

CLASS – IX
LESSON PLAN ECONOMICS
Ch.4 FOOD SECURITY IN INDIA

Unit	Economics Ch-4 Food Security in India
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1.Basic knowledge of what is Famine, starvation and food scarcity 2. What are ration shops .
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	Students would be able to Understand the basic concept of Food security in India, Public Distribution system in India and role of cooperatives in food security.
Learning Outcomes	KNOWLEDGE: <i>The Students will be able to:</i> 1.Familiarize themselves with the basic concepts like famine, dimensions of food security ,Buffer stock, public distribution system, cooperatives. 2. analyse how food security effected during a calamity. 3. Understand the importance of Public distribution system, buffer stock, Food cooperation of India and cooperatives for food security in India. 4. Understand the role of government of India in food security in India. SKILLS: <i>The Students will be able to do:</i> 1. Students would be able to enhance their creativity by writing a report on schemes and initiatives taken by government to make people food secure. 2. Students will think critically while comparing the role of public distribution system and cooperatives in food security in India. 3. Students would be able to enhance their communication skills by presenting their views in front of class about the food security system of India.
	Transaction would proceed in the following manner-

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Active Learning Topic- Government schemes for food security in India(Competencies: collaborative and communication) Students will discuss the various schemes by government for food security in groups and then prepare a notes and present it in front of class. Group Learning • Topic- Whole food security system in India (Competencies: Collaborative Learning) Students will understand and discuss in groups how the food security system in India works. Differentiation • Topic- Who all are food Insecure and dimensions of Hunger. (Competencies: Citizenship, communication) Students will study and discuss the food insecure population of India and will try to present their views on their contribution towards food security in India. Questioning: (Competencies: Critical thinking) • Who can you contribute in coming 100 years for the food security in India? Multiple questions as per spiral and NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book for Social Science
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.

Assessments	4 UNIT TESTS (20 each) 80 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL BOARD EXAMINATION 80 Marks INTERNAL ASSESSMENT 20 Marks each term • Subject Enrichment Activity 10 Marks • Note Book Submission 05 Marks + HW Notebook 05 marks
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment questions	Q1.Explain Public Distribution System. Q2. Explain Buffer Stock. Q3. Explain three dimensions of food security. Q4.What do you understand by Seasonal Hunger. Q5. What is Minimum Support Price?

CLASS – IX
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-4: FOOD SECURITY IN INDIA
SUBJECT: ECONOMICS
SESSION: 2019-20

DAY	ONE
Objective	Students will be able to understand the concept of food security and its dimensions
Assessment of qualifying knowledge	Questions will be asked from the whole class group. What do you understand by food security and how it can be effected during a calamity.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About the dimensions of food security <u>SKILLS</u> and <u>COMPETENCIES</u> <i>Students would be able to</i> - Make a flow chart to explain how food security is affected during a calamity. This will enhance their <i>creativity</i> and <i>collaborative</i> skill
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic - What is food security? - Who all are food insecure? - What do you understand by accessibility of food? - What do you understand by famine? Will work through Collaborative Learning: <u>15 min</u> Students will be taught about food security in India its dimensions and will able to discuss how food security is affected during a calamity. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self- Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students will be able to understand the social groups, who all are food insecure, what is hunger and its dimensions.
Assessment of qualifying knowledge	Questions from previous class about food security and its dimensions.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About who all are food insecure - About hunger and its dimensions. <u>SKILLS and COMPETENCIES (collaborative)</u> - Students will be able to make a division of social groups who all are food insecure - Students will be able to compare chronic and seasonal hunger and can have a good group discussion on it.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What is hunger? - What are the dimensions of hunger? - What do you understand by seasonal hunger? - What do you understand by chronic hunger? (Competencies: Critical thinking, communication and collaborative) Students will compare the different social groups and discuss on why these groups are more prone to food insecurity. Students will present their views on how hunger is an aspect of food insecurity. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students will understand the food security system of india.
Assessment of qualifying knowledge	Questions from previous class about hunger and its dimensions.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i>

	- About buffer stock, Food Corporation of India, Minimum support price. - About Public Distribution System and issue price. <u>SKILLS and COMPETENCIES (Collaborative and creativity)</u> <i>Students would be able to</i> - Discuss in groups how Public Distribution System work in India - Will be able to make a flow chart on Food security system in India, showing how it works.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What is Buffer stock - What is MSP? - What is Issue price? - What is Public Distribution System? • Topic-Food security system in India (Competencies: Collaborative and creative) Discuss in groups different terminologies related to food security system in India. Will be able to make a flow chart to show how PDS works in India. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	FOUR
Objective	Students will understand the Malpractices adopted by PDS and reasons for decline of PDS.
Assessment of qualifying knowledge	Questions from previous class about Food security system in India.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i> - About malpractices adopted by Public Distribution System. - About the reasons for decline of Public Distribution System.

	<u>SKILLS and COMPETENCIES (collaborative and communication)</u> - Students will discuss in group how TDPS led to decline of PDS and how the PDS dealers earn profit by adopting the malpractices. - Students will present their views in front of class how malpractices lead to massive pile up of stock with FCI.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic - What is Public Distribution System? - What are the malpractices adopted by PDS? (Competencies: creativity and communication) - Students will write down their views and present it in front of class how malpractices lead to massive pile up of stock with FCI. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	FIVE
Objective	Students will understand the role of cooperatives in food security.
Assessment of qualifying knowledge	Questions from previous class about malpractices adopted by PDS.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know</i> - About cooperatives and their role in food security in India - About Academy of Development Science and how they facilitate a network of NGOs. <u>SKILLS and COMPETENCIES</u> (collaborative) - Student will be able to discuss and find out the various cooperatives in their nearby locality.
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic

techniques, wherever applicable, and can use any other too.)	• What are cooperatives? • What is Academy of Development Science? (Competencies: Collaborative) • Students will be able to discuss on how ADS maintains network of NGOs for setting up grain banks in different regions. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)