

Master Lesson Plan
for
Poverty as a Challenge

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Poverty as a Challenge	English	

CURRICULAR GOALS	CG-8: Evaluates the economic development of a country in terms of its impact on the lives of its people and nature
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-8.1: Gathers, comprehends and analyses data related to income, capital, poverty and employment in one's locality, region and at the national level
SDG(Sustainable Development Goals)	SDG1: No Poverty SDG2: Zero Hunger
Technology aids	PPT, Video
Interdisciplinary Connections	Mathematics and Science
Cross-Cutting Themes	Values and Dispositions: Use scarce resources judiciously to address the problems created by the many dimensions of poverty Educational Technology: Enriched with PPTs and video

MS_Ideation module_Poverty as a Challenge

[Notes to the teacher: Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents(TRD), teaching aids(TA) and Learning Aids(LA) for the topic '**Poverty as a Challenge**' for grade IX. This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by CBSE/APSE.]

Curricular Expectations :

- recognizes and retrieves the meaning of Poverty from different perspectives
- recognizes the overall impact of poverty on the standard of living of people

Learning Outcomes: The students will be able to

- define simple economic terms such as poverty
- explain causes and impact of economic issues such as poverty, landlessness and food insecurity.
- analyse historical trends in important developmental indicators such as literacy and poverty.
- assess the impact of important government welfare programmes aimed at poverty alleviation
- interpret pie and bar diagrams of data related to poverty

Total Time to transact MLP: 140 minutes, 4 periods

Sub topics in this Chapter:

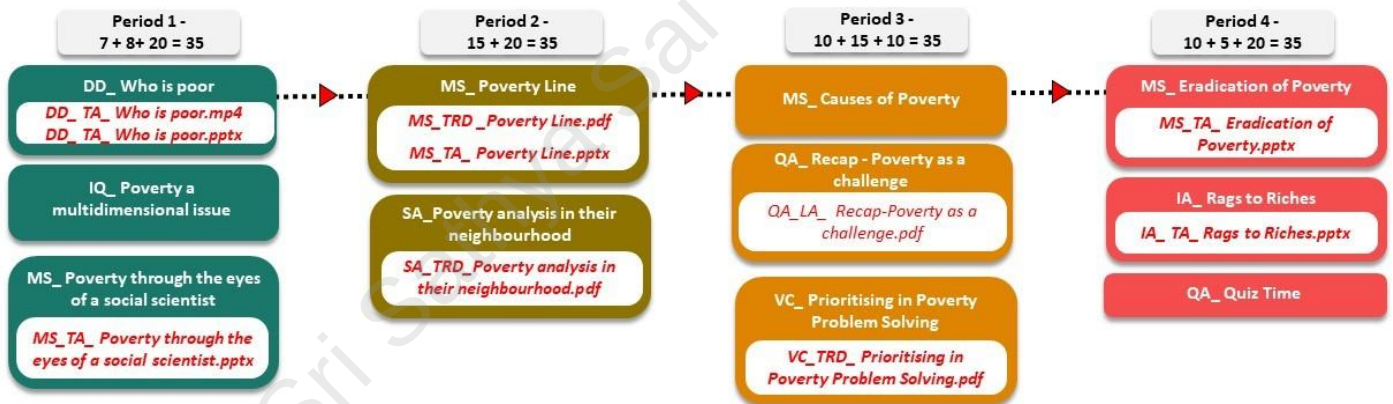


[Notes to the teacher: The chapter on **Poverty as a Challenge** has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.]

This lesson plan is designed for **4** periods, each of 35 minutes duration. [Additional one or two periods may be used, if required.]

Lesson Plan Flow

Poverty as a Challenge - MLP Design flow - Overview



[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

PERIOD 1

Topic: The concept of Poverty

Time: 7+8+20=35 minutes

Asset Types: DD, IQ, MS

Objective: Students will be able to

1. identify the many aspects of poverty around them
2. conclude that poverty is complex because of its numerous dimensions
3. analyze the concept of poverty from a social perspective

1) DD_Who is poor

Notes to the teacher: Introduce the concept of poverty by showing the video and ppt.

DD_TA_Who is poor.mp4

DD_TA_Who is poor.pptx

This can be followed by developing a mind map on 'the dimensions of poverty in rural and urban areas. Students can recreate the same in their notebooks.

2) IQ_Poverty - a multidimensional issue

Transact the asset asking the questions given below:

Q1: Mention some of the problems that India has been dealing with since Independence.

Hint: Overpopulation, unemployment, drought, poverty, shortages of food, clean drinking water, hospitals, schools, sanitation, power supply and so on.

Q2: Among various problems, poverty is considered the most complex because it has numerous expressions. What aspects do you associate with poverty?

Hint: Poverty manifests in many forms, e.g., hunger, no permanent employment, poor living conditions, inability to provide for education or medical facilities, cannot afford proper schooling, lack of a proper safe shelter, exploitation at workplace, etc.

Q3: Suggest some measures that could be taken to eradicate poverty.

Hint: Innovative and practical solutions for employment / education/ housing/ healthcare, etc.

Q 4: How can you contribute personally to bring down poverty?

Hint: Participate in volunteering for teaching/ creating awareness on health and hygiene/ sharing used books and other study material.

3) MS_Poverty through the eyes of a social scientist

Notes to the teacher: Use the ppt, **MS_TA_Poverty through the eyes of social scientist.pptx** and transact the asset. Ask the students to put up a GO on the indicators of Poverty, Social Exclusion and Vulnerability in their notebooks. This can be drawn on the board.

PERIOD 2

Topic: Poverty Line

Time: 15+20=35 minutes

Asset Types: MS, SA

Objectives: Students will be able to

- 1) explain the measurement of poverty through the concept of the poverty line
- 2) analyse poverty- related data to arrive at conclusions about global poverty trends

1) MS_Poverty Line

Notes to the teacher: Use **MS_TRD_Poverty Line.pdf** and **MS_TA_Poverty line.pptx** to explain how 'poverty line' is a universal method to measure poverty and explain the different ways in which poverty line in India can be estimated. Use the graph to discuss the inter-state disparities that exist with regard to the concept of poor.

Mathematics integration -

Graphical representation of

- percentage of population below poverty line
- the global poverty trends
- poverty ratio in selected Indian states

Science integration - The accepted average calorie requirement in India is 2400 calories per person per day in rural areas and 2100 calories per person per day in urban areas.

2) **SA_Poverty analysis in their neighbourhood.**

Domain: Community

The activity would enable a study on the extent of poverty that prevails in the surroundings designed with a clearly stated aim, step- wise procedure and expected conclusion. Use the

SA_TRD_Poverty analysis in their neighbourhood.pdf

PERIOD 3

Topic: Causes of Poverty

Time: 10+15+10 = 35 minutes

Asset Types: MS, QA, VC

Objective: Students will be able to

- 1) discuss the factors that have led to high levels of poverty in India
- 2) recapitulate the definition and concept of poverty, poverty line, poverty, trends and the various causes of poverty
- 3) learn to use scarce resources judiciously to address the problems created by the many dimensions of poverty

1) MS_Causes of Poverty

ITT Self Study Technique:

Ask the students to read the topic, '**Causes of Poverty**' and make relevant GOs. Conduct a group discussion. Use graphic organizers or other visual representations to categorize the numerous factors that have caused high poverty rates in the country.

2) QA_Recap - Poverty as a challenge

Notes to the teacher: Use the Learning Aid **QA_LA_Recap-Poverty as a challenge.pdf** which can be found in the Learning Aid folder to transact the assessment.

3) VC_Prioritising in Poverty Problem Solving.

Refer the document **VC_TRD_Prioritising in Poverty Problem Solving.pdf** which can be found in the Teacher Reference Document folder to conduct the Situation analysis and JAM (Just A Minute) presentations.

PERIOD 4

Topic: Eradication of Poverty

Time: 10+5+20 = 35 minutes

Asset Types: MS, IA, QA

Objective: Students will be able to

- 1) explain the reasons for poverty to persist despite the remedial measures taken by the government
- 2) take delight in knowing about the success story from rags to riches of the farmers at Hiware Bazar
- 3) assess their level of understanding about the concept, 'Poverty' and other related aspects

1) Eradication of Poverty

Notes to the teacher: Use the ppt, **MS_TA_Eradication of Poverty.pptx** to transact the asset.

Economics integration -

- Current anti-poverty strategy of the government is focussed on economic growth
- Five year plans to eradicate poverty
- Policies formulated for the reduction of poverty by the Government of India

Project work: Corridor Domain

Ask the students to prepare charts on the various poverty alleviation schemes put up by the government and display the same in the corridor.

Notes to the teacher: The teacher can ask the students to name some personalities who rose

Let us now hear the success story of some of the villagers of Hiware Bazar. Use the **IA_TA_Rags**

3) QA_Quiz Time

Notes to the teacher: The teacher can assess the students' understanding of the concepts through the following activity.

Prior Preparation: 10 min

Divide the class into groups of five. In each group, select a leader. Sub topics of the chapter to be written on small chits. The leaders will pick one chit at random and return to their groups. The students can prepare MCQ type questions, higher order questions on the relevant topics assigned to them. All these questions can be put up in a box and the teacher can conduct the quiz activity in the following period. Ask the students to revise the topics and come prepared for the quiz activity.

The suggested sub-topics are as follows:

- Definition of Poverty and its multi-dimensional aspects
- Social exclusion and Vulnerability
- Poverty line and Poverty estimates
- Inter-state disparities
- Global poverty scenario
- Causes of poverty
- Anti-Poverty measures

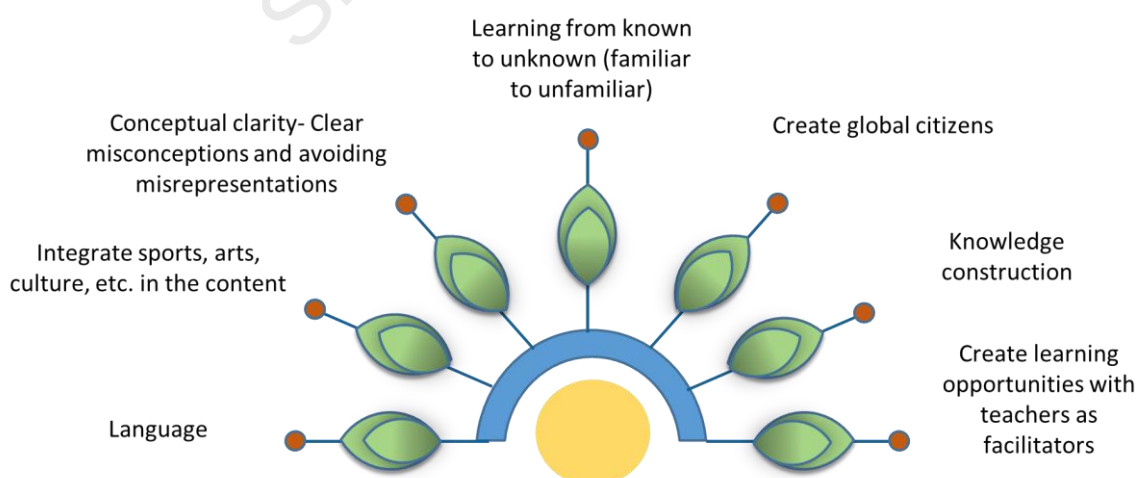
LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem solving
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Teaching aids and teacher reference documents mentioned in this Lesson plan are provided in the folders below.

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Time to teach	Asset type		
140 minutes	Main Script	Economic status and food security	Cases Of Poverty Causes Of Poverty Economic Activities by men and women

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॥ Aum Sri Sai Ram ॥

Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

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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 titbits 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.