work, which, like women's work, is often unrecognised and unpaid, leading to emotional burnout.

9. A female factory worker, while operating a machine, is repeatedly subjected to lewd remarks and inappropriate touching by a male supervisor. The company management is ignoring her complaints. In this scenario, which strategy of the Women's Movement, combined with the specific resulting legal framework, provides the most direct and necessary avenue for the worker to seek justice?

- A. Showing solidarity with other women by holding a candle-light vigil, as this is the most peaceful way to draw attention to injustice.
- B. Directly appealing to the central government to launch a campaign against the factory owner, leading to a new law being passed against factory misconduct.
- C. Using the Women's Movement's successful campaigning efforts that led the Supreme Court to formulate the 1997 Guidelines to protect women against sexual harassment at the workplace, allowing her to pursue a legal remedy within the established framework.
- D. Engaging in a protest through public rallies and demonstrations to draw attention to the injustices, which will automatically force the company management to take action.

10. An NGO conducts a survey in a village and finds that almost all male members identify themselves as 'farmers,' while female members, despite performing 80% of the field labor (planting, weeding, harvesting), identify themselves primarily as 'housewives' or 'helpers.' This situation is the clearest practical demonstration of which concept, as introduced in the context of women's work in the chapter?

- A. The societal perpetuation of the stereotype that even when women do physically demanding and economically vital work (like planting or harvesting), the perception of a 'farmer' remains exclusively male, leading to the non-recognition of women's work outside the home.
- B. The necessity of adopting a legal strategy, like the 2006 Domestic Violence Act, to enforce equal pay for equal work in the agricultural sector.
- C. The direct impact of low literacy rates (1961: 15% for women) on career identification in 2024, despite the literacy gap having narrowed significantly.
- D. The need for the government to launch the Beti Bachao Beti Padhao campaign specifically in this village to encourage girls to study, which is the only way to challenge this perception