

Period-3	Duration= 35 minutes
Sub Topic- Caste and Social reform (1) • Status of caste inequality • Demand for equality • Ghulamgiri	
Learning outcome(s):- The students will be able to understand the condition of having caste inequality. They will explain the demand for equality and freedom from this trap.	
Key Vocabulary:- • Indegenous:- Living and growing in the place where they are from originally • Dominant:- More powerful, important or noticeable • Subordinate:-Having less power or authority than something • Humiliation:-Embarrassment or shame that is felt by somebody	
Skill Developed- Understanding, Explaining, Analyzing	
Opening set induction	Duration 5-6 minutes
Opening strategy :-Question-Answer/ Story telling Two friends were playing happily in a garden. Suddenly one of their parents came and said to stop playing. Their son asked why mumma ?. His mother answered that this boy does not belong from our high class society. It was shocking for him. He never thought from this point of view. Suddenly one question arose in his mind."Why do we divide the human on the basis of caste"?	
Link Statement:-Let us know about the caste inequalities of Indian society. We will have a sensible discussion on the ways to remove the caste barriers.	
Instructional methodology:-	Duration-15 to 20 min.
Teaching Strategy(ies):- Word meaning, Explanation, Describing, Lecture Explanation: Our social reformers had started working to reform the society. All of them whether it was Prarthanan samaj, Brahm Samaj, or Arya Samamj, every organization worked towards removing social evils. In our country not only these reform organization worked but missionaries also. Although these efforts were not sufficient so as a result. The poor began leaving their homes in search for jobs in cities. As they entered in cities another problem was there that they could not do any of the job because work activities were divided in two categories they could get the jobs only according to their caste. In confusion of work some of	

them accepted the work in plantation area of other countries.

It was very surprising that if they got job in the army still it was according to their caste, When it went over the head they started demanding for equality and justice . Some of the famous movements are Satnami movement in Central India for leather workers, Matua movement for Chandal cultivators, movement of Izhava caste by Sri Narayan Guru. All these belong to non Brahmin communities . They tried to demolish the dominance of high caste on the sub ordinate class. When we talk all these we cannot forget Jyotiba Phule. he was the leader of low Caste community.

He has his own thoughts on all these suppressive situations. He knew about the American conditions related to social differences. He wrote a book on caste inequality named as Gulamgiri. He established Satya Shodhak Samaj in Pune. He was against to all the social inequalities with a feel of responsibilities. In independent India Dr. B.R. Ambedkar continued this movement.

Closure	Duration -5min.
Closure strategy:-Verification (Think and Answer) • 1. Who was Ramaswami Naiker? • 2. Why could the old people not do the jobs easily in the cities?	
Assignments: Fill in the blanks: 1.The Prarthana Samaj adhered to the tradition of 2. The father of B. R. Ambedkar the leader of themovement, taught at Army School. 3. Themovement in the Central India was founded by Ghasidas. 4. Sri Narayan Guru proclaimed the idea offor his people. Answer these questions: 1. Who was Jyoti Rao Phule? what did he do for untouchables?	