

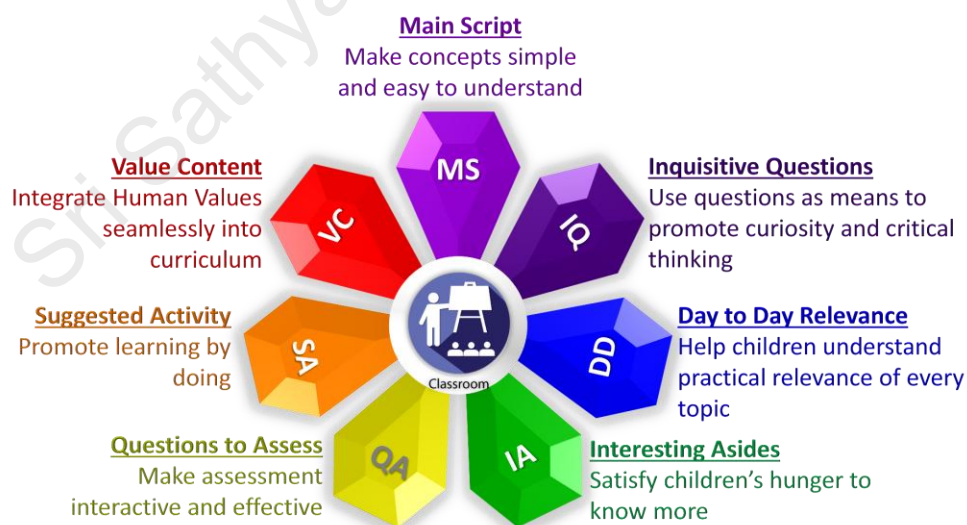
Master Lesson

Plan for

The Story of Village Palampur

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	The Story of the Village Palampur	English	

7 Assets [Components] of SSSVV



Sri Sathya Sai Central Trust

CURRICULAR GOALS	CG-7: Develops an understanding of the economy of a nation, with specific reference to India
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-7.2: Evaluates the importance of the three sectors of production (primary, secondary and tertiary) in any country's economy, especially India
SDG (Sustainable Development Goals)	SDG8: Decent Work And Economic Growth
Strategies	Case Study
Technology aids	PPT
Interdisciplinary Connections	Mathematics and Science
Cross-Cutting Themes	Indian Knowledge System: Vedic Farming, use of Ayurvedic herbs and Vedic mantras, Nakshatra gardens Values and Dispositions: To appreciate that cooperation can be the quickest engine of growth for a group of people with handicaps. Educational Technology: Enriched with PPTs as teaching aids Care for the Environment: Awareness about the ill effects of the increased use of chemical fertilizers.

MS_Objective_Story of Palampur

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not be taught to the students.

Students will be able to –

- analyse the social and economic developmental activities of a village
- explain various factors of production and their role in the production process
- compare the food production in 1960s versus 1990s
- explicate the modern techniques of farming
- appreciate natural organic farming methods
- evaluate the different ways in which farmers arrange capital
- conclude that factors of production play a vital role in the completion of the agricultural process
- appreciate that cooperation can be the quickest engine of growth for a group of people with handicaps
- examine different non-farming activities
- compare traditional farming techniques with modern farming methods
- assess their learning of the topic - The Story of the Village Palampur
- summarise the farming and non-farming activities discussed in the topic - The Story of Village Palampur

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Main Script	Agriculture	Organization of Production

IQ_Life in Villages

Objective: The students will be able to analyse the social and economic developmental activities of a village.

Notes to the teacher: Teacher may enable the students to think and come out with as many answers as possible before giving the right answer/answers.

1. What are the different types of livelihoods undertaken in villages?

Hints/suggested answers:

- Farming
- Selling provisions
- Making handicrafts
- Transporting goods



Farming - pixabay.com/fr/photos/charrue-agriculture-tracteur-4659016/
Attribution: Rajesh_Ram

2. Why is the non-farm sector in the village not very large?

Hints/suggested answer:

- Lack of money and land
- Lack of education and skill
- Lack of awareness



School - flickr.com/photos/michaelfoleyphotography/5694828700
Attribution: Michael Foley

3. Why should we have more non-farm activities in villages?

Hints/suggested answers:

- For additional income
- For better standard of living

- For development of the village
- Agriculture is not always reliable
- To stop migration

4. What can be done for the expansion of non-farm activities?

Hints/suggested answers:

- Promote education and training
- Invest in non-farming infrastructure
- Provide better transport facilities
- Make loan available at low interest rate
- Establish non- farming activities
 - Agro-industries such as dairy farming
 - Food processing industry



Food processor - flickr.com/photos/ifpri/28288643185
Attribution: IFPRI

- Oil industry
- Fish breeding
- Fruit and vegetable canning industry

Thus, we see that for a village to prosper both farming and non-farming activities are important.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Agriculture	Agricultural Development

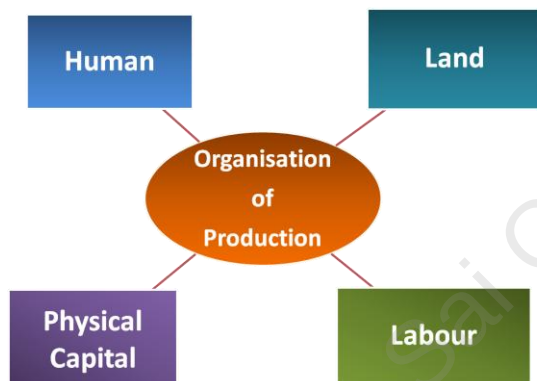
MS_Factors of Production

Objective: The students will be able to explain various factors of production and their role in the production process.

Notes to the teacher: The teacher can introduce the topic by giving information of the different types of production activities in a hypothetical village called Palampur. Farming is the main production activity. Other production activities are small-scale manufacturing, shop-keeping and transportation.

Organisation of Production

The main aim of production is to produce and provide the goods and services that we want. There are four requirements for production of goods and services.



Notes to the teacher: The teacher can draw a circle on the black board and write 'Organisation of Production' and then ask students about the different requirements for production. The teacher can complete the diagram after gathering inputs from the students and then discuss the following points.

1. Land: The most important requirements are land and other natural resources like water, minerals and forests.



Forest: pixabay.com/photos/forest-trees-fir-trees-woods-6874717/
Attribution: oyso

2. Labour: Each worker provides the labour needed for production. It can be manual work or mental work.



Manual work: pixabay.com/photos/labour-day-work-working-peoples-3390169/
Attribution: 8966388

3. Physical Capital: It includes a number of inputs needed at the different stages of production. It can be:

a) Fixed Capital: This includes tools, machines, buildings - can be a simple tool like a farmer's plough or a sophisticated machine like a computer or a generator. These can be used repeatedly in production for many years.



Buildings: freemove.org/vector-graphics-of-real-estate-colorful-buildings
OpenClipart: SVG ID: 30050

b) Working Capital: Working capital consists of raw materials and money in hand required during production. These are consumed in production.

1. Human Capital: It includes knowledge, skill and enterprise to put together land, labour and physical capital. These are used to produce goods either for self-use or to sell in the market.



Knowledge

Knowledge: commons.wikimedia.org/wiki/File:Wikipedia20_Knowledge.svg



Enterprise

Enterprise: pxhere.com/en/photo/387542

Attribution: pxhere

Every production is organised by combining land, labour, physical capital and human capital which are known as factors of production.

Time to teach	Asset type	Theme	Sub Theme
8 minutes	Main Script	Agriculture	Organization Of production

DD_Food Production in 60s vs 90s

Objective: The students will be able to compare the food production in 1960s versus 1990s.

Teaching Aids: PPT

Notes to the teacher: The teacher will show the pictures and graphs and ask students a few questions.

Grocery shop in 1960s



Old grocery: commons.wikimedia.org/wiki/File:Delhi_Milk_Supply_Scheme_Distribution_at_a_depot_at_Rajendranagar_Delhi_1951.jpg
Attribution: Photo Division, Government of India

Grocery shop in 1990s



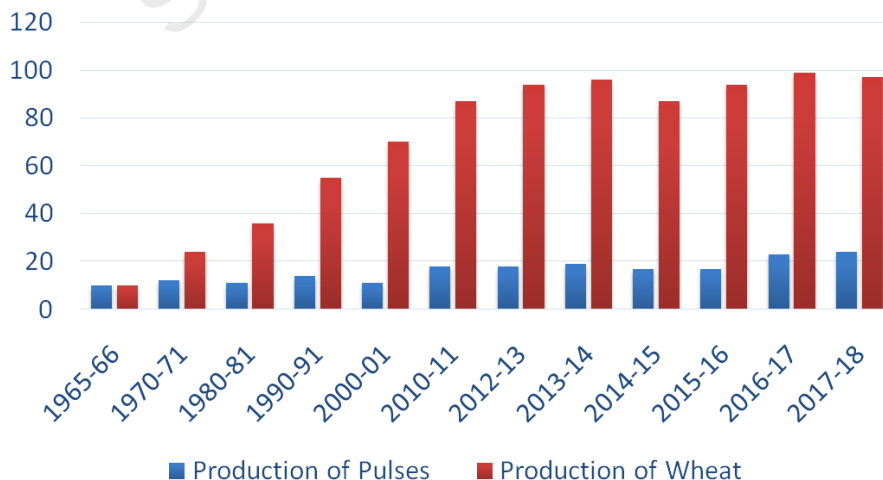
New Grocery: pixabay.com/photos/supermarket-shelf-blur-yogurt-milk-4052658/
Attribution: Attribution: Squirrel_photos

Q. What is the difference between the availability of groceries in the 1960s and 1990s?

Suggested Ans. In the 1960s people had to stand in long queues to get their groceries and even milk, whereas in the 1990s, the number of shops selling groceries has increased and there is a wide variety of brands to choose according to one's budget.

Notes to the teacher: The teacher can discuss with the students the status of Indian food crops after independence till date by showing the following bar graph.

**Production of Pulses and Wheat
(in Million Tonnes)**



Status of Indian agriculture before Green Revolution

- When India became independent in 1947, the agricultural productivity was very low
- Due to the rising population, India suffered from food shortage with occasional drought, famines which compelled the country to import food grains



Famine: pixabay.com/photos/drought-mud-dried-africa-famine-1745154/
Attribution: Karabo_Spain

- When the Five-Year Development Plans were prepared in 1950, agriculture was given priority
- It was only during the sixties, that some major schemes and programmes were initiated in the country and the government invested money and resources for the farmer's upliftment
- In the sixties, the Indian Prime Minister Sri. Lal Bahadur Shastri coined the popular phrase 'Jai Jawan, Jai Kisan'. He promoted the White Revolution - a national campaign to increase the production and supply of milk, by supporting the Anand Milk Union Limited (AMUL), a dairy co-operative in Gujarat. He also established the National Dairy Development Board (NDDB) and successfully launched milk cooperatives across the nation
- Underlining the need to boost India's food production, Sri. Lal Bahadur Shastri, also promoted the Green Revolution in India in 1965. This led to an increase in food grains production, especially in Punjab, Haryana and Uttar Pradesh
- The subsequent Prime Ministers continued this initiative to promote the Green Revolution



Green Revolution: pixabay.com/photos/future-ecology-environment-energy-431270/
Attribution: trealon

Status of Indian agriculture after Green Revolution

- After the implementation of the Green Revolution in 1966, the total production of food grains in India increased
- In 1967, the first harvest after the introduction of the Green Revolution technology was a record three million tonnes higher
- The country became self-sustaining in cereal production in the year 1974



Fields: pixabay.com/photos/rice-farm-farming-agriculture-farm-1946224/

Attribution: abhisheklyrics

- Since then, the country has not looked back. From an era of food imports, India graduated to food self-sufficiency
- Production of food grains increased by almost 3.5 times during the period from 1965-66 to 2017-18. Today we have surplus food grains, which we export to other countries

Thus, we can say that the Green Revolution helped to make India self-sufficient in food grains production.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Agriculture	Agricultural development Agriculture and output

MS_Modern Farming Techniques

Objective: The students will be able to explicate the modern techniques of farming.

Teaching Aids Provided: PPT

Notes to the teacher: The teacher can introduce the topic by giving information on farming as the main production activity in Palampur.

Land is fixed



Land: pixabay.com/photos/field-land-clouds-sky-horizon-533541/
Attribution: pcdazero

- 75% of the people are engaged in farming
- Land area under cultivation is almost fixed
- Some of the wasteland has been converted into cultivable land
- No further scope of increasing farm production by bringing new land under cultivation

Is there any way one can grow more from the same land?

Notes to the teacher: The teacher can give an idea about the crops grown and facilities available in a village (Palampur) by discussing the following points.

- No land is left idle
- Jowar and Bajra crops grown in the rainy season (Kharif) are used as cattle feed



Jowar: pixabay.com/photos/field-field-crop-sorghum-3624849/
Attribution: Schwaoze



Potato: pixabay.com/photos/potatoes-vegetable-food-harvest-1585060/

- Potatoes are grown between October and December
- Wheat is grown in the winter season (Rabi)



Wheat: pixabay.com/photos/wheat-ears-wheat-field-wheat-2679158/
Attribution: zcf428526

- Wheat is used for self-consumption and the surplus is sold in the market of Raiganj
- Sugarcane is also grown on some parts of the land

Notes to the teacher: The teacher can discuss the possible ways to increase productions from the same land by giving examples from Palampur village. S/he will also talk about different sources of irrigation such as rivers, canals, wells, tube wells etc. 40% of the farm area is irrigated by these methods and the remaining area is dependent on rainfall.

Irrigation

- Persian wheels are replaced by electric-run tube wells



Irrigation: pixabay.com/photos/irrigation-agriculture-sprinkle-588941/
Attribution: feraugustodesign

- By the mid-1970s the entire cultivable area was irrigated
- It has helped farmers grow three crops per year

Multiple Cropping

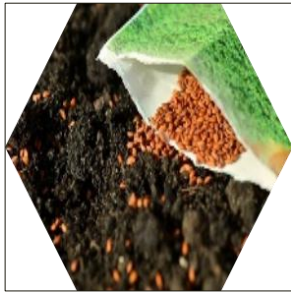
- Growing more than one crop on a piece of land during the year is known as multiple cropping
- It is the most common way of increasing production on a given piece of land



Crop: pixabay.com/photos/rice-farm-farming-agriculture-farm-1946224/
Attribution: abhisheklyrics

Modern Farming Methods

- Before the 1960s, traditional seeds were used



Seeds: pixabay.com/photos/seeds-sow-garden-cress-seeds-1302793/
Attribution: congerdesign

- Cow dung and natural manures were used
- After the Green Revolution, HYV (High Yielding Variety) seeds were used which helped produce greater amounts of grain on a single plant
- It requires plenty of water, chemical fertilizers and pesticides



Pesticide: pixabay.com/photos/herbicide-farmer-in-rice-field-587589/
Attribution: wuzefe

- Farmers of Punjab, Haryana and western Uttar Pradesh tried out modern farming methods
- Some farmers bought farm machinery like tractors (to plough and till the field), threshers (to separate crops from their chaff and straw) and combines (to harvest and clean cereals)
- It resulted in higher yields of wheat



Combines: pixabay.com/photos/combine-harvester-agriculture-5401567/
Attribution: Anrita1705

Notes to the teacher: The teacher can ask students the following questions:

1.Modern farming methods require the farmer to start with more cash than before. Why?

Suggested Ans: Because modern farming methods require factory made inputs and farm machinery which farmers have to buy from the market with cash.

2.Are there any harmful effects of the Green Revolution?

Students will come up with different answers. Then the teacher can discuss the following points.

Disadvantages of the Green Revolution:

- Loss of soil fertility due to increased use of chemical fertilizers
- Depleted groundwater table due to continuous use of ground water for tube well irrigation
- Chemical fertilizers kill good bacteria and other microorganisms in the soil
- Cost of cultivation has increased due to inputs manufactured in industries



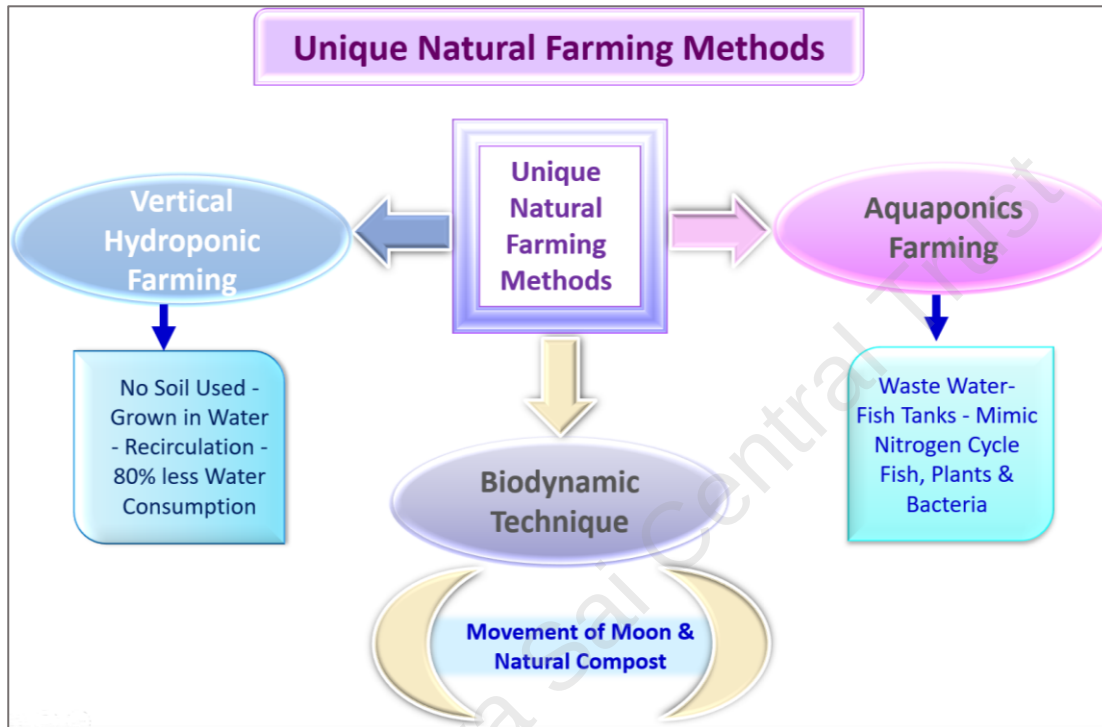
Industry: pixabay.com/photos/industry-factory-industrial-plant-5742161/
Attribution: Frank_Michler_Lifecoach

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Agriculture	Agricultural development Agriculture and output

IA_Natural Farming Methods

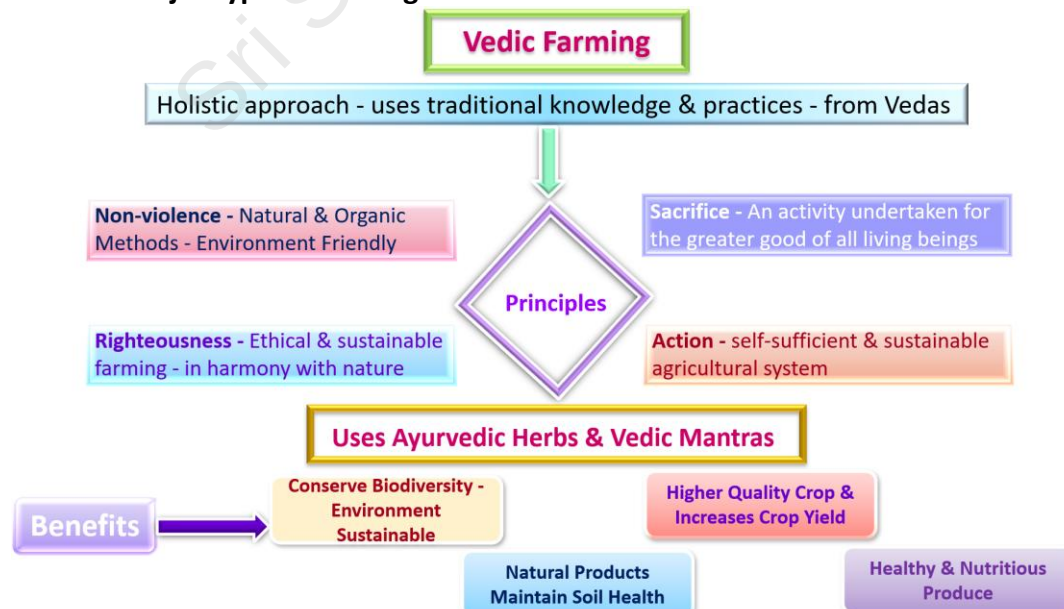
Objective: The students will be able to appreciate natural organic farming methods.

Notes to the teacher: The teacher can start the asset by briefly describing some unique natural agricultural techniques.



Source: thebetterindia.com/79003/ajay-naik-go-a-hydroponic-farm-software-engineer/
thebetterindia.com/214349/pune-aquaponics-workshop-home-learn-natural-farming-india-lifestyle-char01/
thebetterindia.com/124791/farming-using-moon-farmers-follow-astrological-signs-to-cultivate/

Another major type of farming which was used since ancient times is:



Source: vedabharath.com/blogs/news/all-you-need-to-know-about-vedic-farming

Nowadays there are also Nakshatra Gardens which are shaped like a 360° zodiac circle, divided into 27 parts having specific trees with healing properties that represent each nakshatra.

A holistic and natural way of farming definitely has a positive effect on health, natural resources and helps conserve the natural elements.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Interesting Asides	Agriculture	Agricultural development

MS_Capital Needed in Farming

Objective: The students will be able to evaluate the different ways in which farmers arrange capital.

Teaching Aids: PPT

Notes to the teacher: Before explaining the different sources of credit, the teacher can talk about land distribution among the farmers of Palampur village. The teacher can also tell the students about the 'standard unit of land - Hectare', which means the area of a square with one side measuring 100 meters. Though in villages, land area is measured in local units also such as Bigha, Gunitha etc.

Land distribution

- Total number of families is 450
- 150 families are landless and most of them are Dalits
- 240 families have less than 2 hectares of land each
- 60 families have more than 2 hectares of land and a few have 10 or more than 10 hectares of land

Who will provide the labour?

Small farmers cultivate their own fields with the help of their families



Farm workers: pixabay.com/id/photos/desa-pertanian-pedesaan-hewan-6388195/

Attribution: hellovara

Own farm: pixabay.com/id/photos/indian-banteng-petani-ternak-5347547/

Attribution: Nandalal_Sarkar

- Medium and large farmers hire labourers to work on their fields
- Wages can be in cash or in kind (crop)
- Wages may vary from region to region, from crop to crop, from one farm activity to another
- A farm labourer might be employed on a daily basis or for a particular activity or for the season or for the whole year

- Due to heavy competition for work among the farm labourers, people agree to work for lower wages
- Increased use of machines like harvesters add to the problem of unemployment

The Capital needed in Farming

Notes to the teacher: The teacher can explain to the students that modern farming methods require more capital, so farmers now need more money than before. The teacher can also ask the students:

Q. How do small, medium and large farmers obtain capital for farming?

Students will give different answers. The teacher could then explain the following points.

Small farmers

- Small farmers have to borrow money to arrange for the capital
- They have barely any surplus crops to sell in the market after keeping a basic amount for their own families
- They take loans from either large farmers or village money lenders or even traders
- The rate of interest on such loans is very high
- The farmer has to work as a farm worker on a well to do farmer's fields at low wages
- It becomes very painful for farmers to pay back the loans
- Delayed or scanty rainfall or floods ruin the entire crop and pushes the farmer into further debt



Small farmers: pixabay.com/photos/nature-kokan-sindhudurg-goia-farmer-2795521/
Attribution: shrvlbh

Medium and Large farmers

- They have their own savings to arrange for the capital needed
- They generally have surplus crops which they sell in the market after retaining a part of the output for their family
- They have good earnings, so they put most of their earnings in banks

- Later they use their savings to lend loans to small farmers at a high rate of interest on the money
- They also use their savings as working capital to purchase fertilizers, pesticides, etc. and also as fixed capital to invest in tractors, threshers and other tools



Large Farms: pixabay.com/photos/agriculture-tractor-engine-nature-7033001/
Attribution: orko46

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Main Script	Marginalised Groups	Debts of farmers

QA_Recap_Agro Production

Objective: The students will be able to conclude that factors of production play a vital role in the completion of agricultural process.

Teaching Aids: PPT

Notes to the teacher: Teacher may present the questions and allow the students to write or say the answers before revealing them.

Q1. Every village in India is surveyed once in ten years during the census and some of the details are presented in the following format. Fill up the following based on information on Palampur.

(a) Location:

(b) Total area of the village:

(c) Land use (in hectares):

(d) Facilities:

Cultivated Land		Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground)
Irrigated	Unirrigated	
		26 hectares

Ans.

a. Location: 3 kms away from Raiganj (a big village) and further on to the nearest small town of Shahpur, western Uttar Pradesh

b. Total Area of the Village: 226 hectares

c. Land Use (in hectares):

Cultivated Land		Land not available for cultivation (Area covering dwellings, roads, ponds, grazing ground.)
Irrigated	Unirrigated	
200 hectares	Nil	26 hectares

d. Facilities:

Education	
Medical	
Market	
Electricity Supply	
Communication	

Nearest Town	
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Answer:

d. Facilities:

Education	Two primary schools and one high school
Medical	One government primary health centre and one private dispensary
Market	Some general stores and shops sell eatables, vegetables, fruits and many more
Electricity Supply	Most of the houses have electricity
Communication	Posts, telephone and television
Nearest Town	Shahpur

Q2. Construct a table on the distribution of land among the 450 families of Palampur.

Ans: Distribution of land among 450 families of Palampur is as follows:

Land (in hectares)	No. of families
0	150
Less than 2	240
More than 2	60
Total	450

Q3. Modern farming methods require more inputs which are manufactured in industry. Do you agree?

Ans: Yes, I agree.

Farm requirements such as chemical fertilizers, pesticides, pump sets, farm machinery and electricity all are manufactured in the industry. Similarly, water supply is provided by tube wells, canals and tanks



Tubewell: pixabay.com/fr/photos/puits-naturel-village-nature-6007366/
Attribution: mubasharnz5599

Q4. How did the spread of electricity help farmers of Palampur?

Ans: Electricity came early to Palampur.

- It transformed the system of irrigation by powering the tube wells in the fields
- It is used in various types of small businesses



Electricity: pxhere.com/en/photo/737061
Attribution: pxhere

Q5. Is it important to increase the area under irrigation? Why?

Ans: Yes. Reasons:

- A little less than 40 % cultivated area is irrigated in India
- Farming is largely dependent on rainfall
- Modern farming methods require irrigation facilities to produce more crops



Irrigation: hippopx.com/en/irrigation-agriculture-sprinkling-peanut-water-itabaiana-sergipe-160410
Attribution: hippopx

- To grow more than one crop in a year
- More water is required to grow rice

Q6. Why are the wages for farm labourers in Palampur less than minimum wages?

Ans:

- There is competition for work among the agricultural labourers in the village
- The large farmers exploit this condition of excess supply and force labourers to work for low wages

Q7. What are the different ways of increasing production on the same piece of land? Explain with examples.

- **Multiple cropping:** It involves growing more than one crop on a piece of land during the year
- **Modern farming methods:** It involves the use of high-yielding variety seeds, chemical fertilizers and pesticides and adequate irrigation to produce maximum output from the same piece of land

Q8. How do medium and large farmers obtain capital for farming? How is it different for small farmers?

- **Medium and large farmers** retain a part of their produce and sell the surplus in the market. They provide loans to small farmers and charge high rates of interest on these loans
- **Small farmers** have less production due to the small sizes of their farms. They keep their meager production for their needs or for repaying their lenders

Q9. Pick the right choice:

1. 'Operation Flood' is related to:

- a. control flood
- b. produce fish
- c. milk production
- d. grain production

Ans: c. milk production



Milk: flickr.com/photos/ilri/4189986967/

Attribution: Photo: ILRI

2. Multiple cropping means growing

- a. only two crops
- b. only three crops
- c. up to four crops
- d. more than one crop

Ans: d. more than one crop

3. Which of the following is a fixed capital?

- a. Tools and machines
- b. Fertilizers and pesticides
- c. Soil
- d. Seeds

Ans. a. Tools and machines

4. In which state of India is the consumption of chemical fertilizers the highest?

- a. Punjab
- b. Haryana
- c. Rajasthan
- d. Himachal Pradesh

Ans. a. Punjab

Q9. Pick the following words to complete the sentences.

Working capital Traditional Tractor HYV Fixed capital Human capital Money in hand

1. The factors of production which are used up in the production **working capital**.
2. **HYV** seeds need more irrigation.
3. Tools, machines, buildings are examples of **fixed capital**.
4. **Human capital** puts together land, capital and other factors of production to produce goods.
5. **Money in hand** is an example of working capital.
6. **Traditional** seeds need less irrigation.
7. **Tractor** is an example of fixed capital.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Agriculture	Organization Of production

VC_Together We Grow

Objective: The students will be able to appreciate that cooperation can be the quickest engine of growth for a group of people with handicaps.

Teaching Aids: PPT

Concept- Value Connection

Kareem has opened a computer training centre in the village. In recent years a large number of students have been attending college in Shahpur town. Kareem found that a number of students from the village are also attending computer classes in the town. There were two women in the village, who had a degree in computer applications. He decided to employ them. He bought computers and set up the classes in the front room of his house overlooking the market. High school students have started attending these classes in large numbers.



Kareem computer class- drive.google.com/drive/folders/1BdzFdHAepInKExR4n2zO5yoXpVurzP9

...In the future, one would like to see more non-farm production activities in the village.

The success of the computer centre resulted in a group of people benefitting in different ways.

What could be some qualities required to achieve success in group activities?

How can a group of people lift themselves out of difficult situations by working together?

These are the questions we can discuss today.

Notes to the teacher:

Divide the class into small groups of 6 or 7 students to enable a healthy discussion.

1. Narrate the puzzle to the class (with help of PPT slide).
2. The groups can discuss the problem for 1 minute.
3. After each group presents its solution, raise the questions for discussion.
4. Allow the class to discuss the issues for another 4 minutes.
5. Proceed with the summary and points to ponder.

Activity: Puzzle

Students, here is a little puzzle for you to solve in your groups:

- A blind man, a dumb man, and a man whose arms and legs are paralysed must cross a dense forest at night
- They have only one lamp between them
- The blind man is strong and well built; the dumb man is brave, but not very smart or strong; the paralysed man is alert and intelligent
- How do you think they safely crossed the forest together that night?



Forest: pixabay.com/zh/photos/jungle-rainforest-national-park-678503/
Attribution: WandererCreative

- **A possible solution is:** the strong blind man carries the paralysed man on his shoulders. The dumb man holds up the lantern with one hand and leads the blind man with the other. The paralysed man gives instructions to the dumb man from his perch on the blind man's shoulders. All three of them cross the dense dark forest safely

Discussion Questions

- Do you think any one of them by themselves could have crossed the forest without the help of the other two?
- What is the quality (e.g. bravery, intelligence, compassion, etc.) that you think is important to get over difficult situations as a group?
(Answers could be compassion, empathy, cooperation, unity, etc.)

Points to Ponder/reflect

- Every person is differently endowed and has his or her strengths and weaknesses
- For the optimum growth of a group or a community, cooperation is essential so that each one overcomes his weakness through the strength of another and uses his strength to help another
- A group project that through co-operation, addresses a common need and builds on each member's strength is bound to succeed
- Cooperation is facilitated by empathy and a shared vision of progress - Remember always the magic word 'TEAM' - Together Each one Achieves More!!!

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Value Content	Non-Violence	Cooperation

MS_Non Farming Activities

Objective: The students will be able to examine different non-farming activities.

Teaching Aids: PPT

Notes to the teacher: The teacher may introduce the asset by asking the students if farming is the only occupation of the people in villages.

Non-Farming Activities occupies 25 percentage of economic activities in Palampur

They include:

1. Dairy
2. Small-scale manufacturing
3. Shopkeeping
4. Transportation

1. Dairy

- Dairy is one of the main non-farming activities, which is profitable for both the farming and also the non-farming community in Palampur
- Farmers feed their buffaloes various types of grass as well as the husk of food-grains, mainly, jowar and bajra
- People sell the milk in the nearby village of Raiganj



Village milk: pixabay.com/photos/picture-men-farmer-moto-milk-cans-2628924/
Attribution: TRAPHITHO

- Two traders from the neighbouring town of Shahpur have set up milk centres where milk is collected, chilled and transported to far away towns and cities
- ### 2. Small Scale Manufacturing
- Less than 50 people in Palampur have invested their money in small-scale manufacturing



Economy: pixabay.com/fr/photos/croissance-entreprise-argent-1152553/
Attribution: Snap_it

- Manufacturing is carried out mainly in their households or fields, using simple machinery
- Labourers from outside are very rarely hired

Notes to the teacher:

The teacher can explain the concept of small-scale manufacturing with the following example: Some farmers like Mishrilal are engaged in crushing sugarcane with machines and manufacturing jaggery from it. He makes a small profit by selling the jaggery.

3. Shopkeeping

- A few people of Palampur are also into the retail business of buying commodities at cheap prices from wholesale markets and selling them on a retail basis
- Groceries and necessities are the common commodities that are sold
- At the bus stands, eatables are sold by small shops that are set up in open spaces



Food stall: pixabay.com/photos/food-stall-market-fruit-fresh-3977518/
Attribution: balouriarajesh

4. Transportation

- In Palampur traditional vehicles and motor vehicles ferry people and goods to their destination
- This non-farming activity is increasing at a fast pace with a large number of people getting involved in this activity
- Transport from Palampur to Raiganj is provided by both traditional vehicles like rickshaws, bogey, bullock–cart, tongas as well as motor vehicles like jeeps, tractors and trucks



Horse cart: pixabay.com/photos/burma-horse-mobile-transportation-1177196/
Attribution: Torgeir

Notes to the teacher: The teacher can give the following example to explain the transport activity. Kishora, a farm labourer has purchased a buffalo with a loan taken from the bank. He uses the buffalo to draw a wooden cart and earns some money by transporting goods.

- In future we will find more and more people of Palampur getting involved in non-farm activities
- This is because nearby towns and cities are well connected through good roads, transportation and telephone
- They also serve as markets for products like milk, jaggery and wheat supplied by the people of the village of Palampur

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Agriculture	The Story of Village Palampur

SA_Traditional vs Modern Farming

Objective: The students will be able to compare traditional farming techniques with modern farming methods.

Teaching Aids: PPT

Notes to the teacher: The teacher could ask the students questions about the different modern methods of farming that are used today. She could then ask them to compare the traditional and modern methods of farming.

Aim: To enable the students to compare traditional farming techniques and modern farming methods.

Resources Required: PPT, black/white board, chalk and questionnaire equal to the number of students in the class.

Setting for the Activity: Indoor

Type of Activity: Presentation

Preparation of Activity: The teacher can make arrangements to show the PPT. She could arrange print outs of the questionnaire or could write the questions on the black board. The questionnaire is attached as a word doc - 'Traditional vs Modern Farming'

Role of the Teacher: Facilitator

Procedure:

- The activity is to be performed in the classroom
- Instructions and introduction to the activity by the teacher - 1 minute
- Actual presentation of the PPT - 4 minutes
- After showing the PPT, the students should fill in the questionnaire that is given by the teacher - 4 minutes
- The class is then divided into two groups - A and B. Group A is asked to list out the benefits of traditional farming and Group B is asked to list out the benefits of modern farming after discussing with their group - 5 minutes
- One student from Group A is called to speak about the benefits of traditional farming after which one student from Group B, comes up and speaks on the benefits of modern farming - 4 minutes
- Conclusion by teacher - 2 minutes

Observation: The students take note of the two different methods of farming and their merits and limitations.

Conclusion: The teacher explains that the traditional methods are ecofriendly and are good for health but to have food sufficiency we have to practice modern farming. At the same time, we

should practice sustainable farming methods, which should include the best of both the methods.

Questionnaire:

1. What kind of farming methods do the farmers use?

- a) Modern b) Traditional c) Mixed

Ans: Mixed

2. What are the sources of irrigation used in modern farming?

- a) Canal b) Tube-well c) Rain water d) Any other

Ans: Tube-well

3. How much of the cultivated land is irrigated?

- a) Very little b) Nearly half c) More than half d) All

Ans: Nearly half

4. From where do farmers who practice traditional farming obtain the inputs that they require?

- a) Local market b) Nearby Town c) Any other

Ans: Local market

5. From where do farmers practicing modern farming arrange the capital?

- a) From money lender b) Traders c) Relatives and friends d) Banks

Ans: Banks

6. Which type of farmers have surplus production to sell in the market?

- a) Traditional b) Modern

Ans: Modern

7. Where do farmers practicing modern farming methods sell their surplus product?

- a) Money lender b) Traders c) Local market d) Government agencies

Ans: Government agencies

8. Which farming method gives more yield?

- a) Modern b) Traditional

Ans: Modern

Troubleshooting:

- In case the teacher is not able to show PPT, then she can discuss the features of both the methods
- Monitors can be deputed to maintain discipline

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Agriculture	Changes In agriculture

QA_Recap_Story of Palampur

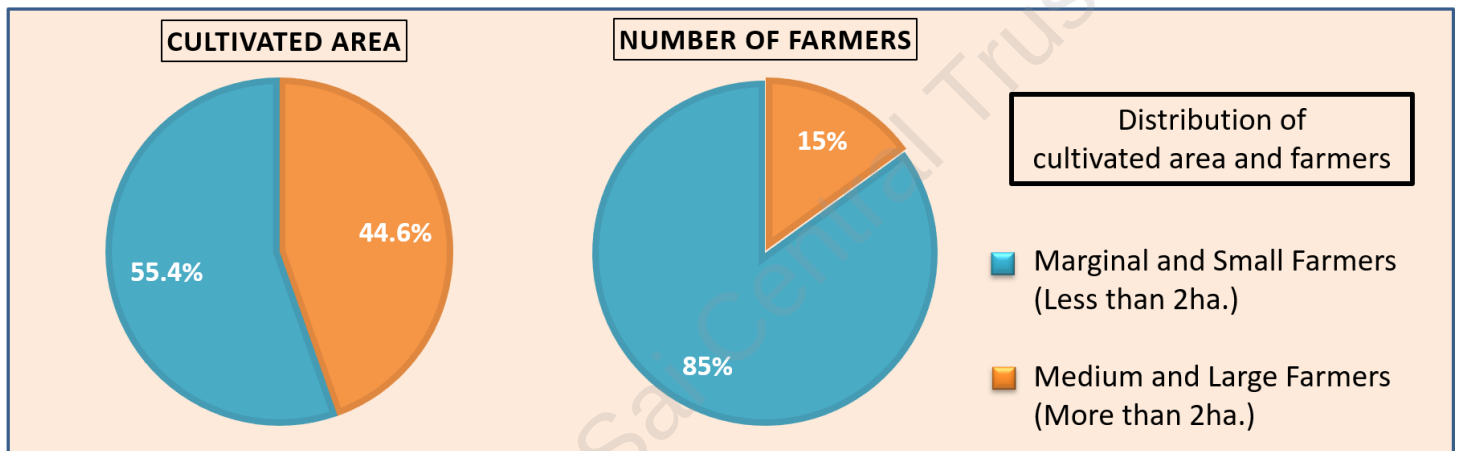
Objective: The students will be able to assess their learning of the topic - The Story of the Village Palampur.

Teaching Aids: PPT

Notes to the teacher: The teacher may present the questions and allow the students to write or say the answers before revealing them.

1. After analyzing the following pie-chart, answer the questions given below:

Distribution of cultivated area and farmers



1. (i) What percentage of land is cultivated by marginal farmers?

Ans. 55.4 % of the land is cultivated by marginal farmers.

1. (ii) Which farmers are having more than 2 hectares of land?

Ans. Medium and large farmers.

2. Complete the table.

A farmer has grown wheat on his field. Though the production is different (see Column 2) the consumption of wheat by the farmer is the same (Column 3). The entire amount of the surplus wheat of this year is used as capital for next year's production. Also suppose, production is twice the capital used in production.

Using this information fill the blanks in the following table:

	Production	Consumption	Surplus = Production – Consumption	Capital for next year
Year 1	100	40		60
Year 2	120	40		
Year 3		40	120	

Ans.

	Production	Consumption	Surplus = Production – Consumption	Capital for next year
Year 1	100	40	60	60
Year 2	120	40	80	80
Year 3	160	40	120	120

3. Find out the names of different economic activities hidden in the anagram puzzle.

B	I	M	O	P	W	L	M	I	O	D	P	A
Y	E	R	H	U	E	I	P	C	G	A	O	U
T	N	T	T	K	A	M	O	U	F	I	N	B
D	A	I	R	Y	V	A	R	T	A	N	G	V
S	T	R	A	D	I	N	G	O	R	G	P	I
E	S	B	N	O	N	R	F	A	M	O	L	T
H	Z	F	S	L	G	O	C	B	I	N	U	W
S	H	O	P	K	E	E	P	I	N	G	S	E
H	I	P	O	D	L	H	I	N	G	O	I	A
I	L	A	R	Q	U	W	M	G	O	P	S	V
L	K	B	T	R	M	G	S	F	T	R	K	I
T	W	N	P	W	E	A	V	R	U	L	O	N
M	A	N	U	F	A	C	T	U	R	I	N	G

Ans: Dairy, Transport, Shopkeeping, Manufacturing, Farming, Weaving

B	I	M	O	P	W	L	M	I	O	D	P	A
Y	E	R	H	U	E	I	P	C	G	A	O	U
T	N	T	T	K	A	M	O	U	F	I	N	B
D	A	I	R	Y	V	A	R	T	A	N	G	V
S	T	R	A	D	I	N	G	O	R	G	P	I
E	S	B	N	O	N	R	F	A	M	O	L	T
H	Z	F	S	L	G	O	C	B	I	N	U	W
S	H	O	P	K	E	E	P	I	N	G	S	E
H	I	P	O	D	L	H	I	N	G	O	I	A
I	L	A	R	Q	U	W	M	G	O	P	S	V
L	K	B	T	R	M	G	S	F	T	R	K	I
T	W	N	P	W	E	A	V	R	U	L	O	N
M	A	N	U	F	A	C	T	U	R	I	N	G

Q4. What can be done so that more non-farm

production activities can be started in villages?

- The villagers must be made aware of the non-farm production activities and their benefits
- Loans must be available at a lower rate of interest
- Proper markets should be set up
- Transport facilities should be developed

Pick the right answer:

Q From where do the traders buy various goods to sell in the village?

- Retailers
- Wholesale market
- Factory outlet
- Foreign market

Ans. b. Wholesale market

Q How many people are engaged in manufacturing in Palampur?

- 40
- 45
- 50
- 60

Ans: c. 50

Time to teach	Asset type	Theme	Sub Theme
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15 minutes	Questions to Assess	Agriculture	Agriculture and output Changes in agriculture
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MS_Summary_The Story of Village Palampur

Objective: The students will be able to summarise the farming and non-farming activities discussed in the topic - The Story of Village Palampur.

Teaching Aids: PPT

Notes to the teacher: The teacher can summarise the topic by discussing the following points:

- Every production is organised by combining land, labour, physical capital and human capital, which are known as factors of production
- Agriculture is the main occupation of the people in the village Palampur
- Farmers grow three crops in a year because of good irrigation methods, modern farming and multiple cropping methods
- There are different categories of farmers - small, medium, large and landless.
- Small farmers cultivate their own fields and work as labourers on large farmers' fields and arrange the capital by taking loans from moneylenders, traders or large farmers
- Medium and large farmers use their own savings to arrange for the capital.
- Unlike small farmers, large farmers have surplus to sell in the market
- The country has become self-sustaining in cereal production after the introduction of the Green Revolution
- The other non-farming activities carried out in Palampur are dairy farming, small scale manufacturing, shop keeping and transportation

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Agriculture	Agricultural Development Agriculture and output Changes in agriculture Organization of production



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Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.