

CLASSES REQUIRED	5
TOPIC	Socio-religious Reforms.
CONCEPT & SKILLS	<ul style="list-style-type: none"> • Plight of Women in the 19th century. • About the contribution of educated Indians and British administration in abolishing social evils. • To understand the caste system and its adverse effects. • Promotion of women education.
LEARNING OUTCOMES	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Social and religious evils prevalent in the nineteenth century.(sati, polygamy, child marriage, purdah and devadasi system) • Impact of socio-religious reform movements. • The role of women social reformers.
INSTRUCTIONAL TOOLS & REFERENCES	<p>Text Book. Contemporary socio-religious reform movements. Pictures of great personalities who participated in social and religious awakening in 19th century India.</p>
PEDAGOGY	<p>Random Questioning. Before introducing the topic the teacher will ask random questions to students to check their knowledge like: Q1. What was the British policy of non-interference? Q2. What do you understand by the following terms a) Rationalism b) Humanism c) Liberalism</p> <p>Discussion: Discussion session will be followed on topic -Who is modern - Medha Patkar, Sushmita Sen and Pandita Ramabai. Why? Students will present their ideas or views on it. After this there will be detailed explanation of the topic by the teacher.</p> <p>Brain Storming Question: The caste system is still quite strong in rural India. Write a paragraph on what you believe is the reason behind the persistence of caste discrimination in modern India. What can you as a citizen of India do to change the situation?</p> <p>In- text Questions: Certain textual questions will be discussed with the students related to the topics.</p> <p>Concept Mapping: Tabular form of assignment will be given.</p>
ACTIVITY / ASSIGNMENT / RESEARCH	<ul style="list-style-type: none"> • Map Skill will be done. • Assignment on challenging the caste system will be given.
ASSESSMENT	<p>Students will be assessed on the basis of:</p> <ul style="list-style-type: none"> • Map work • Discussion • Assignment
SYLLABUS FOR FORMATIVE & SUMMATIVE	<ul style="list-style-type: none"> • Socio –religious Reforms(FA-4) • Parliamentary Form of Government



ASSESSMENT	
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