

# **RURAL AND URBAN LIVELIHOODS**

## **(STD VI – SOCIAL SCIENCE)**



***Springdales School***

*Pusa Road, New Delhi  
(Affiliated to C.B.S.E.)*



# PREFACE

**This novel is an endeavour to introduce the concept of art integration with social science. It advocates innovation for good pedagogical, research-based reasons and impactful learning.**

**Through this novel we intend to compare and contrast rural and urban livelihoods. The visuals and characters will provide in depth understanding of life of people in rural and urban India.**



0658CH08



0658CH09



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# **DISCLAIMER**

**This graphic comic is a support material to develop the interest of the learners in understanding the concept of “Rural and Urban Livelihood”. The content is developed by the faculty of Springdales School, Pusa Road. This creative output ensures originality of content, ideas and illustrations.**

**The story has truly been a work of imagination and the characters and incidents are purely fictitious. The content aims to ensure the better understanding of the concepts to the students giving them a wide scope of many research oriented activities.**

**Certain characters, places and incidents are the product of imagination and any resemblance to actual persons, living or dead or actual events or locals is entirely coincidental. No part of this novel can be scanned.**

**Printed and Published by:**

**Springdales School**

**Pusa Road UPPER RIDGE ROAD JUNCTION, New Delhi,  
110005**

**Website: [www.springdalespusa.com](http://www.springdalespusa.com)**

# ACKNOWLEDGEMENT

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# LEARNING OUTCOMES



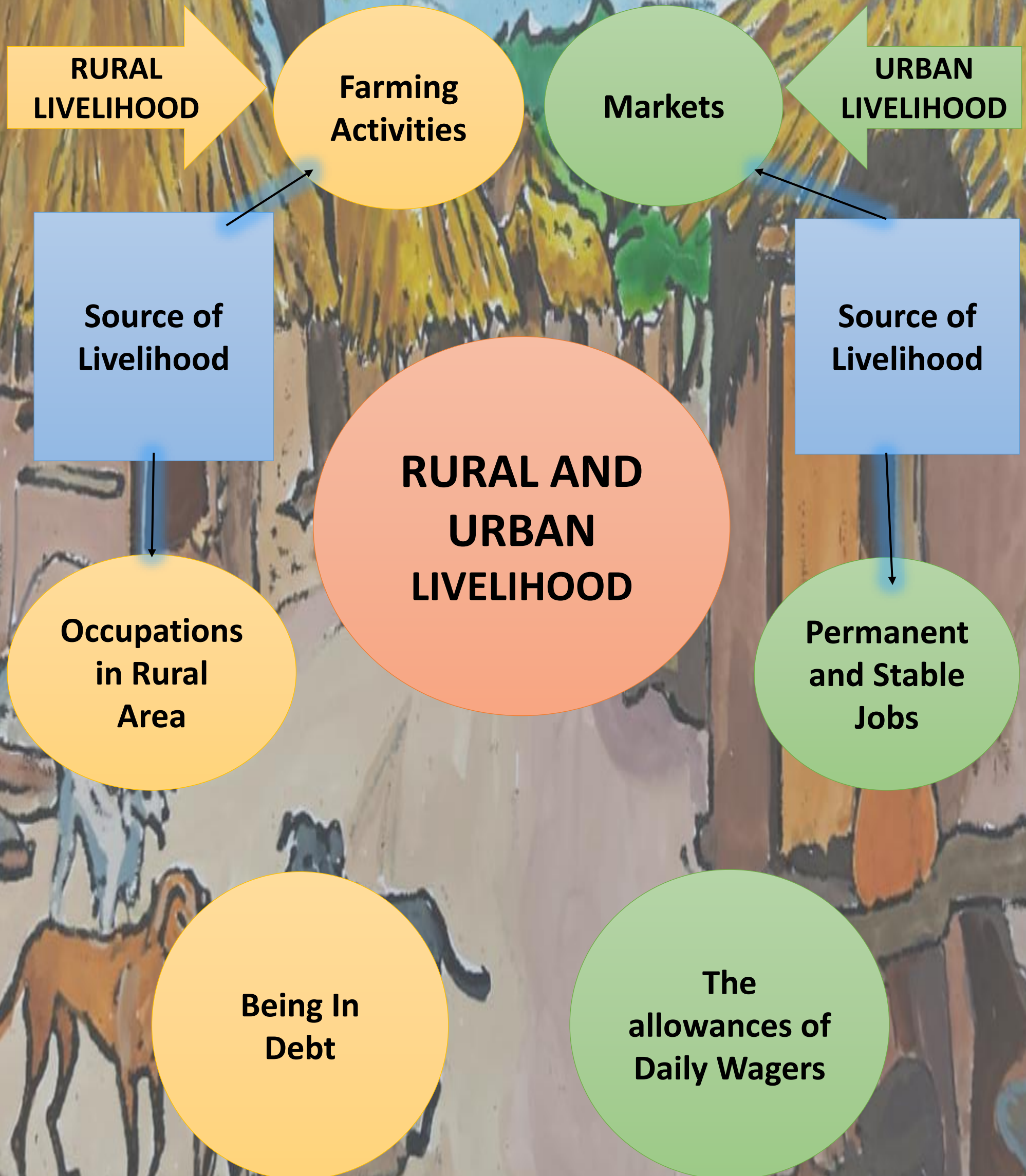
**The students should be able to distinguish between Rural and Urban Livelihoods in the following context:**

- **Types of livelihood prevalent in Villages and Cities.**
- **Types of farming practices in rural areas.**
- **Types of occupations in urban areas.**
- **Factors responsible for availability of different occupations in rural and urban India.**





# STORY BOARD





# CHARACTERS



**Shweta**

*Teacher*



**Dhruv**

*Student*



**Surbhi**

*Student*



# CHARACTERS



**Trisha**

***Student***



**Anil**

***Banker***



**Shopkeeper**

***Manufactures  
and sells scarves***



# CHARACTERS



**Dadi**

*Grandmother of  
Suman, Sonu and  
Meena*



**Meena**

*Village  
Girl*



**Sonu**

*Village  
Boy*



# CHARACTERS



**Neelam**

*Fisherwoman*



**Mohanlal**

*Farmer*



**Maa**

*Mohan  
Lal's wife*



# CHARACTERS



**Suman**

*Village  
Girl*



**Rajkumar**

*Driver*

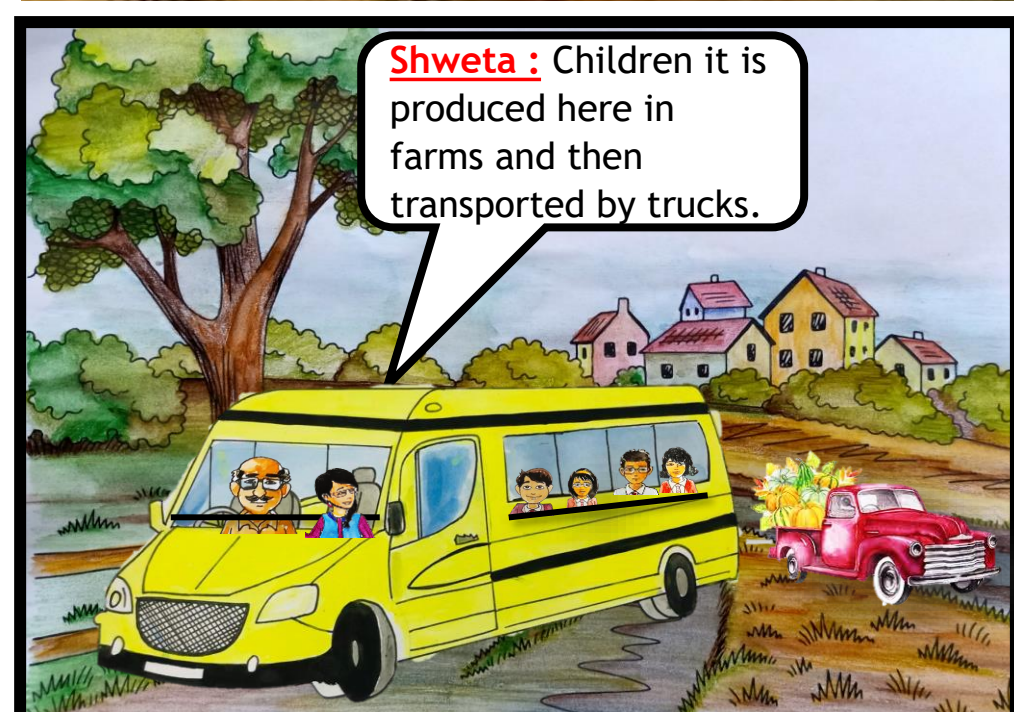
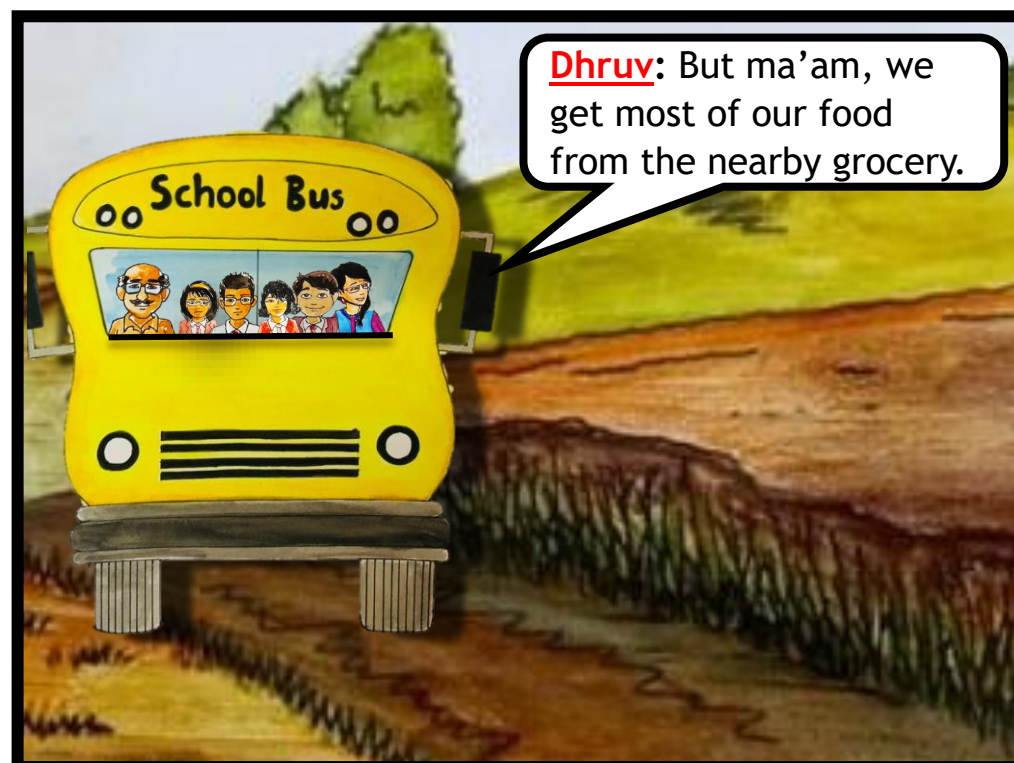


**Raghav**

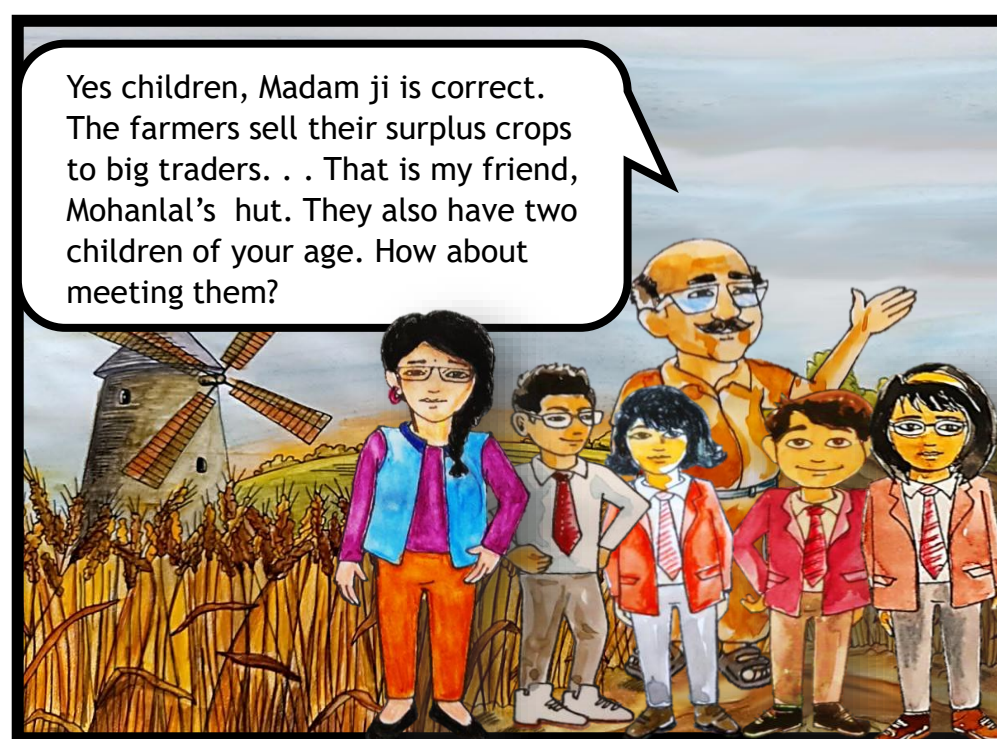
*Student*



A group of four students is going to a village to experience rural life and see for themselves how the people make their livelihood. A rustic village is chosen for the excursion to draw contrast between rural and urban life. The children are accompanied by their teacher and a bus driver who is driving them to his village. Alighting from the bus....



In the farm. . .



Village name: Naya Gaon, Location: Munna Nagar

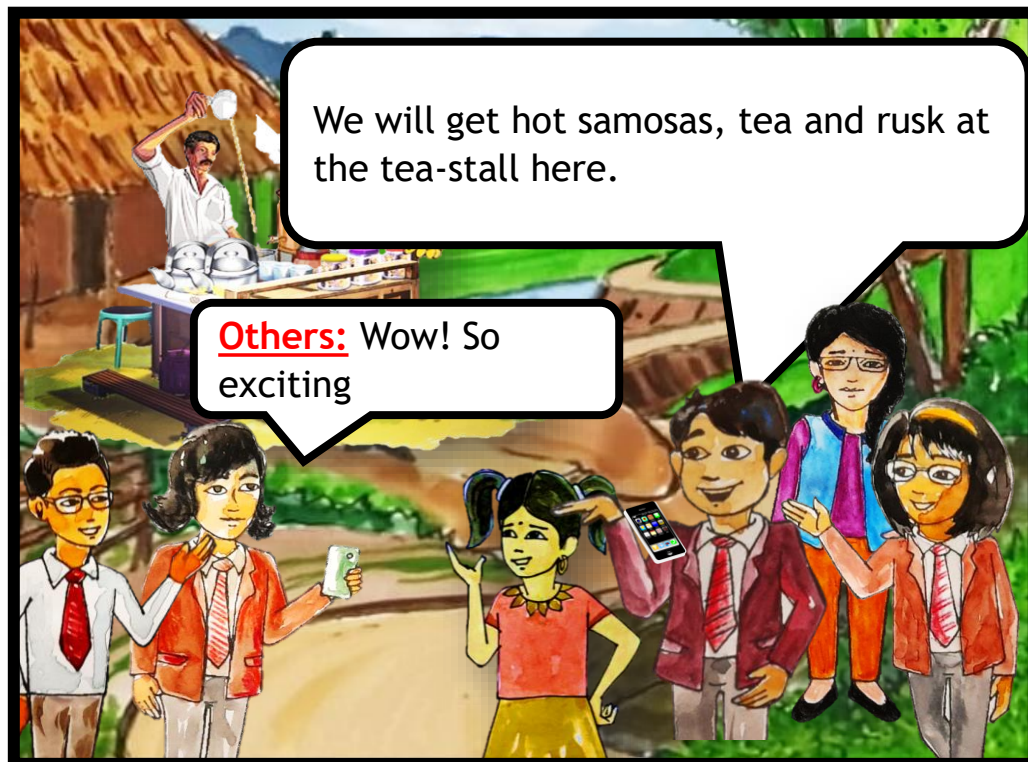
The students and their teacher stayed overnight at the dharamshala with consent of their parents.



On reaching Mohanlal's hut. The children see the grandma weaving baskets with her grand-daughter, Meena who seems to be very good at it .



Meena takes the school children to the field to meet with her father and mother. On the way the children stop at a street tea stall for some refreshments. Here they are served samosa and rusk with tea.



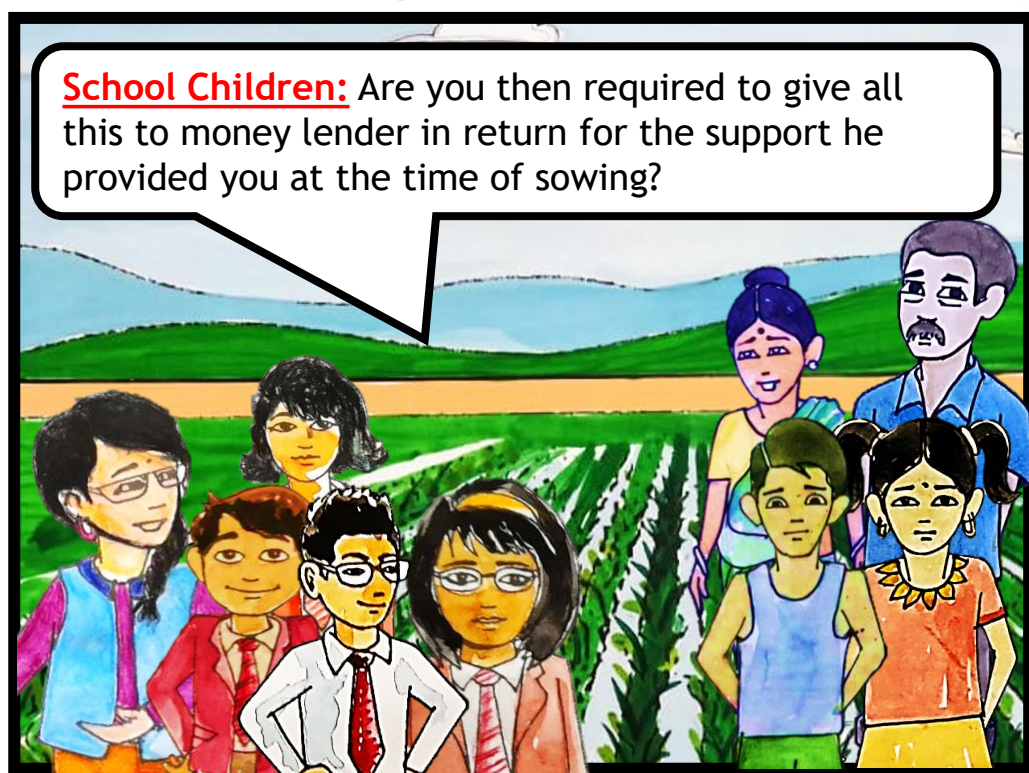
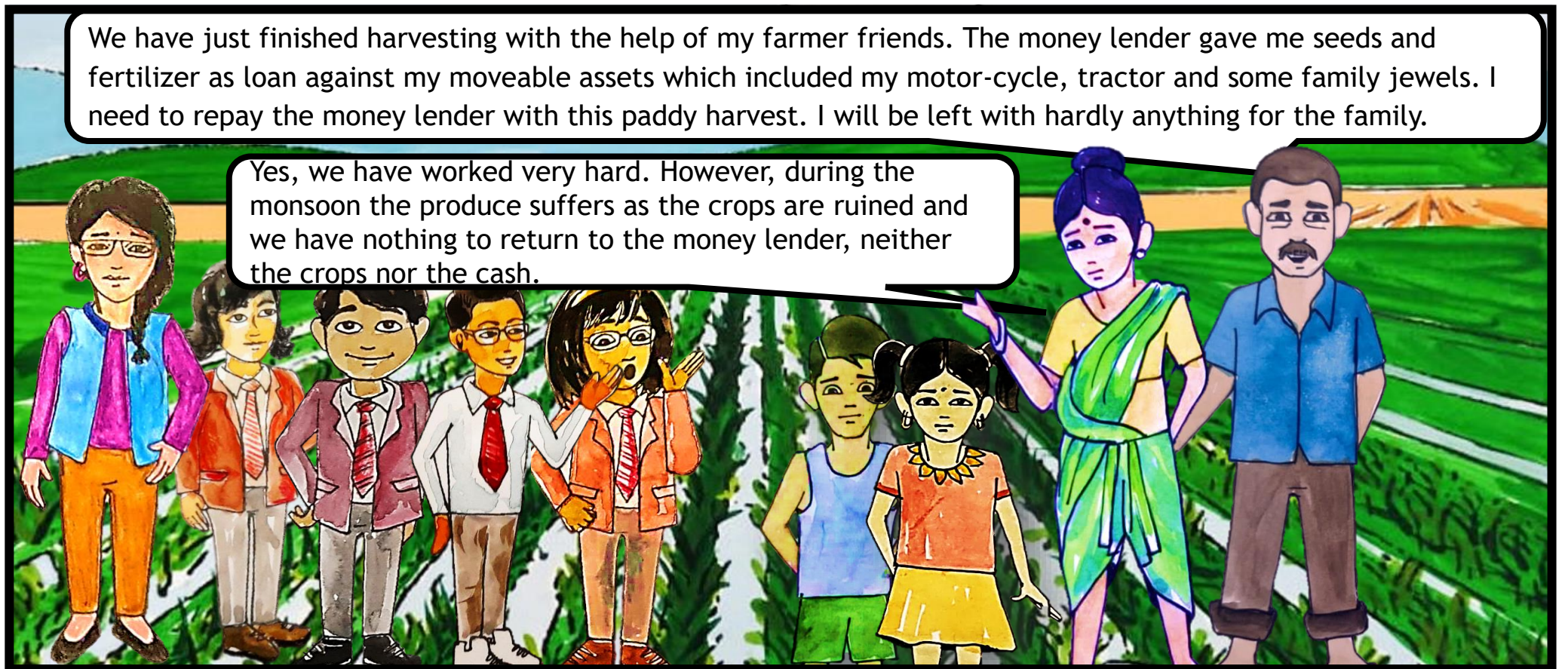




The school children are taken to the farmlands by the little village girl and her brother. There they meet the children's parents who are busy in the paddy fields.





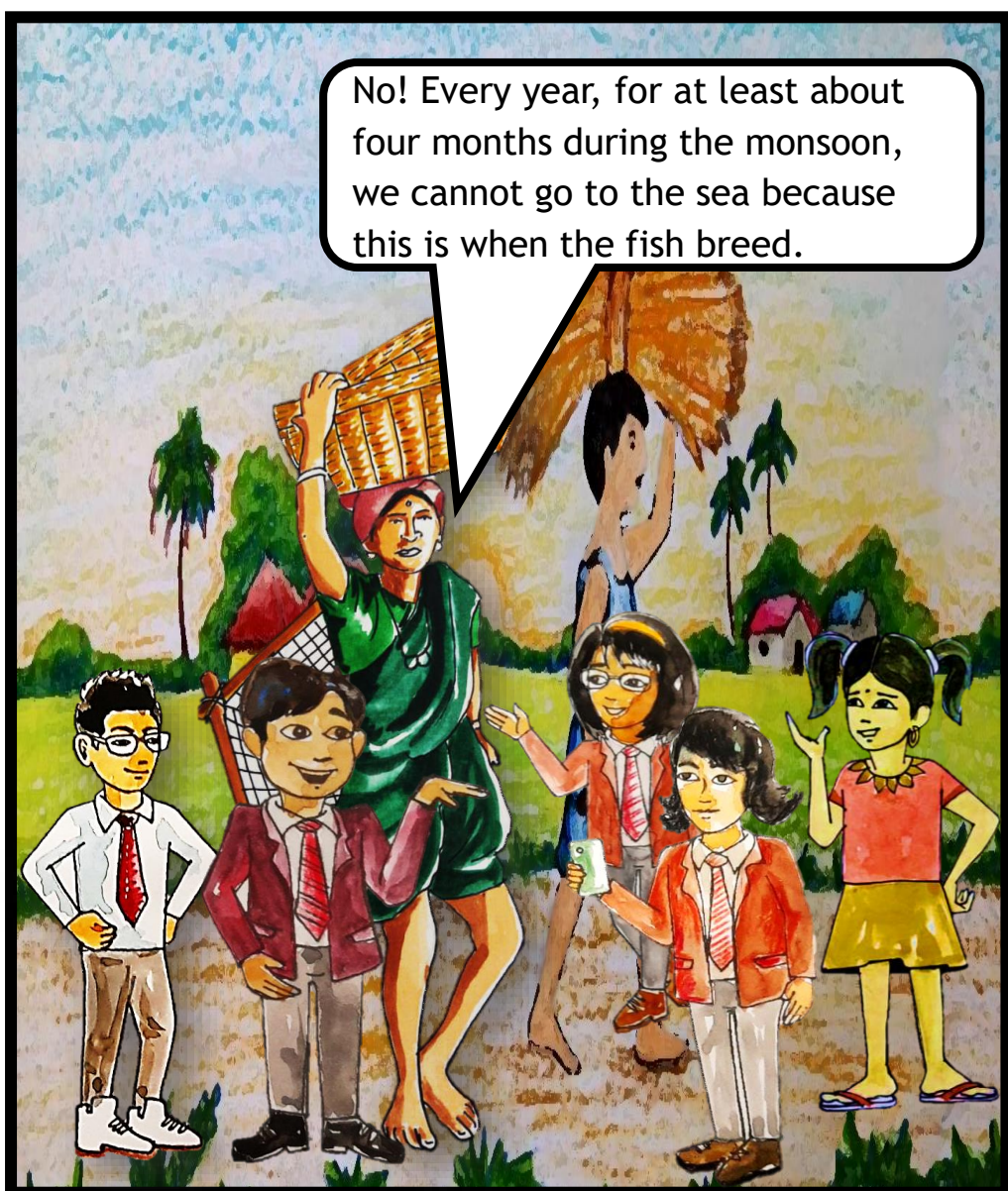


Most of the Indian rural families are hired labourers and they work on a rented piece of land for which they need to pay the crop produce as rent and hence are left with the bare minimum to meet their personal needs. They are left in debt.



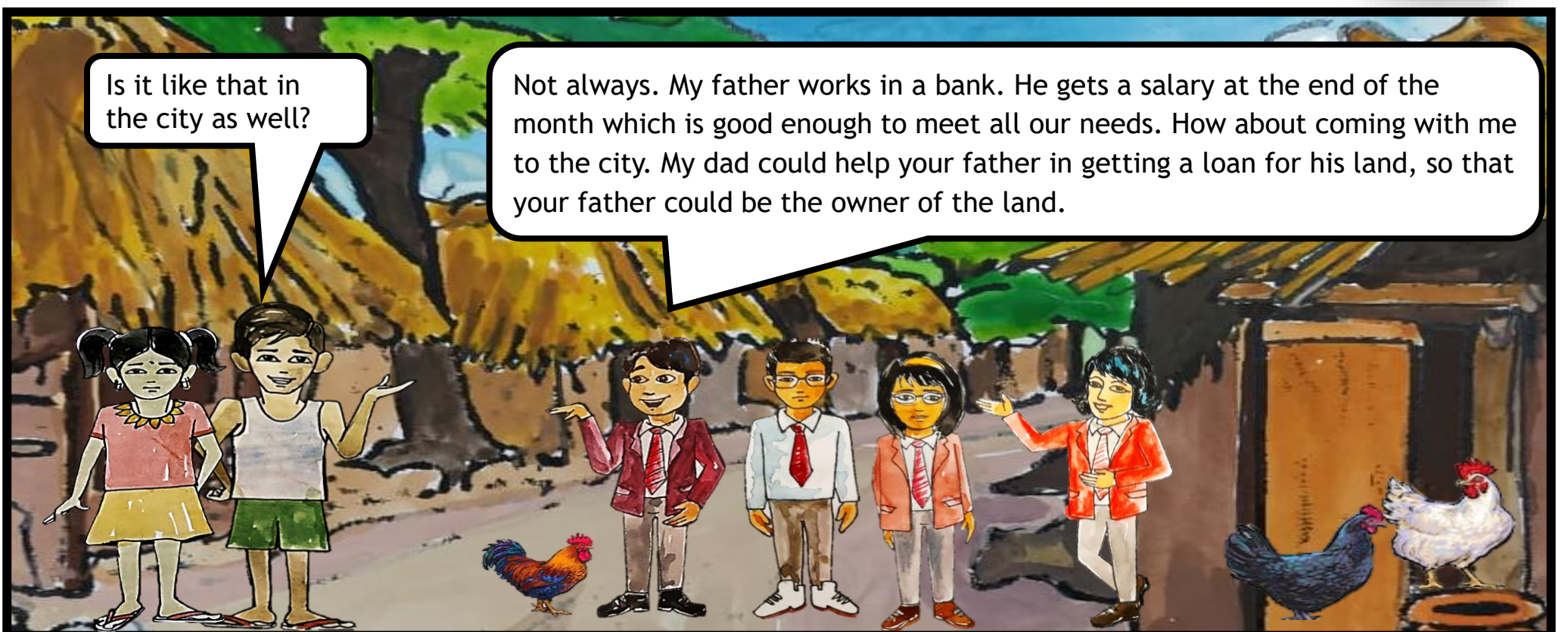
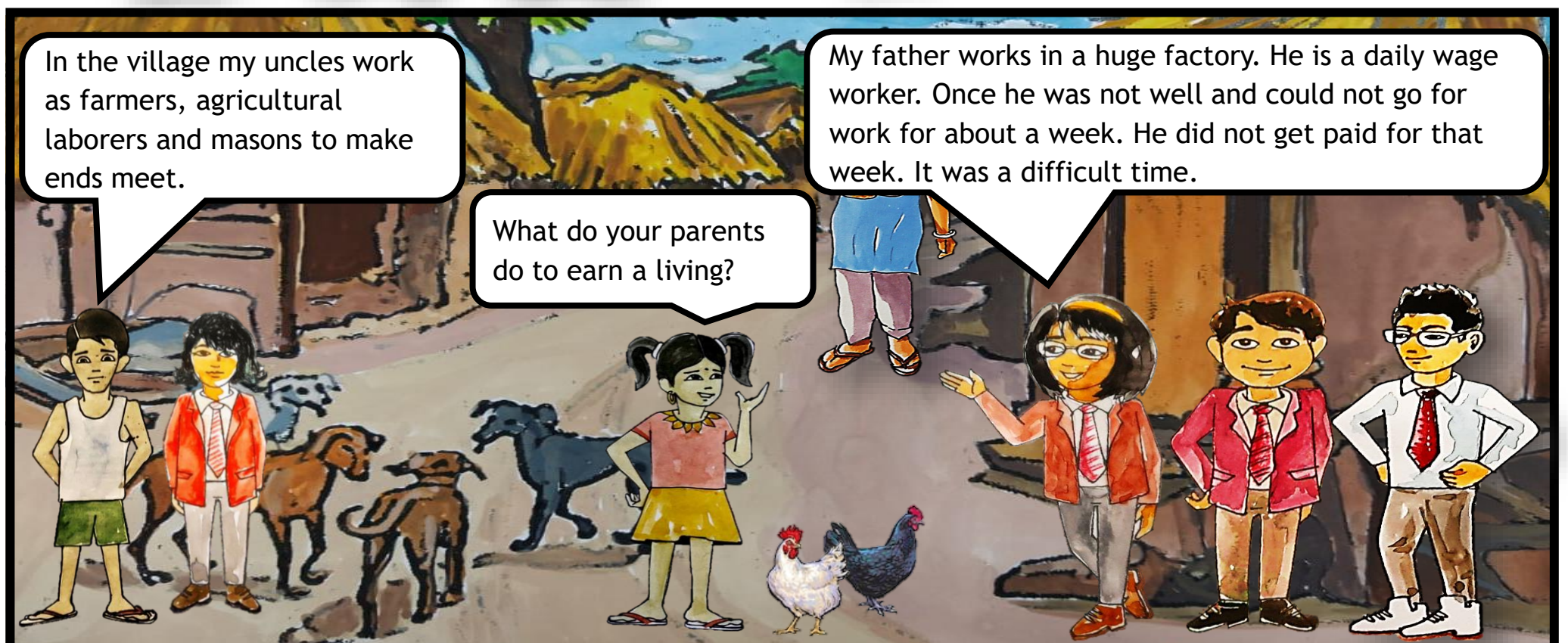


The school children then meet other villagers whose livelihood depends on collection of wood and berries from forest, animal husbandry and dairy produce.





The school children and village children are seen playing a game of hopscotch and marbles. They engage in some conversations of urban life.



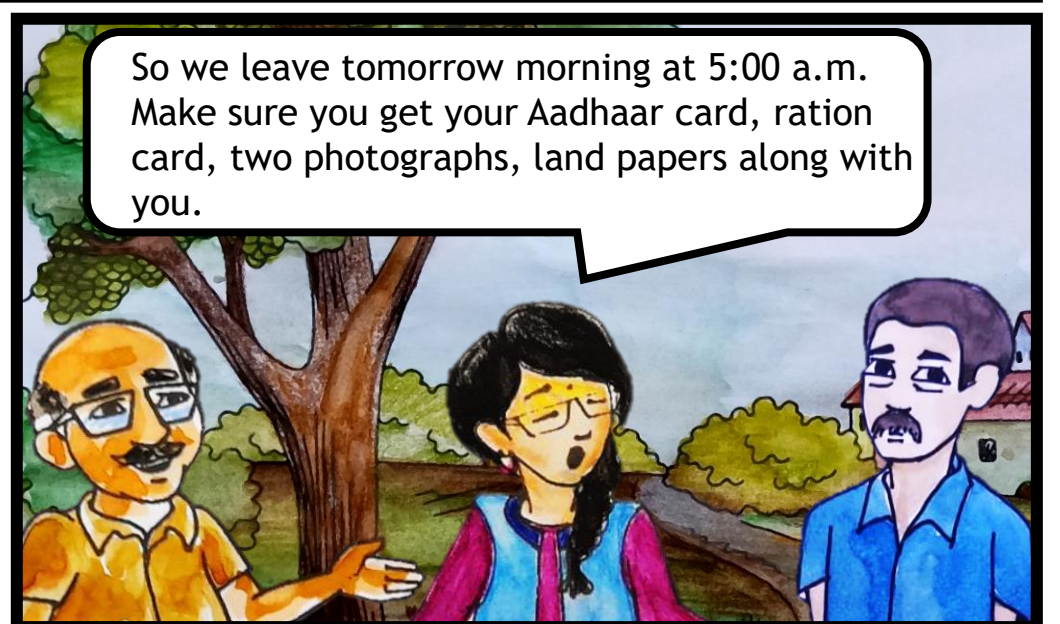
There are various service providers in rural areas such as blacksmiths, nurses, teachers, washermen, weavers, barbers, tailors, cycle repair mechanics, lorry drivers, construction workers and so on. There are also some shopkeepers and traders.



Dhruv came up with a proposal. . .

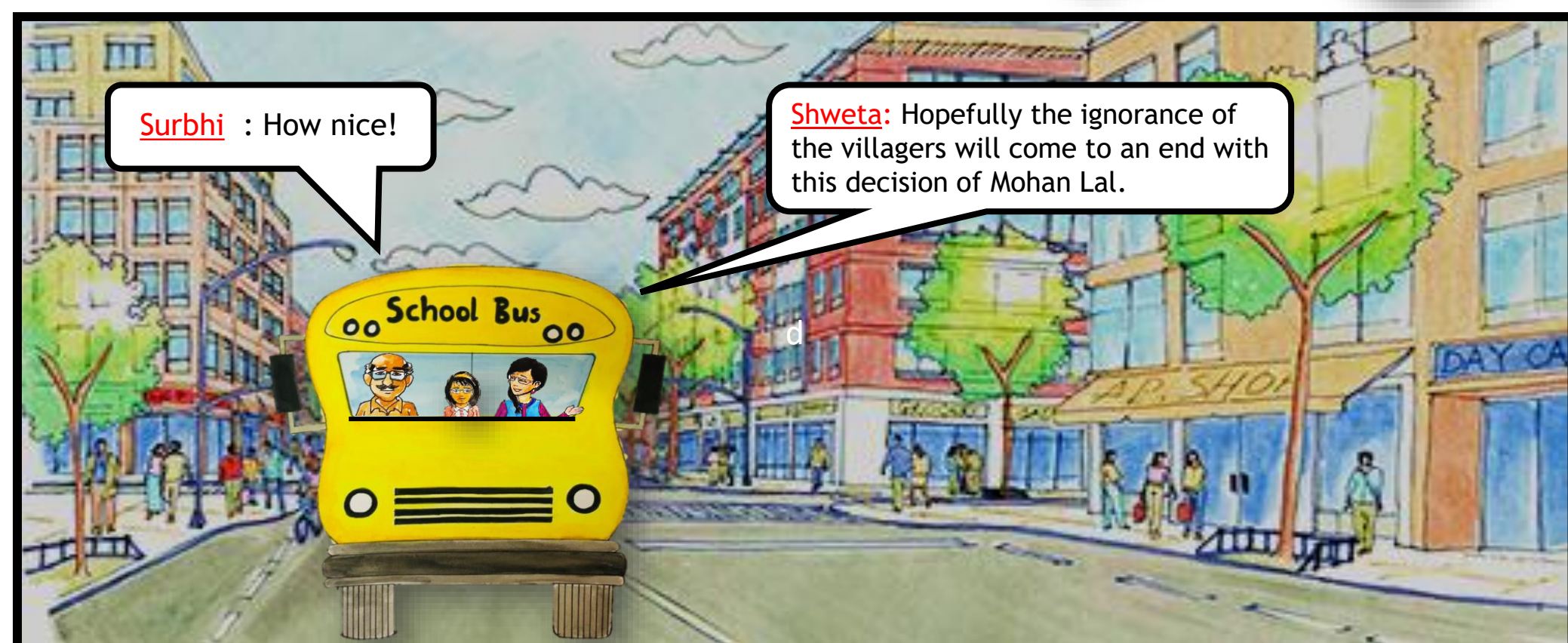
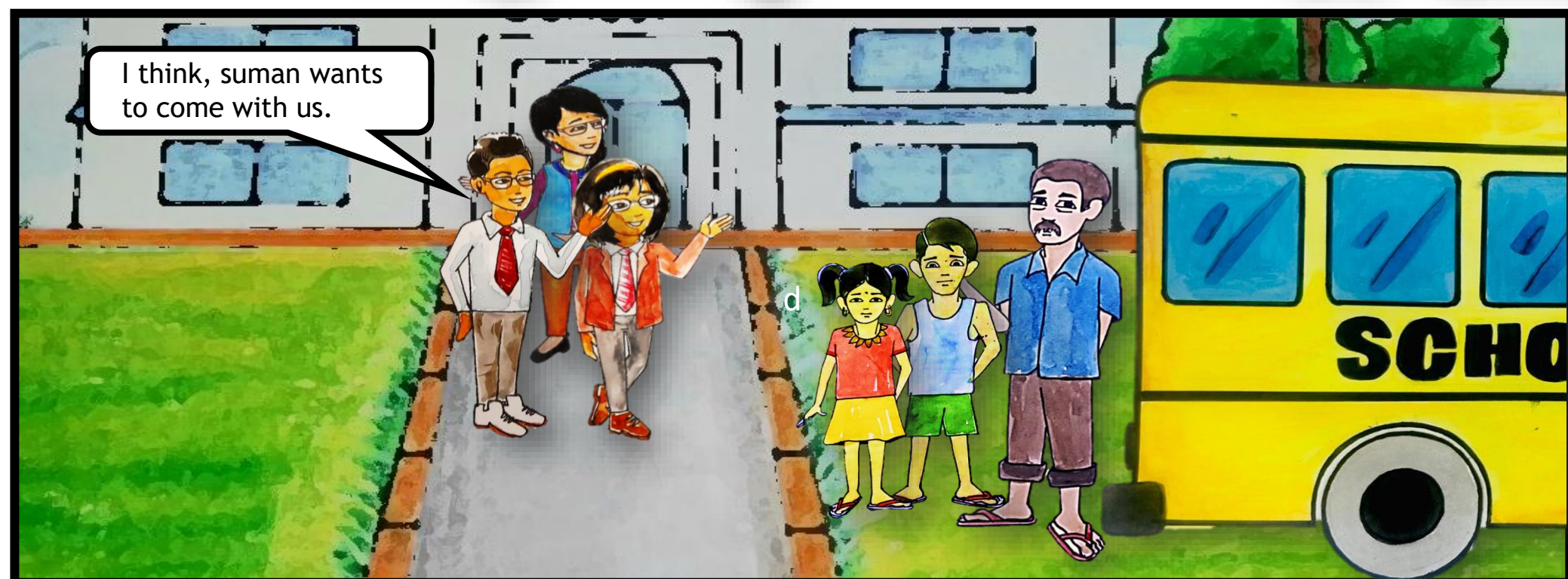
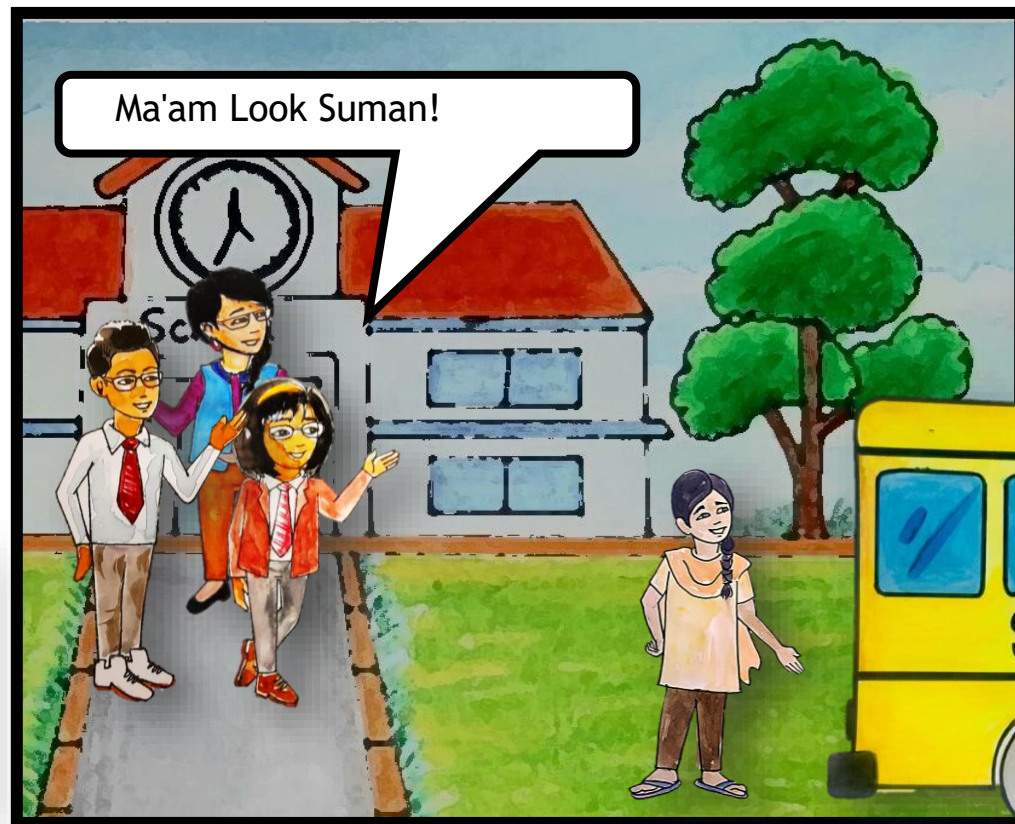
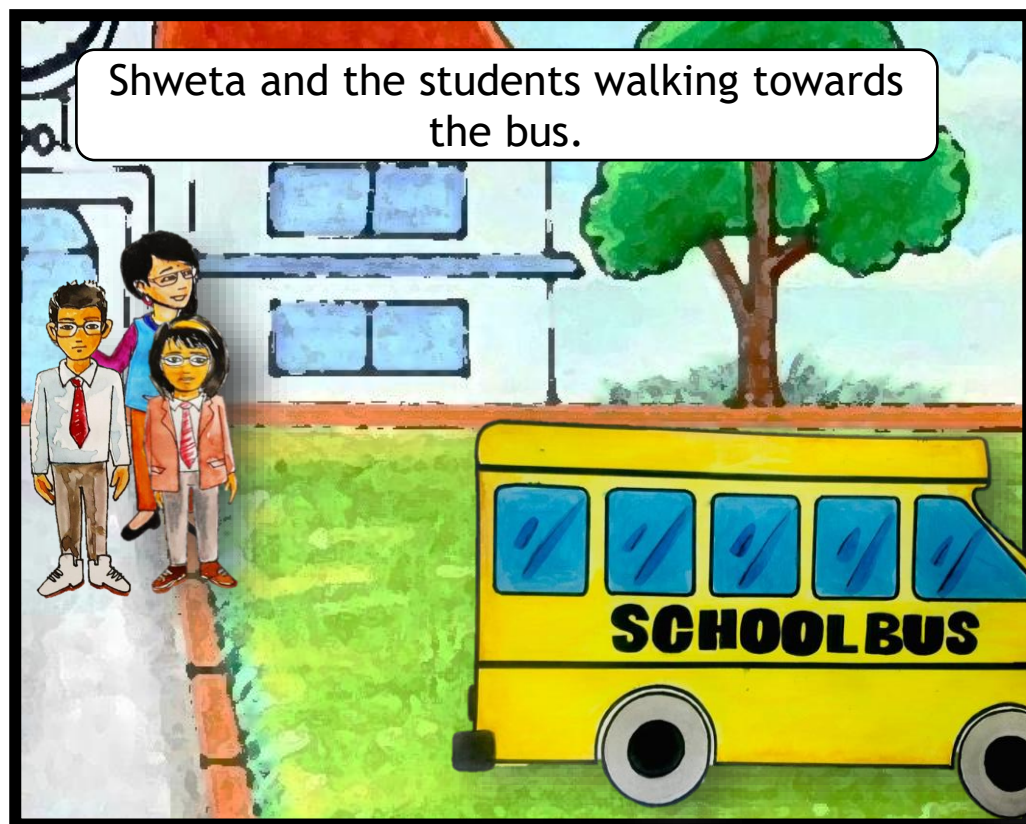


Shweta takes the proposal further and tries to convince Mohanlal. . .





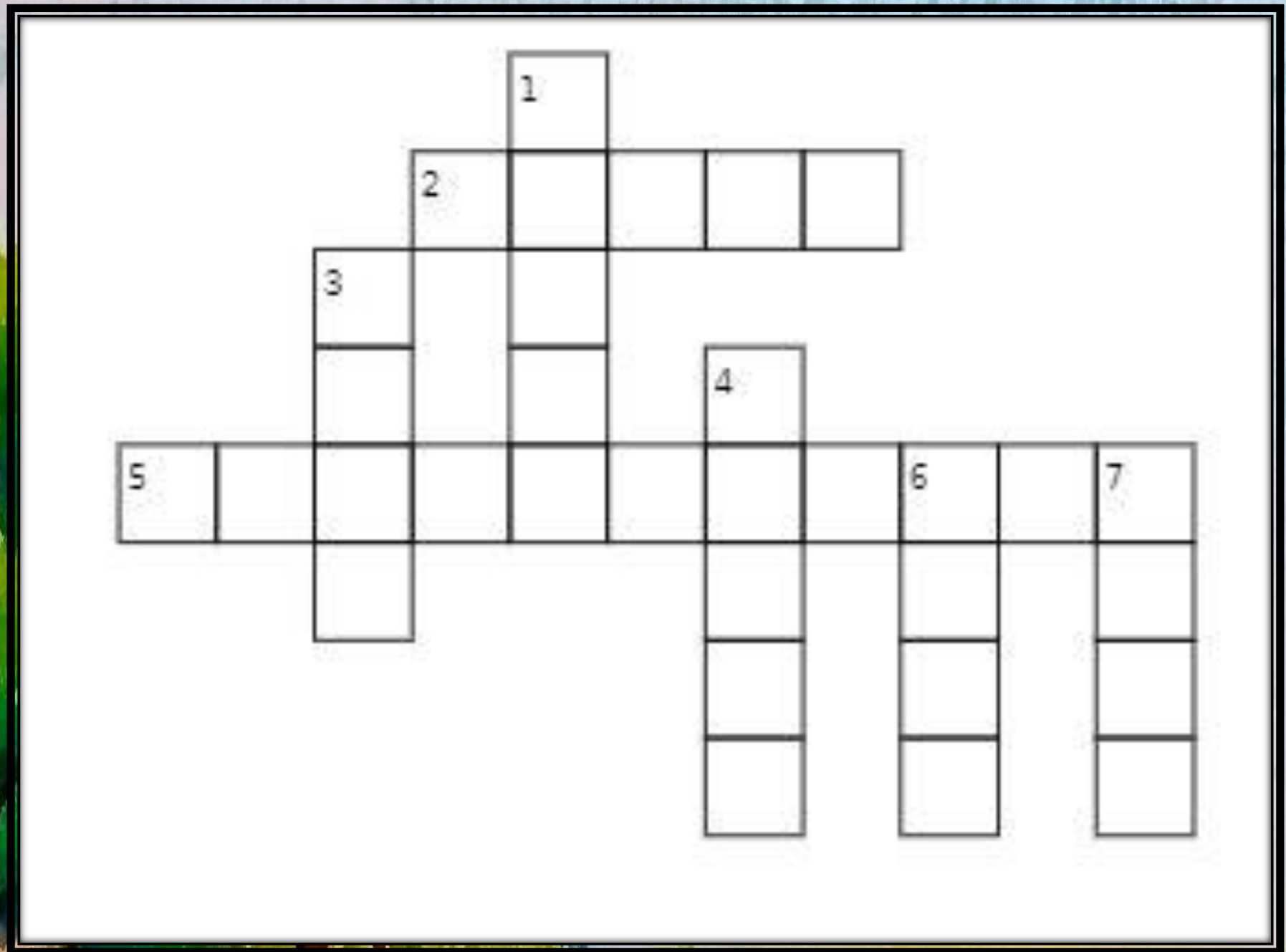
The next morning Mohanlal and his children are up early and waiting with all required documents near the school bus.



The school authorities extended a helping hand and agreed to drive Mohan Lal to city along with the school children.



# CROSSWORD TIME!



## Across

2. Suman went to the forest to collect tendu, honey and \_\_\_\_\_ to sell it to trader.
5. Mohan Lal had taken money for seeds and fertilizers from a \_\_\_\_\_ in the village.

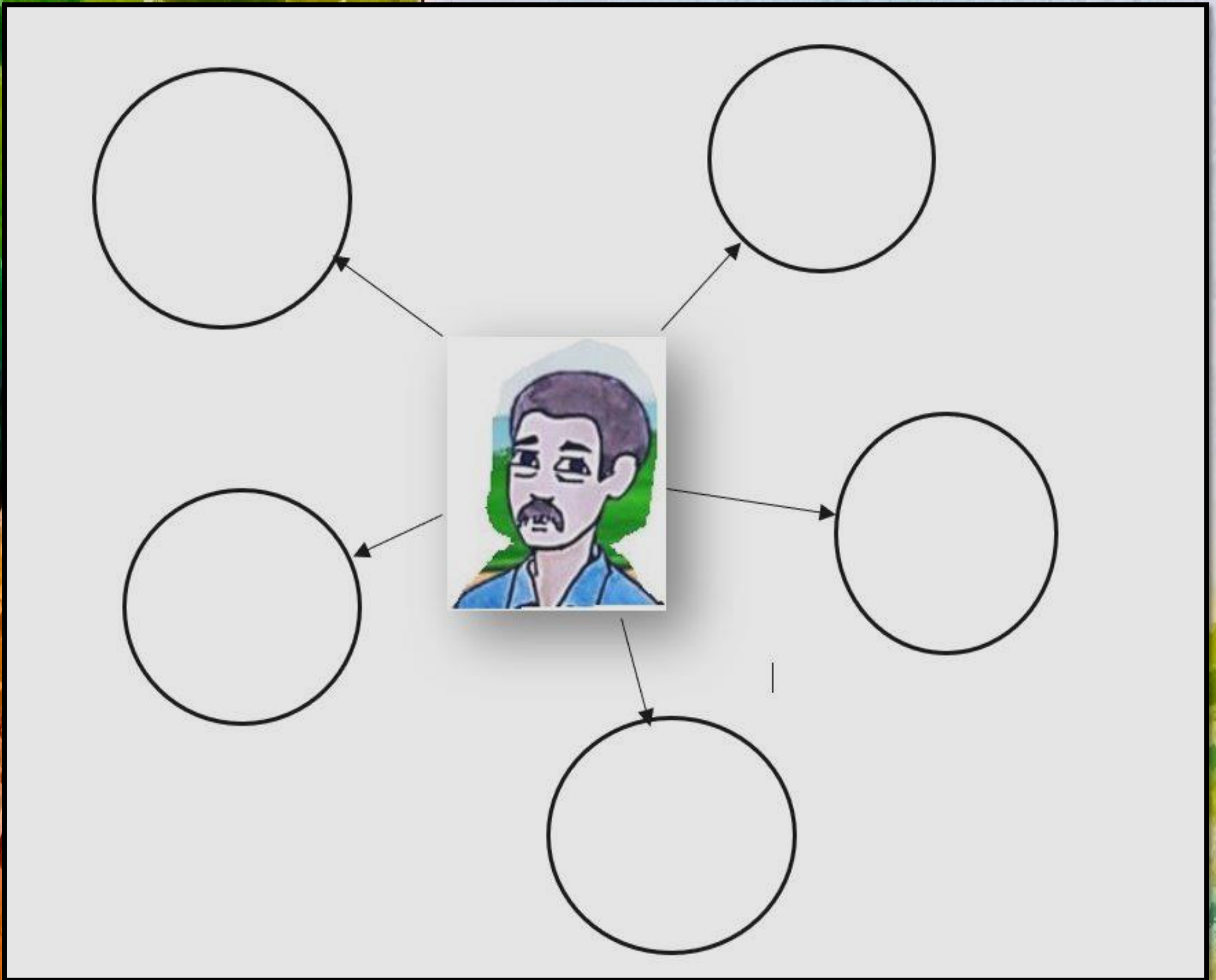
## Down

1. The food crop grown by the villagers.
3. Dhruv's father worked in a \_\_\_\_\_
4. In the village grandma used to \_\_\_\_\_ baskets
6. Mohan Lal owed lot of money to the moneylender. He was in \_\_\_\_\_
7. The children ate \_\_\_\_\_ as refreshments in the village.



# VOCABULARY

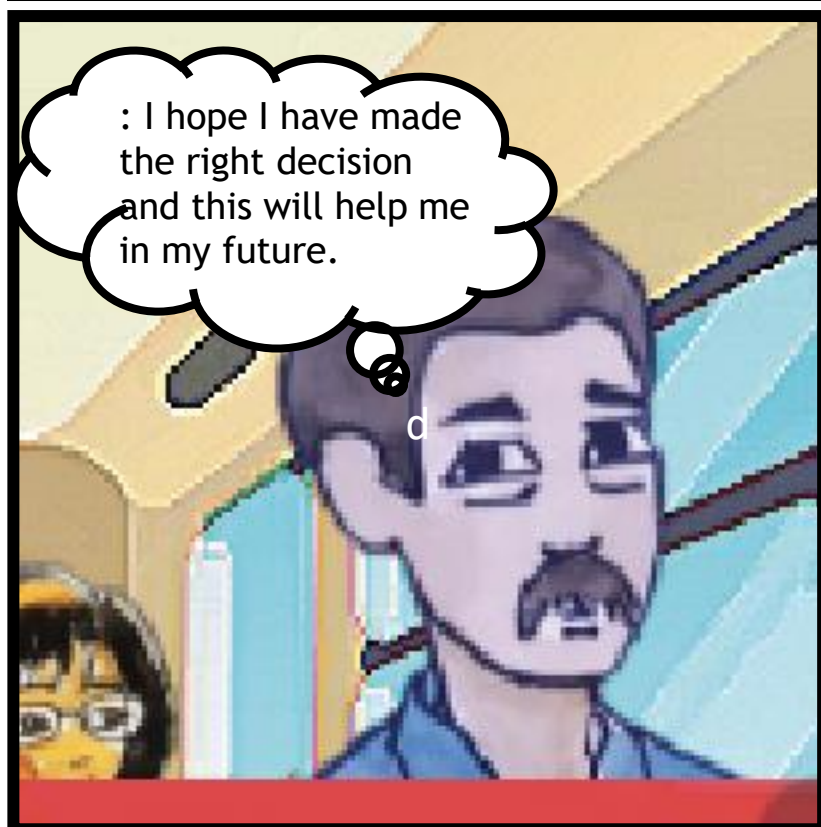
Write adjectives that describe MohanLal in the Story



**What are the various occupations of rural areas?**



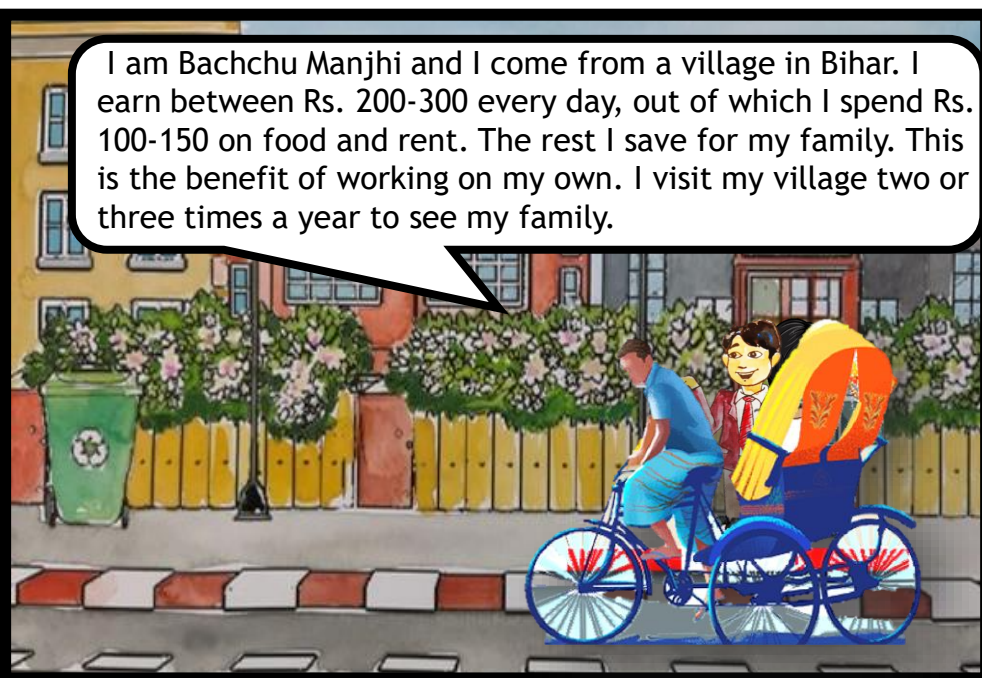
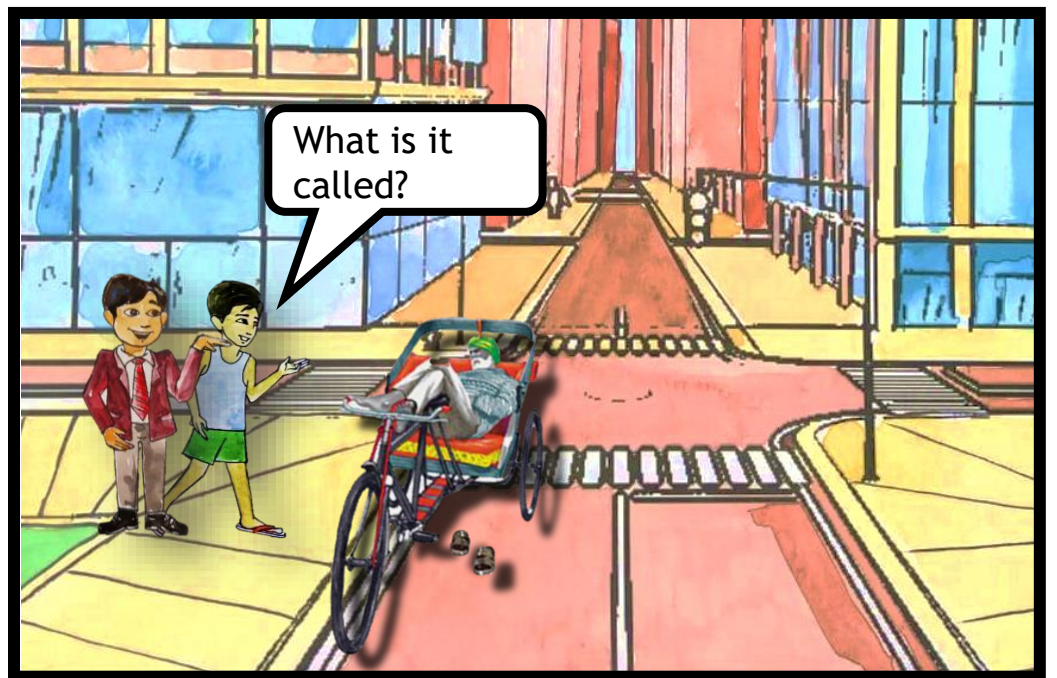
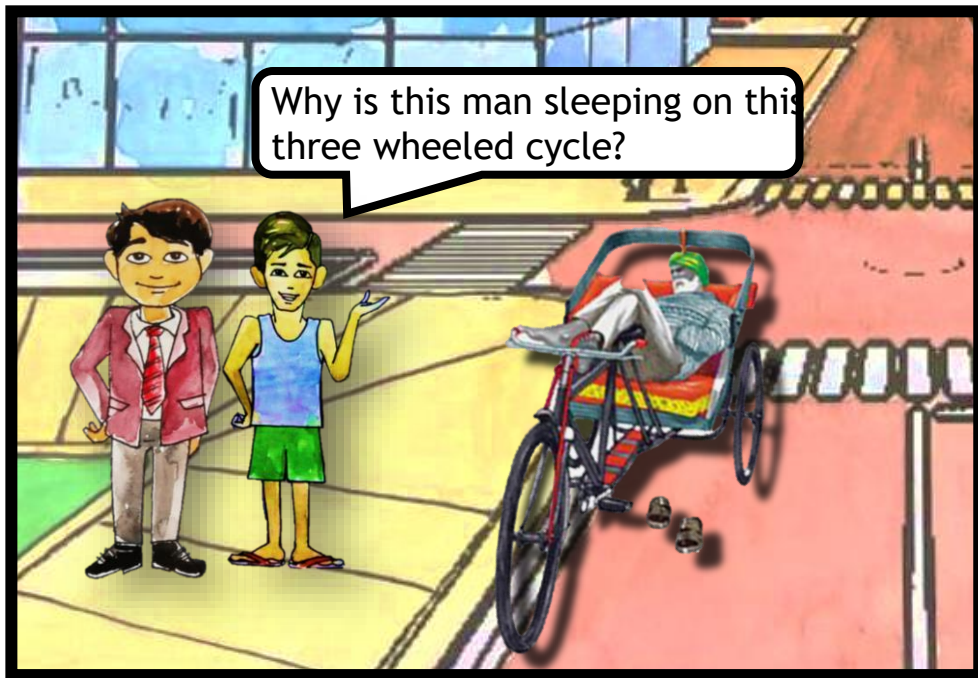
All board the bus and are set to go . . .



They reach the city: a market buzzing with activity. . . Children alight from the bus.

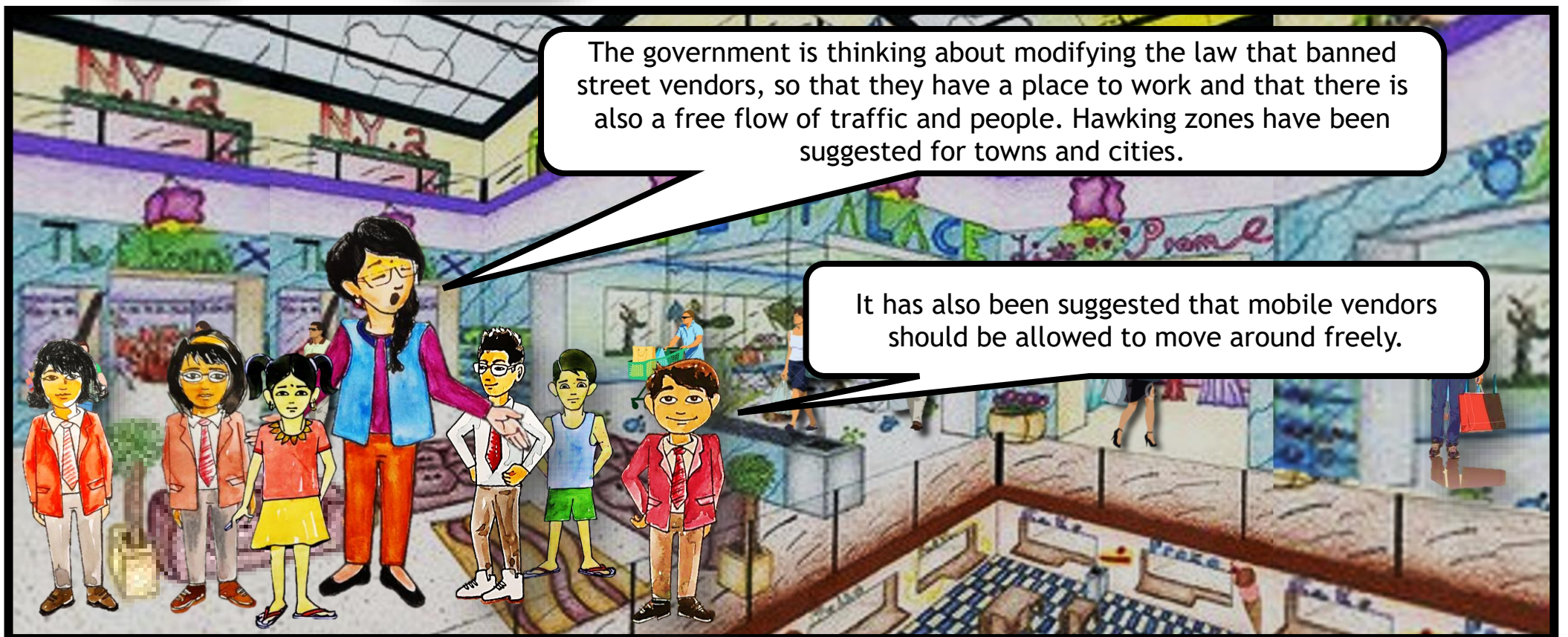




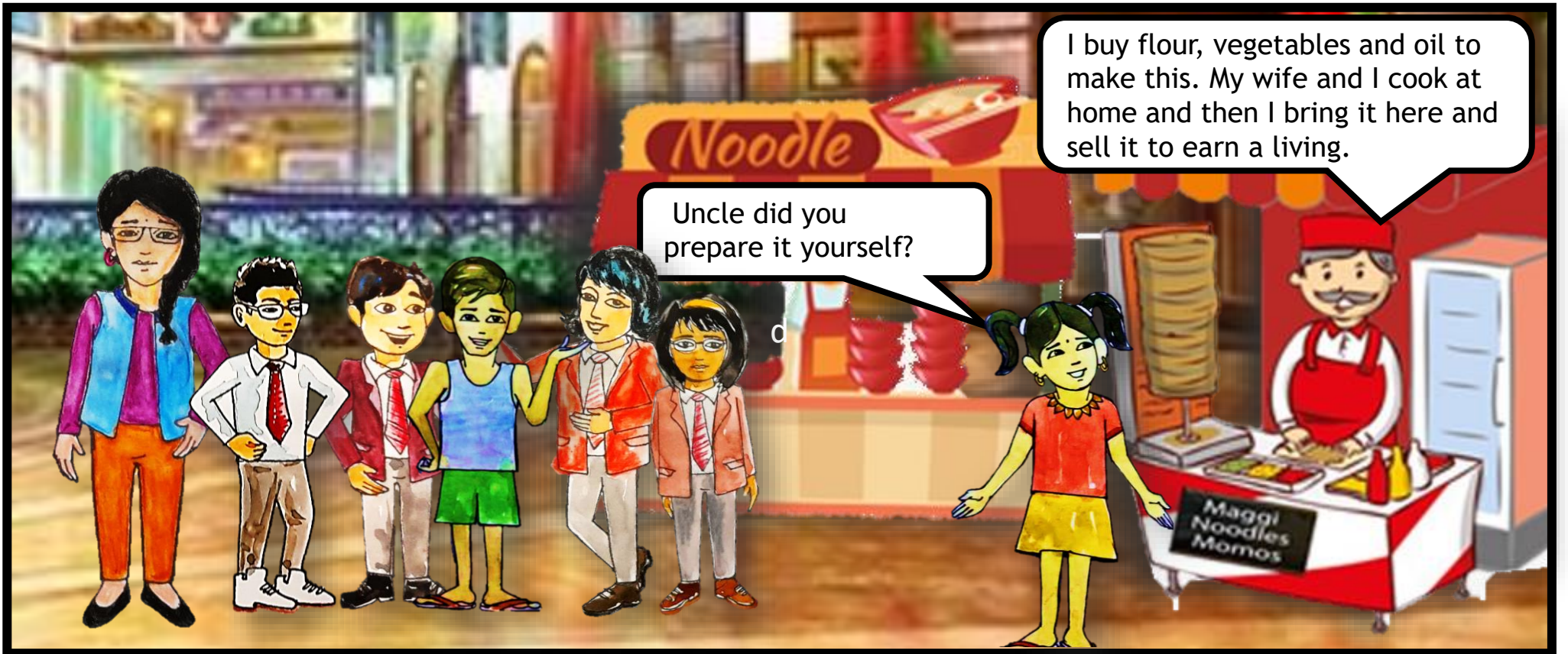




Shweta and the children went to the market.  
There is a lot of hustle and bustle in the market.





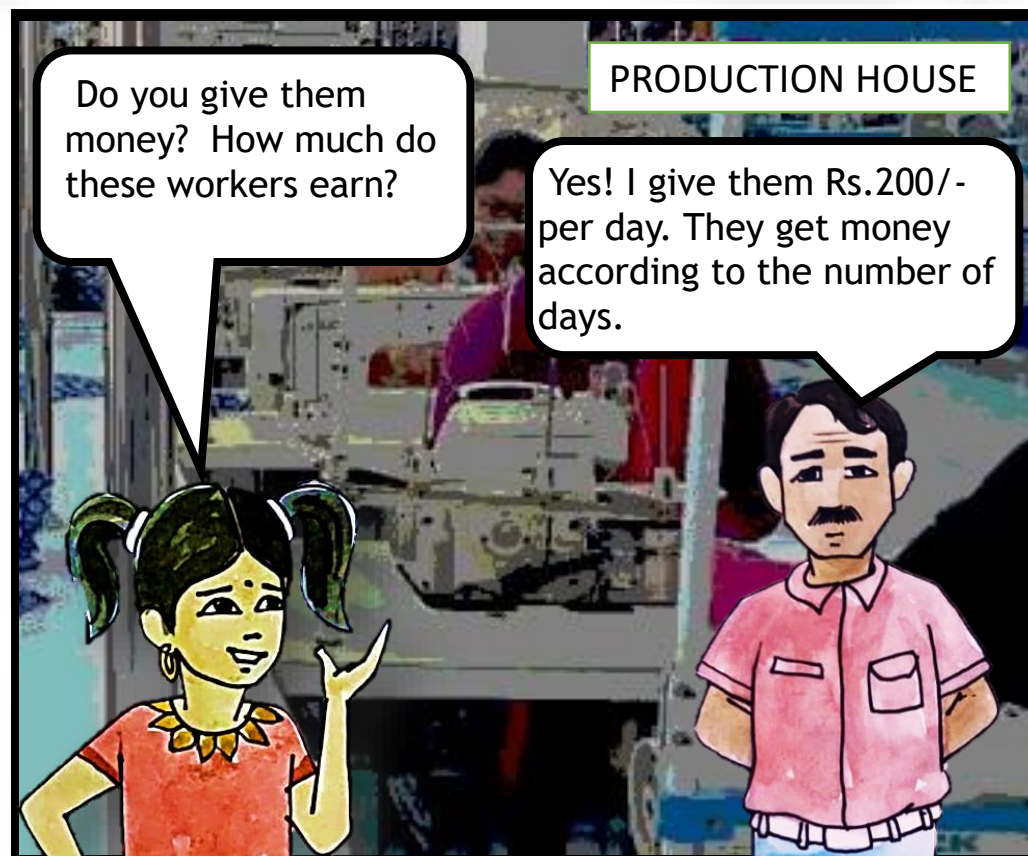


Children while enjoying their meal look around and are amazed by the awe-struck showrooms.



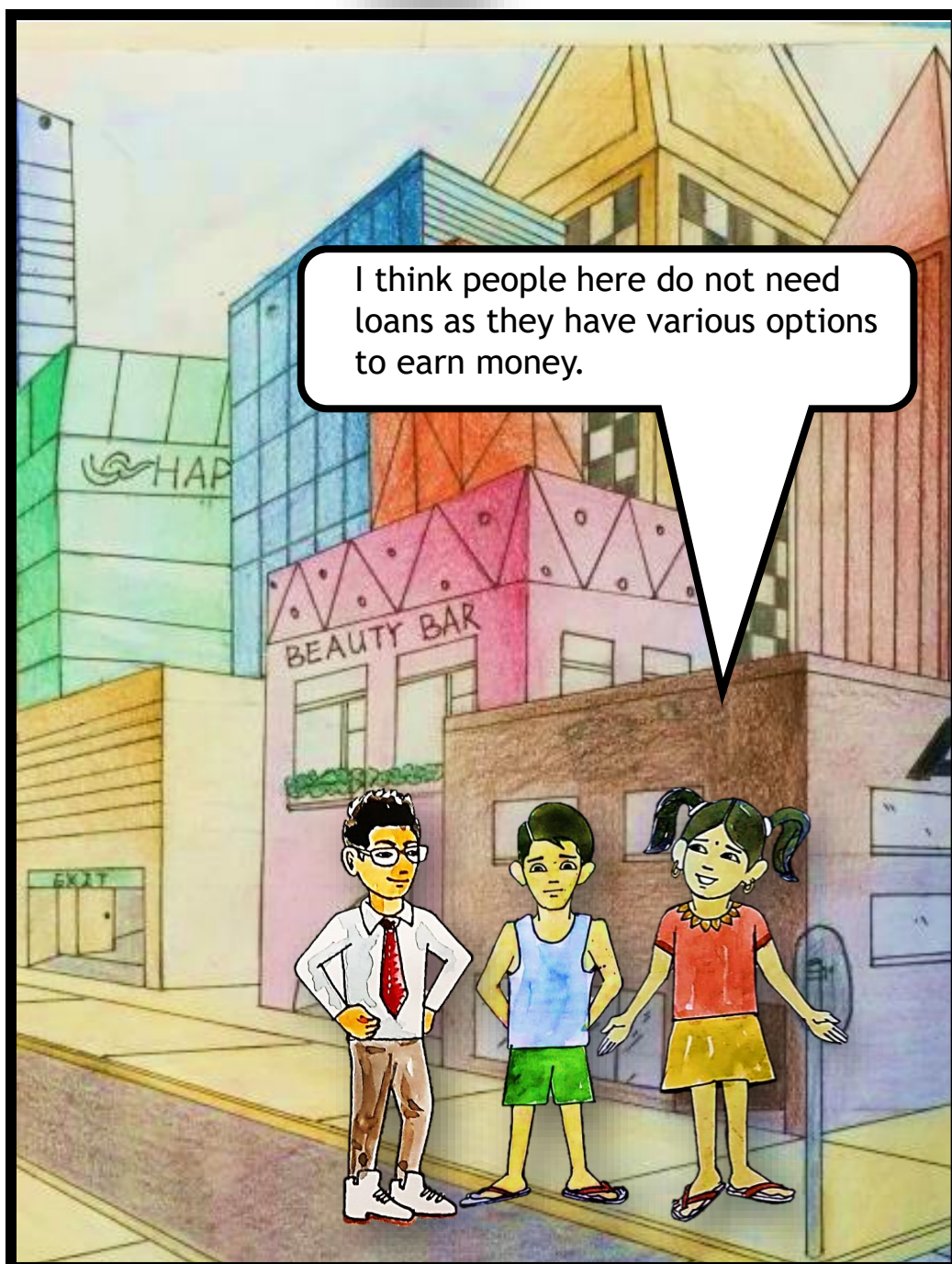
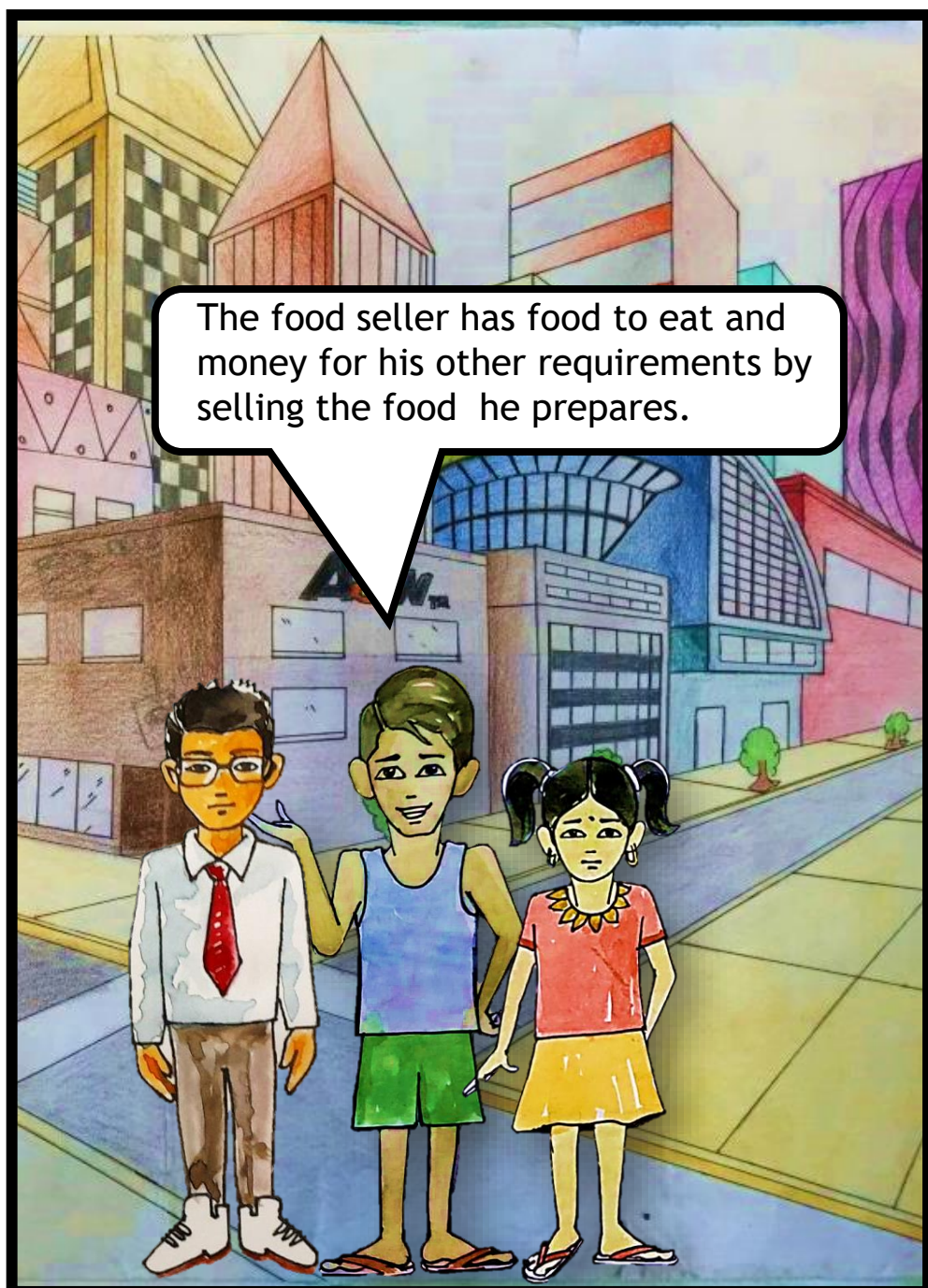


At the Production House. The children from the village are anxious to see the production unit and meet with the skilled crafts men who embroidered the scarves.



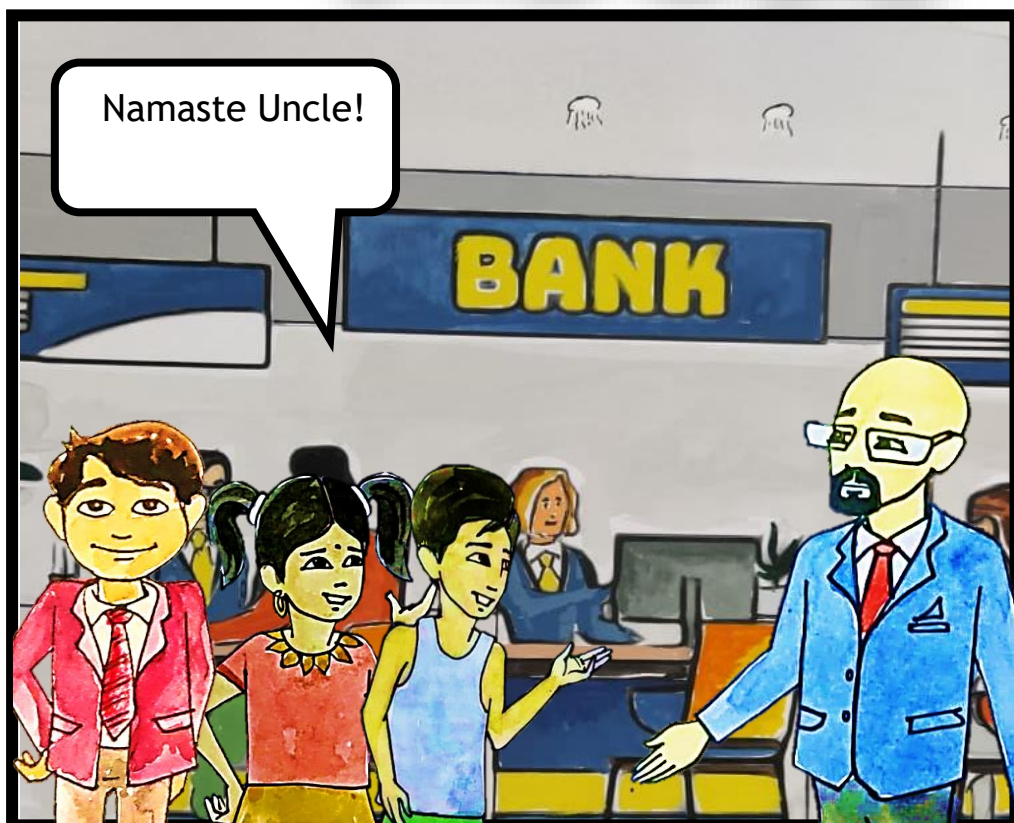
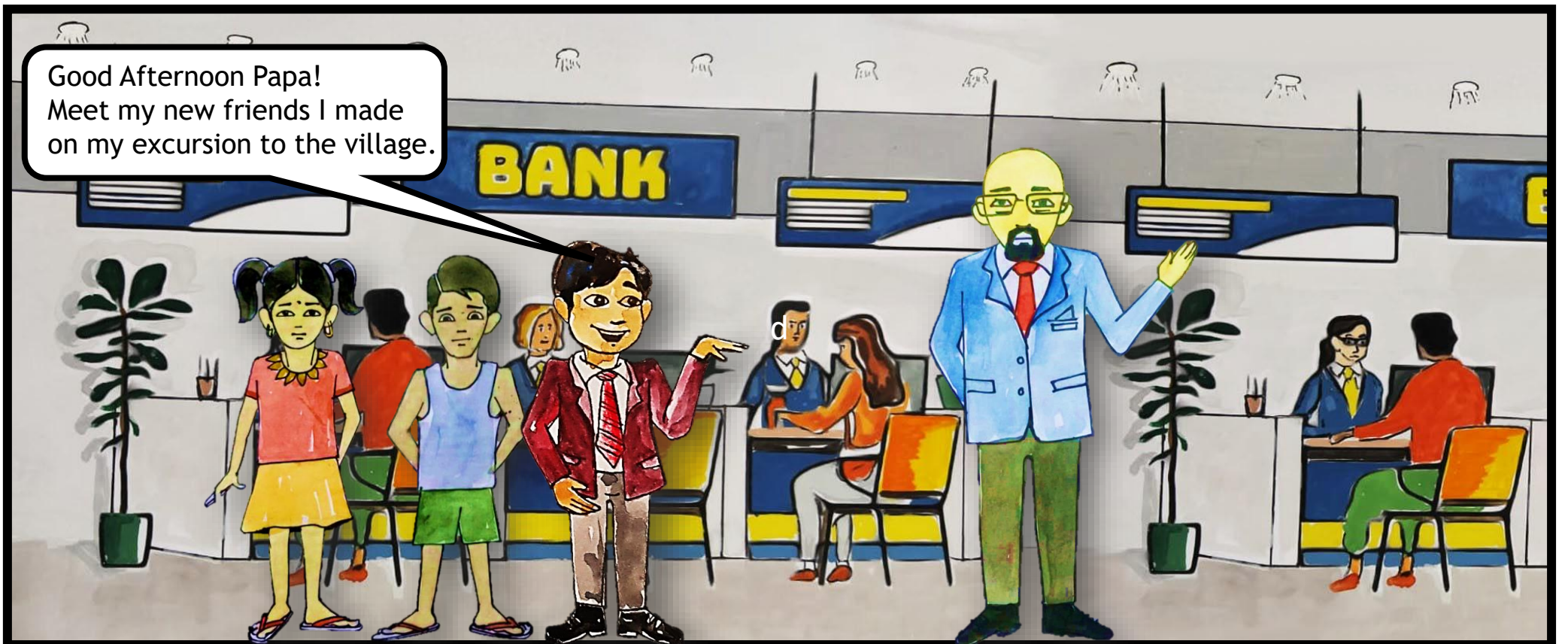


The children buy the scarves and leave the market to visit their father at the bank.



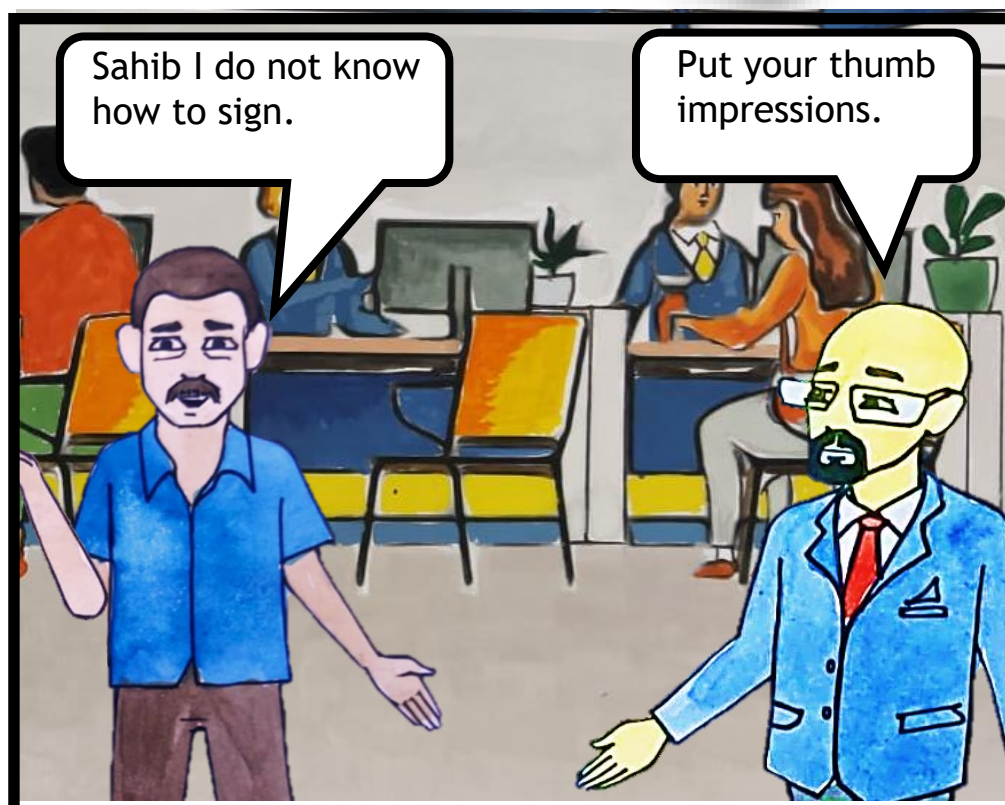
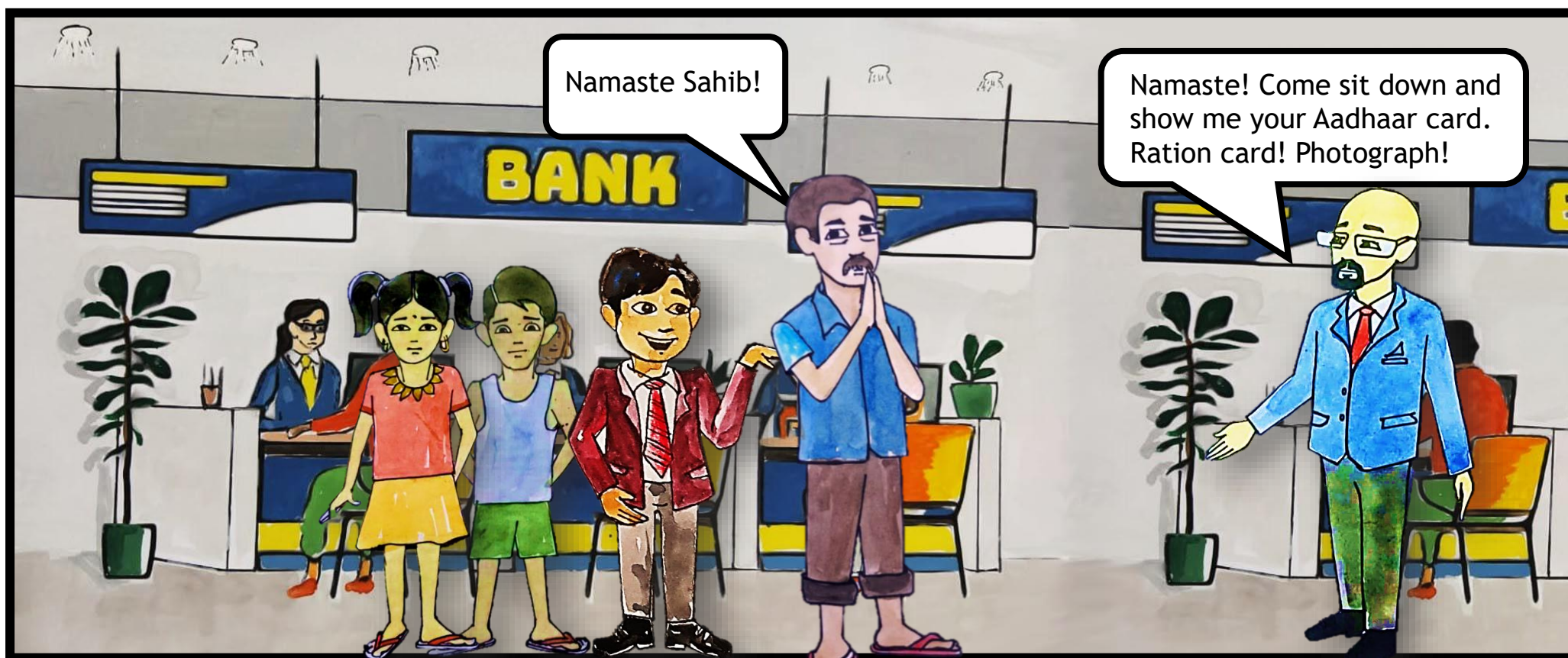


This is my father's bank and I can ask him to help you get a loan.





Mohanlal arrives at the Bank. . .

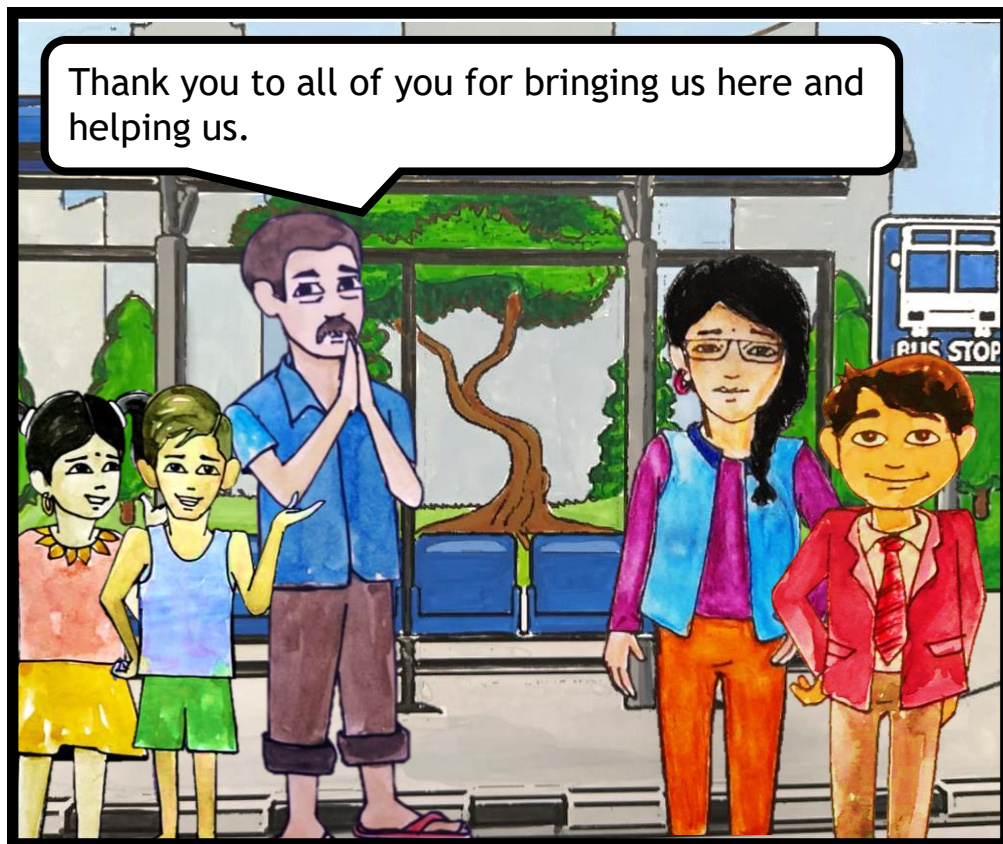


It took almost a week to release the loan in the name of Mohanlal who was assisted by the teacher, Shweta in completing necessary formalities. Finally, Mohanlal receives the loan which he promises to pay in easy installments as drafted by the bank and returns to his village happy and content.





The family from the village is seen off by the children at the bus terminal.



Urban children in school the next day sharing their experiences at the village.





# TEST YOUR UNDERSTANDING



After reading the above story make a comparative analysis on the basis of the following parameters:

|                | URBAN AREAS | RURAL AREAS |
|----------------|-------------|-------------|
| OCCUPATIONS    |             |             |
| HOUSES         |             |             |
| MARKET         |             |             |
| FOOD/LIFESTYLE |             |             |

## THINK & CREATE

Imagine you are Sonu, write a diary entry expressing your feelings about your trip to city and your concerns about changing existing practices to make the villagers self reliant.



# WORD SEARCH

On the basis of your reading, find words from the word search below that describe the urban livelihood

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | I | R | F | W | R | A | Y | I | Y | B | M | D | B |
| G | R | R | A | L | L | N | L | H | A | A | F | N | B |
| S | R | C | R | L | T | M | T | D | A | N | R | U | A |
| D | I | I | M | R | R | O | N | A | F | K | F | G | F |
| A | G | F | L | S | A | R | I | C | K | S | H | A | W |
| I | A | A | A | A | C | R | L | T | B | S | Y | A | U |
| L | T | R | N | U | T | F | R | A | E | S | T | E | R |
| Y | I | M | D | W | O | G | A | S | N | S | S | U | S |
| W | O | I | S | S | R | A | U | C | R | S | T | K | H |
| A | N | N | R | E | L | B | M | O | T | G | Y | A | T |
| G | I | G | A | D | A | L | T | C | C | O | R | A | R |
| E | I | O | U | T | C | C | A | A | G | R | R | T | I |
| R | R | W | A | A | O | A | G | M | C | I | D | Y | R |
| S | T | T | A | D | D | R | O | D | E | T | U | E | B |





# GLOSSARY

- **Livelihood:** a means of securing the necessities of life.
- **Surplus:** an excess of production or supply.
- **Basket Weaving:** a method in which two distinct sets of yarns or twigs are interlaced at right angles to form a basket
- **Harvest:** the process or period of reaping/cutting the crops
- **Nurture:** care for and protect
- **Money Lender:** a person whose business is lending money to others who pay interest.
- **Debt:** a sum of money that is owed or due.
- **Loan:** sum of money that borrowed and is expected to be paid back with interest
- **Animal Husbandry:** the care, cultivation, and breeding of crops and animals
- **Procure:** obtain
- **Ignorance:** lack of knowledge or information
- **Hustle and bustle:** a state of great activity
- **Relentlessly:** persistently, continuously
- **Remote:** situated far from the main centres of population

## BIBLIOGRAPHY

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**<https://ncert.nic.in/textbook.php?fess3=8-9>**



# FROM THE PRINCIPAL'S DESK

Change is inevitable. The challenges faced by the entire world this year has led to innumerable opportunities specially in the area of learning. The entire education community - teachers, students and parents have reinvented themselves for a new learning order. The power of technology has resonated across families, schools, countries and the world. From cloud computing, breakout rooms, creating apps, machine learning and the internet of things have all come together to advance educational practices.

Teachers across CBSE schools have connected on a common platform of a graphic novel/comic. A step towards meta cognition and meta learning.

My deep appreciation for Mr. Sandeep Sethi (Director Education, M.S.M.S.II, Museum Trust) who has worked tirelessly to bring the teaching community together.

Ms Anita Karwal (IAS) Secretary Education, Government of India is the shining light of education across the country. Her creativity, enthusiasm and love for innovation is unparalleled.

Mr. Manoj Ahuja, IAS, Chairman, CBSE whose vision ignited this idea and inspired us to undertake this enriching experience.

My teachers of Springdales School, Pusa Road who are extremely innovative have taken this initiative to a higher level of aesthetics and engagement and brought out a remarkable and creative tool of learning.

**Dr. Ameeta Mulla Wattal**  
(Principal, Springdales School, Pusa Road)



# SUMMARY

The novel is luminous, urgent and necessary, a courageous and thoughtful endeavour of little children to remove ignorance and dispense light in the shadowed lives of the villagers.

The children too young to be self-reliant have their guardian's back at all times and are facilitated to execute their ideas and bring some light at the end of the tunnel.

Do the villagers endow their trust upon these school going children is what will unfold as the story rolls out.....



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