

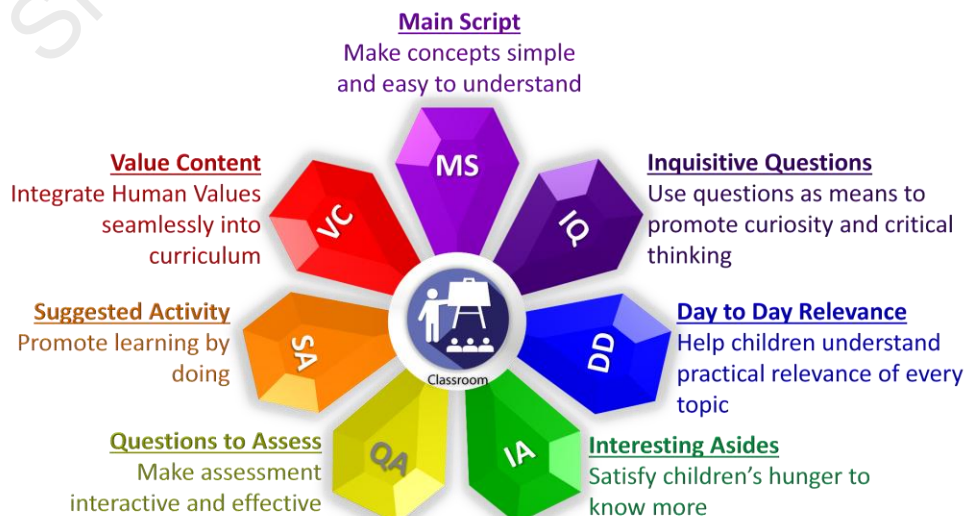
Master Lesson Plan

for

People as Resource

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	People as Resource	English	

7 Assets [Components] of SSSVV



CURRICULAR GOALS	CG-7: Develops an understanding of the economy of a nation, with specific reference to India
COMPETENCIES PER NCF/NIPUN BHARAT	C7.1: Defines key features of the economy such as production, distribution, demand, supply, trade and commerce and factors that influence these aspects (including technology)
SDG (Sustainable Development Goals)	SDG3: Good Health And Well Being SDG4: Quality Education SDG5: Gender Equality
Strategies	Case Study
Technology aids	PPT
Learning Teaching Materials (LTM)	Empty milk pouches of different brands
Cross-Cutting Themes	Values and Disposition: Human beings are a positive asset and a precious natural resource who needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism. Educational Technology: Enriched with PPTs as teaching aids

Sri Sathya Sai Central Trust

MS_Objectives_People as Resource

(Notes to the teacher: This asset lays down the proposed plan for transacting the chapter 'People as Resource' It states the asset objectives of the MLP. This asset is for teachers reference and need not be taught to the students.)

The students will be able to:

- get a peek into how a bug Y2K brought tech jobs to India
- infer why people are assets to be nurtured and developed
- appreciate that awakening self-worth is the best method of empowerment
- relate how knowledge and improved production technologies transformed a small farmer's cooperative in Gujarat into 'The Indian Dairy Industry'
- explain the economic activities undertaken by men and women in the three sectors
- compare the three sectors of an economy
- justify that gender equality results in the development of the economy
- discuss how inputs like education and health help in making the population an asset
- review how investment in human capital yields returns just like the physical capital
- analyse the issues associated with problems of unemployment
- discover the advantages of India's present position in the demographic transition
- revise the factors that transform population into a more productive resource
- summarize the important points discussed in the chapter 'People as Resource'

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Resources	Drainage Systems In India Ecosystem People of the Rainforests

IA_IT Revolution

Objective: The students will get a peek into how a bug Y2K brought tech jobs to India.

Teaching Aids: PPT

Notes to the teacher: The teacher can begin the asset by asking students the following questions:

Q1. How were your classes conducted during the Covid pandemic period?

Suggested Answer: Online - on computers and mobile phones.

Q2. Who provided the necessary help to enable us to tide over this problem of online education, during the Covid pandemic?

Suggested Answer: Indian IT has had long exposure to computers and programming. It was able to adapt to the online classroom easily and quickly.

Now let us try and understand how a technical revolution that was brought about in India, has catapulted India to the IT world map, because of its competent Human Resources.

How a Bug drew the attention of the world to India's IT Human Resources

In the year 1999, when the date change would happen on the midnight of 31st Dec 1999 to 1st January 2000, it was widely feared that computers would not be able to rollover and hence would malfunction.

This was the Y2K bug (Y for year and 2K representing the year 2000).

(Notes to the teacher): On the board the teacher may write the dates 01/01/1900 and 01/01/2000 to impress upon the students to understand how it was feared that computers would not know the difference between 1900 and 2000 as it would read only the last two digits, '00.' As the last 2 digits were only used, the software would recognize 00 as the year 1900. This would upset all calculations.

This was the way computers were programmed earlier to save on space and cost.

To prevent this, businesses and governments all over the world, especially in USA and Western European countries started using services of computer programmers to painstakingly check the code and to make the millennium date change effective.

Due to the large scale of the problem, this work had to be outsourced to countries like India, where our IT companies like TCS and Infosys used their technical human resources, skilled in writing code and knowledge of computer programming to fix the problem, in the race against time.

Had this not been done, major sectors like banking, stock markets, insurance, airlines, railways and businesses would have been affected.



Bank - pixabay.com/illustrations/finance-bank-money-business-586404/
Attribution: Raten Kauf

Thanks to the accurate work and efforts put in by our human resources, the Y2K bug was handled successfully by changing the year to 4 digit format YYYY. Due to which there was no system disruption. This success was a feather in the cap of India's IT human resource which never looked back after Y2K.

India with its large youthful and educated population was the most favourable country to meet this requirement of human resources on a global scale.



India map: pixabay.com/vectors/borders-country-flag-geography-map-2099205/
Attribution: GDJ

Unlike other countries where labour is at a premium, India was able to provide their competent human resource at a very reasonable cost which proved to be attractive to the buyers of this service to fix the bug.

Not only did our IT human resource address this issue well in time before the clock ticked over, but the quality of the solution was excellent and resulted in more orders.

Ultimately it is the HUMAN MIND which is responsible for all man-made machines.



Human Mind - pixabay.com/vectors/brain-head-human-male-man-people-3824365/
Attribution: GDJ

We should never undermine the importance of Human Resources.

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Interesting Asides	Resources	People as resource

MS_Population - An Asset

Objective: The student will be able to infer why people are assets to be developed and nurtured.

Teaching Aids: PPT

Notes to the teacher: The teacher can begin the asset by asking the following questions and follow it with the TLM.

1. What is a resource?

Answer: Anything that man uses to make his life comfortable is called a resource.

2. Name some resources.

Answer: Air, water, minerals...

3. Can the population of a country be counted as a resource? Why?

Answer: Yes, population is a resource. Human beings have skills, talents, creativity and intelligence.

Teaching Learning Material (TLM)

The teacher can use the TLM to explain that the population of a country is also a resource and can be developed.

What do we need?

One student dressed up as Sakal, a software engineer in a coat and suit and another student dressed up as Vilas, a fisherman who sells fish.

Get Ready: The teacher can guide the two students the previous day to memorize the information they have to present.

The teacher can ask the students to introduce themselves as the characters they portray. Both the students can take a minute each to speak about the character they portray.

Sakal mentions how his parents, who were agricultural labourers, worked hard, encouraged him to study, paid his school fees and enrolled him in a college. He was interested in studies right from his childhood. He completed his education and also did a course in computers. He enjoys good health and presently is appointed in a private firm. He has been given a promotion in his company by his boss as he has developed a new software.

Vilas narrates that he is also a resident of the same village and his parents sold fish to earn a living. After his father's death his mother supported the family by selling fish. Vilas suffered from arthritis. The family was poor and could not send him to school. They could not afford good medical treatment. The family members fell sick and with no one to support them, Vilas had to drop out from school. He too, like his mother earns his meagre income by selling fish.

Presentation to be followed by discussion questions

Q. Compare the life led by both Sakal and Vilas. Whose lifestyle is better? Why?

Let us try and understand why population is a valuable asset and how it can be developed.

- As per NITI Aayog's 2020-21 Annual Report, India is one of the youngest nations in the world, with about 65% of its population under the age of 35

- The youth in the age group of 15–29 years comprise 27.5% of India's population
- Like other resources, the population of a country is also a resource
- Overpopulation is often considered as a major obstacle to development
- Overpopulation is considered as a burden to the economy as a large population has to be clothed, fed, given medical and educational facilities
- Population is an asset and not a liability. Just as physical capital formation, human capital can be developed by providing good education, good health care facilities so that people with their skills and creativity become productive
- If this youthful population were to be well educated with job skills, our country, India could become a human resource powerhouse
- The quality of a country's human resource has a direct correlation to its economic development and GDP growth
- Education can open doors for career development and higher paying jobs. The Indian economy has developed from being mainly agricultural to industry and services driven. It is the qualified people who have made this shift possible
- The cases of villagers, Sakal and Vikas illustrate how being equipped with knowledge can be a turning point in not just one's life but for the family and larger community as well
- A doctor, teacher, engineer and a tailor - all are assets to the economy as they earn and contribute to the nation's income



Doctor - pixabay.com/illustrations/doctor-medicine-capsule-addiction-4229348/
Attribution: Mohamed_hassan

Engineer - pixabay.com/illustrations/engineer-man-male-helmet-worker-3197216/



Attribution: Uboiz

- Investment in human resources through education and medical care, skill development can give high rates of return in future. This investment in people is the same as investment in land and capital. This is described as human capital formation
- An educated population enjoys other advantages as well
- It is likely to take care of its health and well-being since people would be able to afford good medical care
- Awareness brought about by literacy will ensure that they follow good hygiene rules thereby remaining healthy, productive and maximizing their capacity to earn income for a long period
- Poverty may set in a vicious cycle as disadvantaged parents, who themselves are uneducated and lacking in hygiene, keep their children in a similarly disadvantaged state



Children: hippopx.com/en/children-poverty-girls-sisters-boy-myanmar-youth-256239
Attribution: Hippopx

- Small island countries like Japan, Korea, Taiwan and Singapore ('Asian Tigers') have invested in people's education and health infrastructure. These knowledge based economies which have limited natural resources have become exporters of computer chips, automobiles and electronics goods which are in demand worldwide

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Resources	People as resource

VC_Cherish Human Resources

Objective: The students will appreciate that awakening self-worth is the best method of empowerment.

Teaching Aids: PPT

Concept-Value Connection: Human beings are a positive asset and a precious national resource who needs to be cherished, nurtured and developed with tenderness and care, coupled with dynamism.

Students, how best can we cherish, nurture and develop human beings? Let us reflect on this through a group activity.

Notes to the teacher:

1. Divide the class into 3 groups
2. Narrate the first part of the story
3. The students need to provide an ending to the story
4. Give 2 minutes for each group to develop the ending to the story
5. One student from each group can represent the group and narrate the ending of the story
6. After all the groups finish, proceed with summary and points to ponder

Activity: Complete the story and present it. This can be followed by the questions for discussion

The story to be narrated by the teacher:



Farmer: pixabay.com/photos/nature-kokan-sindhudurg-go-farmer-2795521/

Attribution: shrvlbh

Children: pixabay.com/photos/indian-holiday-school-children-4393133/

Attribution: Ewn123

Embroidery: pixabay.com/photos/woman-sri-embroidering-embroidery-69376/

Attribution: PublicDomainPictures

- You and your friends happen to visit a little village nearby
- You notice that the villagers are very kind and loving. But they live in appalling poverty in spite of being very hardworking
- The men work in the fields while the women, after finishing their household chores, take up embroidery work as a pastime
- On the way back all of you decide together to help the village
- You decide to provide a market for the women's embroidery work so that their self-confidence and self-worth increases
- You decide to teach children how to be self-reliant
- All of you also decide to follow it up regularly till you leave school four years from now

4 years from this eventful day...

The teacher continues:

Students, complete this story after a quick discussion with your group.
Each group possibly presents their version of the story's happy ending.

Discussion Questions

1. What do you think made the happy ending for your story possible?
2. Do you feel that the village's continued happiness and prosperity should depend mainly on your efforts in the future too?

Points to Ponder/reflect

- It is more worthwhile to teach someone to do something for themselves rather than doing it for them
- The greatest service we can do for those in need is to increase their self-worth and self-confidence so that they become self-reliant
- This is the best way to nurture and develop a person

*Give a man a fish and you feed him for a day.
Teach him to fish and you feed him for a lifetime.
A popular proverb*

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Value Content	Right Action	Self-reliance

DD_ The White Revolution

Objective: The students will be able to relate how knowledge and improved production technologies transformed a small farmer's cooperative in Gujarat into 'The Indian Dairy Industry'.

Teaching Aids: PPT

Teaching Learning Material (TLM): The teacher can use the TLM to introduce the asset.

Materials needed: Empty milk pouches of different brands locally distributed, empty wrappers of dairy products like butter, ghee and ice creams.

Getting Ready:

A few students can get empty milk pouches distributed by local State Dairy Cooperatives (eg: Nandini (Karnataka); Aavin (Tamil Nadu); Aarey (Maharashtra) and so on; and empty wrappers of dairy products like butter, ghee and ice creams.

Notes to the teacher: The teacher can ask the students to come up and read to the class information printed behind the pouches or packets. They can explore/discuss where the product is manufactured, packed and distributed in their respective states/regions.

Let us now talk about the Milk Revolution in India and its pioneer Dr. Verghese Kurien, 'Father of White Revolution in India'.

- The heroic story of 'the Milkman of India', the 'AMUL' brand and the 'utterly butterly delicious' tagline of the polka-dot dressed AMUL girl is well known in households throughout the length and breadth of India
- AMUL (Anand Milk Union Ltd) is India's most recognisable consumer logo and brand



Amul Logo: commons.wikimedia.org/wiki/File:Amul_official_logo.svg
Attribution: Amul. The original uploader was Prolix at English Wikipedia.

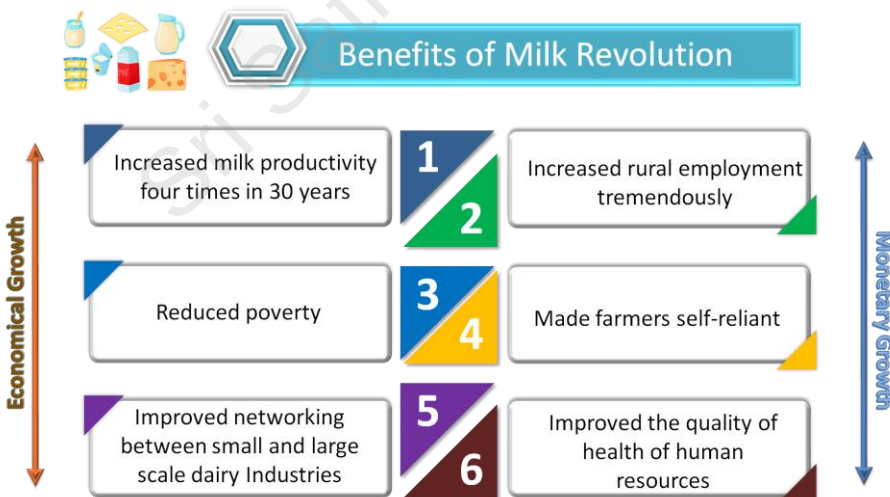
- Dr. Kurien organised the poor, exploited milk farmers of Kaira district in Anand (Gujarat) into setting up a milk cooperative. This new initiative fetched remunerative prices for their milk as it inculcated modern dairy farming methods



Dr. Kurien: commons.wikimedia.org/wiki/File:Verghese_Kurien_in_2009_(cropped).jpg
 Attribution: http://indianrailways.gov.in/

- He modernised the process of dairy farming by using the latest machinery. He was himself a mechanical engineer
- Following the success of the cooperative, Dr Kurien extended the concept to the rest of the country by launching 'Operation Flood' via the National Dairy Development Board
- This made the country self-sufficient in milk products, resulting in the White Revolution
- Based on the model of the Anand Milk Union Ltd, many states set up their federations and achieved varying degrees of success
- Some of the brands introduced were 'Nandini', 'Saras' and 'Sudha' in the states of Karnataka, Rajasthan and Bihar respectively
- The **Institute of Rural Management, Anand (IRMA)** was also set up by Mr Kurien to groom managers for the cooperatives
- By imparting training to the farmers and setting up national level institutions, the one man army that was Dr. Kurien ensured that even after his passing away in 2009, the Amul brand is as strong, resilient and profitable as ever

Benefits of The Milk Revolution:



Milk: pixabay.com/illustrations/dairy-products-food-diet-cheese-5621769/
 Attribution: ArtsyBeeKids

The Milk Revolution

- Increased milk productivity in India fourfold in a span of 30 years Increased rural employment tremendously
- Reduced poverty
- Made farmers self-reliant
- Improved the networking between small and large-scale dairy industries
- Improved the quality of health of human resources with double availability of milk and milk products through better distribution

Conclusion

‘Green Revolution’ is a dramatic example of how the use of human intelligence and creativity resulted in increased foodgrain production many times from limited land resources.

India’s IT Revolution is another striking instance of how human capital formation can result in better use of material, plant and machinery.

The ‘White Revolution’ or ‘Operation flood’ empowered farmers in India leading to the development of milk cooperatives in India.

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Day-to-day Relevance	Resources	People as resource

MS_Economic Activities

Objective: The students will be able to explain the economic activities undertaken by men and women in the three sectors.

Teaching Aids: PPT

Notes to the teacher: The teacher can begin the asset by asking the following questions:

Q1. Name some non-farm activities.

Answer: Some of the non-farm activities are dairy, small-scale manufacturing, selling items in the shops and transportation.

Q2. What are some of the main factors of production required for non-farm activities?

Answer: Some of the main factors required for non-farm activities are capital, market, good transportation, roads and communication.

Q3. Which is the most important factor required for non-farm activities and how can this factor of production be acquired?

Answer: Capital is required to start nonfarm activities. Capital can be generated by using one's savings or taking a loan.

Let us now discuss how economic activities that human beings indulge in are further classified.

Economic activities have been classified into three main sectors namely -

- a. Primary
- b. Secondary
- c. Tertiary

Primary Sector:



Field - pixabay.com/fr/photos/les-champs-de-riz-5017074/
Attribution: nkinhluan

- Activities in the Primary sector involve direct use of the resources available in nature without much alteration
- Activities like agriculture, forestry, animal husbandry, fishing, poultry, mining and quarrying

are included in the primary sector

Secondary Sector:



Rice: commons.wikimedia.org/wiki/File:Rice_coming_out_of_rice_micro_mill_-_IRRI_Images.jpg
Attribution:IRRI Images

- In the secondary sector, the raw material is processed or manufactured using technology and machinery
- For example, rice grains are sent to rice mills after harvest to be polished and made ready to cook
- Bauxite, mined from the earth is sent to the factory to be converted to aluminium which can be used to make bodies of cars and airplanes

Tertiary Sector:



Warehouse: pixabay.com/fr/photos/d%C3%A9pot-%C3%A9tag%C3%A8res-imeuble-usine-4997427/
Attribution: TigerPak

- The manufactured or processed goods are sold to the final consumer
- This could involve transporting, warehousing, insuring and selling goods in a supermarket
- These are mainly supporting activities and could also be pure services like teaching, banking, car rentals and medical services

Economic activities:

They can further be classified into:

1. Market activities
2. Non-market activities

Market Economic Activities:



Employee - pxhere.com/en/photo/932699

Attribution: pxhere

- They are those commercial activities which are compensated and remunerated by payment of a salary or wages based on the type and amount of work delivered
- Examples: factory worker, labourer tilling fields, clerk working in a bank or a computer programmer employed by an IT company
- The remuneration acquired by indulging in these activities is taken into consideration when the country's gross national product (GNP) is calculated

Non market economic activities:



Home maker: freepik.com/free-vector/housewife-cleaning-kitchen-illustration-indian-mother-sari-mopping-floor-daughter_3090659.htm

Attribution: vectorpouch

- They do not carry any monetary compensation although valuable work is performed
- Examples: Homemaker cooking for family, grooming children and doing other domestic chores
- This kind of work is not recorded in any official record or reckoned to calculate the country's national income

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Resources	A Village in the Deltaic Region People as resource People of the Rainforests

Objective: The students will be able to compare the three sectors of an economy.

Teaching Aids: Worksheet for all students.

Notes to the Teacher: The teacher will take up the activity after the topic, 'Sectors of the Economy' is explained in the classroom.

Aim: Students will be able to compare the three sectors of an economy and the resources employed in each with examples.

Resources Required: Questionnaire, notebook and pen

Setting for the Activity: Outdoor and indoor activity

Type of Activity: Project/Group

Preparation of Activity:

Prior preparation: Time allotted 1 week

Procedure:

Instructions and introduction for the activity to be given by the teacher.

Day 1

- The students will read about the three sectors of the economy from their textbooks
- They will make a list of the occupations covered under each of the three sectors of the economy in their notebooks
- The teacher will guide the students in compiling a sample list

(Sample List)

SR. NO	PRIMARY	SECONDARY	TERTIARY
1	Farmer	Construction worker	Teacher
2	Fisherman	Industrialist	Doctor
3	A Poultry farm owner	Mill worker	Banker
4	A tribal who collects forest products	Factory worker textile industry	Sales person
5	Laborer - mining and quarrying	Factory worker - automobile industry	Bus driver

- The teacher will divide **the entire class** into groups of 4 to 8 students

- Each group will select one of the three sectors - primary, secondary or tertiary
- The teacher will assign the students in each group the task of interviewing people practicing different professions according to the sector selected by the group

Day 2 to 7

- Students will prepare and keep ready a set of 8 to 10 questions that they would ask the people from different occupations. (According to the sector they have been assigned)
- Students will visit a village or colony located near their residential area or school
- Students will ask the interviewee to fill up the questionnaire or will themselves fill up the details of the questionnaire after the interview
- They will interview and note down the responses given by the people. (Minimum 3 occupations)

Role of the Teacher: Facilitator

Day 8: Day of presentation: Total time = 20 minutes

Notes to the teacher:

- Teacher will ask one student from each group to present the information gathered by that group
- Time allotted to each group: 2 min

Observation: The students take note of the different occupations and resources used; the problems faced by people involved in different professions.

Conclusion: The students conclude that each sector of the economy involves different economic activities. People engaged in various economic activities face a number of problems and try to find solutions to overcome these problems.

Notes to the teacher: An example of a questionnaire is given below. Questions will vary according to the sector and the profession of the person being interviewed. Students can frame their own questions.

SAMPLE QUESTIONNAIRE INTERVIEWING A WORKER IN A FACTORY

Name:

Age:

Profession:

QUESTIONS

1. What do you do and how long have you been in this profession?
2. How many hours of work do you put in everyday?
3. What is your qualification?
4. How many members are there in your family?
5. How many children do you have?
6. Is the income that you earn sufficient to meet your requirements?

7. Do you have any other source of income?
8. What kind of benefits do you enjoy at your workplace?
9. What kind of problems do you face at your workplace/profession? How do you solve the problems faced?

Troubleshooting:

If the person interviewed is not able to fill up the questionnaire himself /herself, the student can ask the questions and fill up the questionnaire based on the responses given.

In case the student is unable to meet the person, the interview can be taken over the phone and responses can be noted.

Follow-up activity: (Attached worksheet to be given as homework)

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Resources	People as resource

IQ_Gender Equality in the Economy

Objective: The students will be able to justify that gender equality results in the development of the economy.

Teaching Aids: PPT

Notes to the teacher: The teacher may pose the following questions to the students, allow them to think and come up with as many answers as possible before arriving at a conclusion. If there is any difficulty in getting the answers, the teacher can ask leading questions.

Q1. What are the major determinants of the earnings for both men and women in the economy?

Answer: Education, professional qualification and job opportunities available are the major determinants of the earnings for both men and women in the economy.



Diploma - pixabay.com/illustrations/diploma-graduation-contract-1390785/

Attribution: 472301

Online CVS - freepik.com/free-vector/online-cv_8509281.htm

Attribution: Freepik

Recruitment process - freepik.com/free-vector/recruitment-process-illustration_6772601.htm

Attribution: studiostock

Q2. List some examples of gender inequality faced by women at their workplace.

Answer: Gender inequality is faced by women at their work place in many forms.

They are not paid as well as the male employees, denied promotions, lack maternity benefits and feel insecure due to sexual harassment.



Gender pay gap - freemove.org/gender-pay-gap-01

Attribution: OpenClipart

Woman - flickr.com/photos/30478819@N08/50499187468

Attribution: Marco Verch Professional Photographer

Stop gender violence - freepik.com/free-vector/stop-gender-violence_9071142.htm

Attribution: freepik

Woman hugging baby - freepik.com/free-vector/young-mother-hugs-her-baby-with-love-affection_17821462.htm

Attribution: syarifahrbit (Free to use)

Q3. Why are gender issues economically important?

Answer: Gender issues are economically important because a large percentage of women have come out of their households and are taking up jobs in different sectors. Economic empowerment helps women lead better lives and also contribute to their household income. Better opportunities for education and skill development among women can help them secure high paying jobs.

Q4. How does gender equality contribute to economic development?

Answer: Gender equality can result in better investment in human capital among women through education, training and medical care. These result in better yields in the form of higher earnings and greater contribution to society. Educated women can take better care of their family members and are also conscious of proper nutrition and hygiene. They in turn look after their children's needs for education at school and good health. Contribution to the family income reduces poverty, increases the standard of living and savings.



Gender equality - freepik.com/free-vector/gender-equality-concept_8810649.htm
Attribution: pikisuperstar

Time to teach	Asset type	Theme	Sub Theme
8 minutes	Inquisitive Questions	Resources	People as resource

MS_Quality of Population

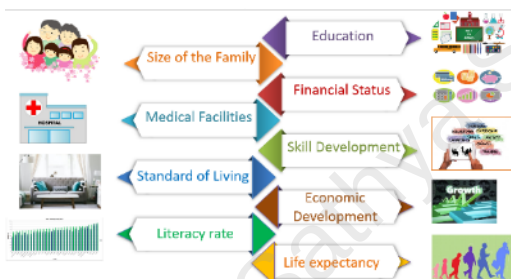
Objective: The students will be able to discuss how inputs like education and health help in making the population an asset.

Teaching Aids: PPT

Notes to the teacher: The teacher can write the words '**FACTORS AFFECTING THE QUALITY OF POPULATION**' on the center of the black board and elicit responses from the students. The teacher can probe and encourage students to think and come up with relevant points. The students can give varied answers which can be put up on the board.

Suggested Answer: Factors affecting the quality of population:

- Literacy
- Life expectancy
- Size of the family
- Income of the family or financial status
- Medical facilities
- Skill development
- Standard of living
- Development of sectors in the economy.



Education: pixabay.com/vectors/education-back-to-school-1545578/

Attribution: AzamKamolov

Family: pixabay.com/vectors/family-a-family-harmony-people-1976162/

Attribution: eommina

Finance: pixabay.com/illustrations/finance-icons-financial-icons-4278471/

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Medical: pixy.org/5871962/

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Skill: pixabay.com/fr/illustrations/tablette-filtrer-dispositif-5628298/

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Living: unsplash.com/photos/FBXuXp57eM0

Attribution: Nathan Fertig

Economy: pixabay.com/illustrations/growth-graphic-symbol-character-951606/

Attribution: kalhh

Literacy: commons.wikimedia.org/wiki/File:Literacy_by_state_India.PNG

Attribution: Tatiraju.rishabh at English Wikipedia

Life: pixabay.com/illustrations/growing-peoples-business-growth-2835898/

Attribution: harishes

The teacher can proceed with the second question to complete the mind mapping.

Q2. How do these factors directly or indirectly affect the quality of population?

The teacher can further probe and list down the positive and negative effects of the various factors.

Example:

Medical facilities: Good medical facilities ensure good treatment and increase in lifespan. Poor medical facilities result in delay in treatment and lead to suffering. All points can be listed on the board.

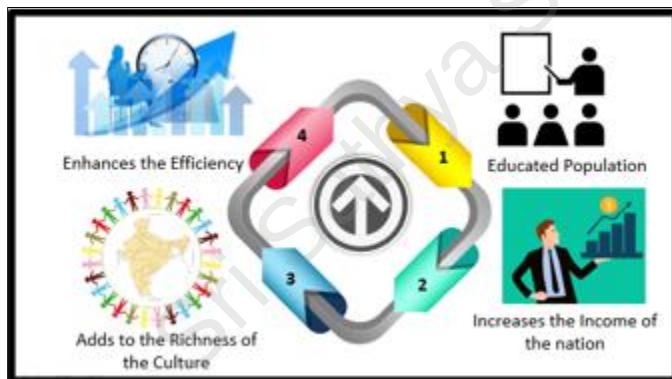
The asset of any country is its population.

There is an interdependence between the growth of a country and the quality of the population.

A literate and healthy population is an asset to the economy of a country.

Education:

- A human being is a positive asset and a great national resource
- When the population is educated, it increases the income of the nation, adds to the richness of the culture and enhances the efficiency of the governance
- Right to Education is a fundamental right
- A literate citizen can enjoy his rights and perform his duties well



Education: commons.wikimedia.org/wiki/File:Education_(3012)_-_The_Noun_Project.svg

Attribution: Chris Matthews

Income: pxhere.com/en/photo/1584291

Attribution: Mohamed Hassan

Culture: publicdomainvectors.org/en/free-clipart/Clip-art-of-people-holding-hands-around-green-circle/35337.html

Attribution: Openclipart

Efficiency: pixabay.com/illustrations/planning-efficiency-schedule-4086860/

Attribution: geralt

Map – SSSVV Gallery

Various steps have been taken to promote education, like -

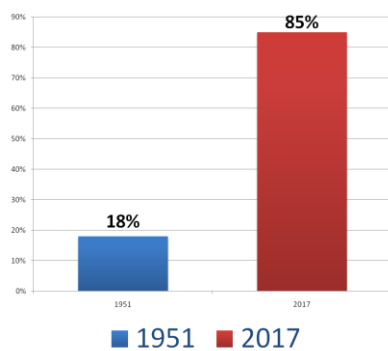
- a. Elementary education with universal access and quality has been given importance. The emphasis is more on educating girls.
- b. Navodaya Vidyalaya schools have been established in every district.
- c. The total expenditure on education has increased from Rs 151 crore in the first plan to Rs 99,300 crore in 2020–21.
- d. High school students are equipped with occupations related to knowledge and skills through the

development of vocational streams.

Notes to the teacher:

The teacher can ask the students to look into the graph showing the post - independence literacy rate given in the text and discuss the questions.

- The graph shows the literacy rate in the post - independence period
- The literacy rate has increased from 18% in 1951 to 85% in 2017
- Literacy among males is nearly 14.4% higher than females and it is about 14.2% higher in urban areas as compared to rural areas
- Although the number of primary schools have increased significantly to over 8.41 lakhs in 2015-16, the quality of education has deteriorated and the dropout rate is quite high
- States of Kerala and Bihar have literacy rates of 96.2% and 70.9% respectively



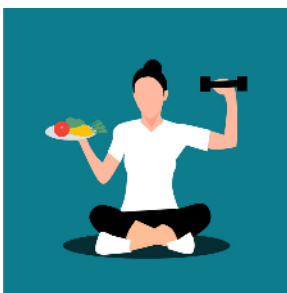
Initiatives taken by the Government of India towards education:

- The Central Government in partnership with the states, local government and the community, has started an initiative known as the 'Sarva Siksha Abhiyan', which aims to provide elementary education to children in the age group of 6-14 years
- To increase enrollment in elementary education, bridge courses and back-to-school have been initiated
- The Mid-day meal scheme has been implemented to encourage attendance, retention of children in school and to improve their nutritional status
- Over the past 60 years, there has been a significant growth in the number of universities and institutions of higher learning in specialised areas
- The Gross Enrolment Ratio (GER) in higher education in the age group of 18 to 23 years was 26.3% in 2018–19, which would be broadly in line with world average
- There is also focus on distance education, convergence of formal, non-formal, distance and IT education institutions

Notes to the teacher: The teacher can ask the students to look at the table given in the textbook and note the increase in the number of colleges, universities, enrollment of students and recruitment of teachers from 1951 to 2018–19. The questions based on the table can be discussed in the classroom.

Health:

- A healthy body leads to a healthy mind. A person can realise his/her full potential if s/he is healthy and fit



Health: pixabay.com/fr/vectors/apptitude-en-bonne-sant%C3%A9-aliments-6603525/
Attribution: Mohamed_hassan

- Improvement in the health status of the population has been the priority of the country
- Many measures have been taken to improve the accessibility to health care, family welfare and also provide nutritional service
- Special schemes have been introduced for the underprivileged section of the population
- India has built a vast health infrastructure over the past five decades in developing manpower required at primary, secondary and tertiary sectors, both in the government as well as private sectors
- These measures have increased life expectancy
- Improvement in childcare and life expectancy enables us to assess the future progress of the country
- Infant mortality has decreased and children are protected from infections ensuring good nutrition to both the mother and the child.
- Although India has a vast health infrastructure consisting of Primary Health Centers, hospitals, beds, nurses and doctors, it is quite inadequate considering the size of the population. For example, there are only 529 medical and 313 dental colleges for a billion plus population and that too concentrated in the southern states like Andhra Pradesh, Karnataka, Maharashtra and Tamil Nadu

Notes to the teacher: The teacher can ask the children to take note of the rise in health infrastructure over the years and discuss the questions based on the table.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Main Script	Resources	People as resource

QA_A Quick Recap - People as Resource

Objective: The students will be able to review how investment in human capital yields returns just like the physical capital

Teaching Aids: PPT

Notes to the teacher: The teacher could give a variety of questions and ask the students to write the responses in their notebooks.

I. Choose the right answer from the alternatives given below:

Q1. Which of the following is not classified as a country's principal economic sector?

- a. Primary sector
- b. Human Resources sector
- c. Secondary sector
- d. Tertiary sector

Answer: Human Resources sector



Human resources - pixabay.com/zh/illustrations/human-resources-hr-management-1181577/
Attribution: Artsybee

Q2. Identify the non-market activity from the list below:

- a. Extracting coal from underground mines
- b. Launching a commercial satellite into space
- c. Homemaker tutoring her children
- d. Cleaning a lake to catch rainwater

Answer: Homemaker tutoring her children

Q3. In which state of India did the Green Revolution begin and then spread to the rest of the country?

- a. Delhi
- b. Uttar Pradesh
- c. Haryana
- d. Punjab

Answer: Punjab

Q4. Which of these professions fall under the Tertiary sector?

- a. Agricultural seasonal wage labourer
- b. Tribals consuming forest resources
- c. Automobile engineer employed in Maruti car factory
- d. Computer programmer in a software company

Answer: Automobile engineer employed in Maruti car factory and
Computer programmer in a software company

Q5. An average Indian's life expectancy rate is: -

- a. > 67
- b. > 70
- c. > 68
- d. > 69

Answer: > 68 years

II. Choose the right word:

1. Population becomes _____ when there is investment made in the form of education, training and medical care.

- a. intellectual capital
- b. manufacturing capital
- c. human capital
- d. natural capital

Answer: human capital

2. Human capital is the stock of skill and _____.

- a. productive knowledge
- b. money
- c. resources
- d. education

Answer: productive knowledge

3. Population is a _____ resource.

- a. human
- b. financial
- c. water
- d. natural

Answer: human

4. Land and capital cannot become useful without _____ resource.

- a. human
- b. artificial
- c. environmental
- d. mineral

Answer: human

III. Rearrange the letters on the basis of clues given below and solve:

1) Biotechnology and Information Technology belong to this sector. _____ (ERTTAIYR)

Answer: Tertiary

2) A type of unemployment when people do not find work during some months of the year.
_____ (EASSNLOA)

Answer: Seasonal

3) Unemployment leads to wastage of this resource. _____ (PMWORANE)

Answer: Manpower

4) This state has the highest literacy rate. _____ (REAKAL)

Answer: Kerala

5) This country invested in human resources as they do not have more natural resources. (ANPAJ)

Answer: Japan

6) Economics activities add value to this income. _____ (NNOITLAA)

Answer: National

7) Manufacturing steel is included in this sector. _____ (DYSERACNO)

Answer: Secondary

8) This becomes human capital when there is investment made in the form of education, training and medical care. _____ (PNPUOTNAIL)

Answer: Population

IV. Answer in one or two sentences:

a. Name the three main sectors of an economy.

Answer: The 3 main sectors of an economy are primary sector, secondary sector and tertiary sector.



SSSVV gallery - agriculture SSSVV gallery –
chemical lab SSSVV gallery – loading truck

b. Name the two types of economic activities.

Answer: The two types of activities are - market activities and non-market activities.

c. What does the quality of the population depend upon?

Answer: The quality of the population depends upon the literacy rate, health of a person and the skills acquired by the people of the country.

d. Give any two examples for the Primary sector?

Answer: Agriculture and fishing.

e. What helps an individual make better use of the economic opportunities available before him?

Answer: Education helps an individual make better use of the economic opportunities available before him.

f. 'People are an asset, not a liability'. Justify this statement with one reason

Answer: A healthy, educated population can contribute to a country's GDP.

g. Name the economic revolutions in India which have used skilled human resources to transform that sector and generate wealth.

Answer: Green Revolution, White Revolution or IT Revolution.



SSSVV gallery - green revolution SSSVV gallery –
milkman
IT revolution - pixabay.com/zh/photos/connection-web-marketing-world-753480/
Attribution: gamerio

h. What is the connection between GNP (gross national product) of a country and its human resources?

Answer: There is a direct correlation between GNP and the human resources of a country. The better the productivity of the human resources, the higher the GDP.

V. Give Reasons:

a) Investment in human capital yields a return just like physical capital.

Answer: Investment in human capital through education, training and medical care yields a return in the form of higher income, higher productivity by better educated, trained and healthier people, just like investment in physical capital.

b) Japan has emerged as a developed country.

Answer:

- Japan has invested in human resources, especially in the field of education and health
- The Japanese people have made efficient use of other resources, like land and capital
- Efficiency and the technology evolved by the people has made Japan a rich and developed country

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Resources	People as resource

MS_Unemployment - A Serious Threat

Objective: The students will be able to analyse the issues associated with problems of unemployment.

Teaching Aids: PPT

Notes to the teacher:

Teacher can begin the asset by asking the following questions:

India is a country that ranks second in population.

Q1. State some of the problems that an economy faces due to overpopulation.

Answer: Overpopulation leads to poverty, malnutrition, unemployment, illiteracy, poor standard of living, lack of basic facilities, pollution and scarcity of houses.

Let us discuss how overpopulation and unemployment are related to each other.

Unemployment

- India holds the second position in the world with respect to population
- The issue of unemployment especially in rural areas is a major problem for a country like India
- India has almost 70% of its total population in the rural areas (2011 census)
- Unemployment is a condition when people in an economy are willing to work for a certain payment as per contract on an hourly or monthly basis but do not find jobs

Who cannot be considered as unemployed?

- Housewives who perform household chores and do not go outside to earn a living cannot be described as unemployed
- Similarly young children attending school cannot be counted in the category of people who are unemployed
- Senior citizens too cannot be tagged as unemployed as they are dependent on the working population



Mother: pixabay.com/photos/lady-street-photography-woman-2408609/

Attribution: tartugamediaservices

Old lady <https://pxhere.com/en/photo/1050878>

Attribution: pxhere

Students: pxhere.com/en/photo/861068

Attribution: pxhere

Types of unemployment:

- The working population comprising people from the age group of 15 years to 59 years can be considered unemployed if they are ready to work but do not get jobs
- The nature of unemployment is different in rural and urban areas
- Two types of unemployment common in rural areas are:
 - seasonal unemployment
 - disguised unemployment

Seasonal unemployment:



Farmer: pixabay.com/photos/farmer-india-mohan-nannapaneni-5353774/
Attribution: MOHANN

- Rural employment is mainly agricultural and seasonal involving operations of sowing, weeding and harvesting
- Work is available on farm lands during the rainy season and post-monsoon
- People who depend on agriculture remain unemployed for the rest of the year
- This kind of unemployment is described as seasonal unemployment

Disguised unemployment:



Disguised Unemployment: pxhere.com/en/photo/913032
Attribution: pxhere

- When people employed for carrying out a certain task are more in number than people actually needed to perform it, the extra labour involved in that activity is said to be disguisedly unemployed
- All available hands in a family or village are used on farms even though so many people may not be required to carry out the tasks for a given area under cultivation
- Although many people work to complete a task, this does not increase the productivity or the quantity of the harvest
- The extra people involved in the activity seem to be employed, but they are in reality disguisedly unemployed
- In rural areas unemployment is seasonal; in urban settings it is the issue of educated unemployment
- The number of unemployed graduates and postgraduates has increased considerably in the recent

past

- There is a shortage of manpower in certain areas whereas a surplus of manpower is available elsewhere

Adverse effects of unemployment:

- Wastage of valuable manpower resources
- Depression and disappointment among the youth
- People become liabilities instead of being assets
- Results in great social wastage
- Unemployed become dependent
- Burden on the working population increases
- Standard of living deteriorates
- Health of family members suffers
- Leads to rise in the number of school dropouts.

Unemployment and the economy:

Unemployment has an extremely harmful impact on the overall growth of an economy.

- Increase in unemployment is a sign of a depressed economy
- Human resource, which is unemployed naturally appears as a liability to the economy

(Notes to the teacher): Teacher can read the newspaper report from 'The Economic Times' English Edition of August 30th 2018 and ask 2 questions based on the report:

(Over 93,000 candidates, including 3,700 PhD holders apply for peon job in UP)

According to a TOI report, 3,700 PHDs, 50,000 graduates, 28,000 PGs have applied for 62 posts of messengers in UP police. The post requires a minimum eligibility of Class V.

The selection for the job requires just a self-declaration that the candidate knows how to ride a bicycle. However, considering the large number of over-qualified applicants, the department has now decided to conduct a selection test for the posts that have been lying vacant for the last 12 years.

Recently there were reports that over 2 crore youths applied for nearly 1 lakh jobs in Indian Railways, while over two lakh candidates applied for 1,100 constable jobs in Mumbai Police earlier this year. The candidates include doctors, lawyers and engineers.

Q1. Which problem faced by the country is highlighted in this newspaper report?

Answer: The problem of unemployment.

Q2. Why do you think the country is facing this situation?

Answer: The country is facing this problem as the rate of economic development has not kept pace with the rise of growth in population. The percentage of educated youth seeking employment is much larger than the opportunities available. As a result, educated youth have to apply for class IV jobs.

Our colleges produce a large number of technical (engineering) graduates every year but without equipping them with employable skills, which are required by the market. This results in substantial unemployment or the educated taking on low skilled jobs which are mismatched to their degree qualifications and causing

underemployment as well.

In India although a large section of the population is reported to be employed, they are not working to their fullest capacity. Many a time they are forced to be engaged in activities not to their liking or choice.

The employment scenario in the three sectors:

- A large percentage of the population is involved in agriculture
- Villagers work in their own farms and are self employed
- In recent years, this percentage has reduced because of disguised unemployment
- Some of the surplus labour in agriculture has shifted to the secondary sector and small-scale manufacturing
- Various new services are now introduced
- This has led to the development of the rural economy

(Notes to the teacher): The teacher could explain with the help of the examples given in the text, how with increase in the job opportunities, many new services came to be provided. This increased the quality and level of human capital formation.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Resources	People as resource

IA_India - Demographic Dividend

Objective: The students will be able to discover the advantages of India's present position in the demographic transition

Teaching Aids: PPT

Notes to the teacher: The teacher may begin the asset by asking students the following questions.

1. When is the census conducted in India?

Answer: Census is taken every 10 years in the country.

2. Why is the census conducted?

Answer: The census is conducted every 10 years so that policies for general welfare, economic development, administration, and education can be planned and implemented according to the statistics obtained through the census.

3. When was the last census taken in the country?

Answer: The census was supposed to be conducted in 2021 but was postponed due to the Covid - 19 pandemic. It may be conducted in the second half of 2022 or later.

-
- Demographic data provides us with valuable information related to changes in the size, age structure of population, patterns of birth, death, migration and so on
 - When there is decline in a country's birth rate and subsequent change in its age structure, a country could benefit from the demographic dividend
 - Economic growth accelerates when the share of the working-age population (15 to 64 years) to the Gross National Product is larger than the share of the dependent population. (14 and younger, and 65 and older)



Economic Growth Accelerates

Economic Growth Picture: pixabay.com/vectors/world-growth-statistics-chart-6158920/

Attribution: Mohamed_hassan

- According to the 2011 census more than two-thirds of the Indian population is in the working age of 20-59 years
- A study on demographic dividend in India by the United Nations Population Fund (UNFPA) has revealed India will reap the advantages of demographic dividend at different periods of time for five decades from 2005-06 to 2055-56

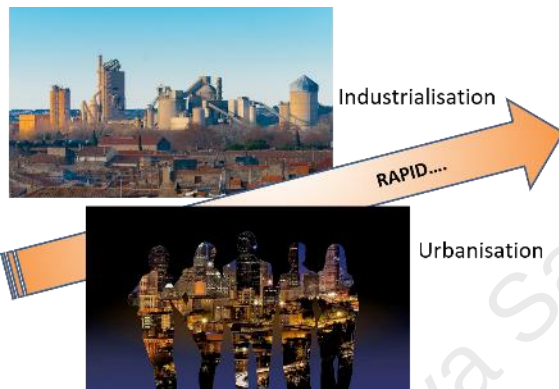
Benefits of the demographic transition

- Increase in the workforce
- Rise in women's workforce
- Increase in savings



Rise in Women's
Workforce

Women's Workforce: pixabay.com/illustrations/executive-businesswoman-woman-power-534413/
Attribution: gerald



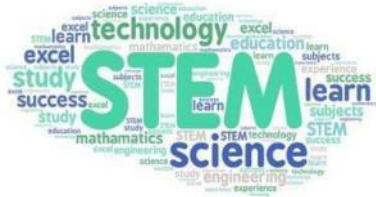
Industrialization: pixabay.com/photos/factory-industry-company-1983460/

Attribution: caropat

Urbanization: piqsels.com/en/public-domain-photo-zbhij/download/1280x720

Attribution: piqsels

- Rise in the standard of living especially among the middle class
- Rapid industrialization and urbanization
- A large percentage of the global workforce over the next three decades will come from India
- India can leverage this huge youth population by providing high quality school education, relevant higher education and skill development aligned to industry
- India can become the world's foremost economic engine driving jobs and growth
- Japan and Western European countries do not have the advantage of demographic dividend due to their aging populations and falling birth rates
- China is also paying the price for its highly restrictive population policy for several decades. India can leverage the benefit of a growing, young, dynamic population
- To reap the benefits of the demographic dividend, India needs to take appropriate policy measures
- India has an advantage of competitiveness in the field of STEM (Science, Technology, Engineering and Math) subjects



STEM picture: flickr.com/photos/182229932@N07/48195742416

Attribution: EpicTop10.com

- National Skill Development Corporation has been set up with the aim to impart skills and to narrow the existing gap between the demand and supply of skills
- The World Bank has approved US\$25million to 'Skill India Mission Operation' in 2017
- Oracle Academy has taken the initiative to train 5 lakh students each year
- In 2016, India and Japan agreed to undertake the JIM training programme
- Programmes have been initiated to train about 350 million youth
- More than 100 International Skills Centres have been set up to train youngsters in foreign languages and prepare for overseas jobs

It is interesting to note that with all these programmes and policies launched by the government, India will surely be counted among the developed countries of the world with its skilled working population as its greatest asset.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Interesting Asides	Resources	People as resource

QA_A Review - People as Resource

Objective: The students will be able to revise the factors that transform population into a more productive resource

Teaching Aids: PPT

Notes to the teacher: The teacher can ask a variety of questions to evaluate the students using the PPT and can assess them by asking them to write the answers in their notebooks.

I. Classify the activities and professionals and place them in their respective columns:

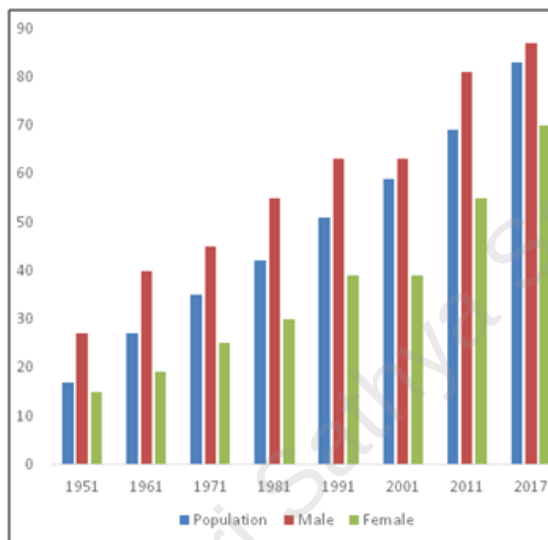
Religious activities	Animal husbandry
Construction	Tourism
Manufacturing	Banking
Communication	Poultry
Domestic chores	Automobile Industry
Agriculture	Doctor
Blood donation	Lawyer
Insurance	Medical Camp
Mining	Engineer
Salesman	Oil refining
Driver	Textile production
Fishing	Trade
Social Service	

Primary	Secondary	Tertiary	Economic (Professionals)	Non-economic

Answer key:

Primary	Secondary	Tertiary	Economic (Professionals)	Non-economic
Agriculture	Manufacturing	Trade	Lawyer	Free Medical Camp
Fishing	Textile production	Tourism	Doctor	Domestic chores
Poultry	Automobile Industry	Banking	Driver	Social service
Mining	Oil refining	Insurance	Engineer	Blood Donation
Animal Husbandry	Construction	Communication	Salesman	Religious activities

II. Look at the graph below and answer the following questions:



a. In which year was the female literacy rate the highest?

Answer: Female literacy rate was highest in the year 2017.

b. What was the male literacy rate in the year 2017?

Answer: The male literacy rate in the year 2017 was 85%.

c. Compare the female and male literacy rate for the year 2017.

Answer: The female literacy rate was 70% and the male literacy rate was 85% in 2017. 15% of the male population was more literate than the female population.

III. Answer in one or 2 sentences:

a. Why does division of labour exist between men and women?

Answer: Division of labour between men and women exists due to historical and cultural reasons.

b. What decides the growth rate of a country?

Answer: The quality of the population decides the growth rate of the country.

c. Which initiative has the Central Government taken towards providing elementary education for all children?

Answer: The Central Government provides elementary education for all children through 'Sarva Shiksha Abhiyan' programme.

d. What measures are taken by the Government to increase the enrollment in elementary education?

Answer: Bridge courses and back-to-school camps have been initiated by the Government to increase the enrollment in elementary education.

e. Why has the Mid-day meal scheme been implemented by the government?

Answer: Mid-day meal scheme has been implemented to encourage retention of children, to improve their nutritional status and their attendance in school.

IV. Find the hidden examples for each sector from the below table

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

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

Answer:

Primary sector - **Agriculture and Poultry**

Secondary sector - **Oil refining**

Tertiary sector - **Banking and Insurance and Tourism**

V. Answer Briefly:

a. What are different types of rural and urban unemployment?

Answer: In rural areas we find seasonal and disguised unemployment while in the urban areas we have educated unemployment.

b. What is disguised unemployment?

Answer: Disguised unemployment is a condition wherein people appear to be employed but in reality, they do not contribute to the economic output.

c. Why are educated people unemployed?

Answer: Educated people are unemployed because they are unable to find jobs due to surplus of manpower in certain areas and shortage of manpower in other areas.

d. How does good health help a person in contributing to economic growth?

Answer: Health is indispensable for realizing one's well-being. Good health helps one to optimize his/her potential leading to overall economic growth.

VI. Give reasons for the following:

a. Human capital has acquired a higher position than land, labour and physical capital

Answer:

- Investment in human capital (through education, training, medical care) yields returns just like investment in physical capital
- This can be seen directly in the form of higher incomes earned because of higher productivity of the healthy, educated or the better trained persons
- India's IT revolution is a notable example which shows that human capital has acquired a higher position than that of other capitals

b. Educated parents invest in the education of the child.

Answer:

- Educated parents realize the importance of education and are conscious of proper nutrition and hygiene
- They look after their children's needs by educating them and provide them with good medical care
- Investments made on their education and health, will yield a high return in future in the form of higher earnings and greater contribution to the society. A vicious cycle is thus created

c. Explain the employment scenario in the three sectors of economy.

Answer:

- In the **primary** sector, agriculture is the most labour absorbing sector of the economy
- Some of the surplus labour in agriculture has moved to either the secondary or the tertiary sector
- In the **secondary** sector, many people are involved in small scale manufacturing
- In the **tertiary** sector, various new services are now appearing like biotechnology and information technology and more employment opportunities are created for the people

d. Explain how a doctor, teacher, engineer and a tailor are assets to the economy?

Answer:

- A doctor, teacher, engineer and a tailor are assets to the economy as they form human capital
- Each of them provides services which in turn creates a new employment opportunity that adds to the economy of the country
- For example - A doctor opens a clinic. Though the doctor is offering his services and gaining income, he/she creates multiple job opportunities at his/her clinic. This adds to the income of an individual which in turn adds to the gross national income of the country which becomes an asset to the country

e. What are the steps taken by the Central Government through the Sarva Shiksha Abhiyan programme?

Answer: The Central Government through the Sarva Shiksha Abhiyan programme aims at -

- Providing elementary education to all children in the age group of 6-14 years

- It provides bridge courses and back-to-school camps to increase the enrollment in elementary education
- The Mid-day meal scheme has been implemented to encourage attendance and retention of children and improve their nutritional status
- It focuses on access, quality and adoption of state- specific curriculum modification, vocationalism and networking on the use of information technology
- It also focuses on distance education, convergence of formal, non-formal, distance and IT education institutions

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Resources	People as resource

MS_ Summary_ People as Resource

Objective: The students will be able to summarize the important points discussed in the chapter 'People as Resource'.

Teaching Aids: PPT

Notes to the teacher: The teacher can summarize the topic 'People as Resource' discussing the following points-

- Population is a productive asset rather than a burden or liability
- Just like physical capital, population becomes human capital when there is investment made in the form of education, skills, training and medical care
- India's Green, White and IT Revolutions are all driven by people's skills and ingenuity
- Primary, secondary and tertiary are the three main sectors of an economy
- Economic activities are of two kinds: market activities and non-market activities
- Inputs like education and medical care help in making the population an asset for the economy
- The ill effects of the problem of unemployment are seen in both rural and urban areas
- Finally, a story of how the population can become an asset for a village economy

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Resources	People as resource



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

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.