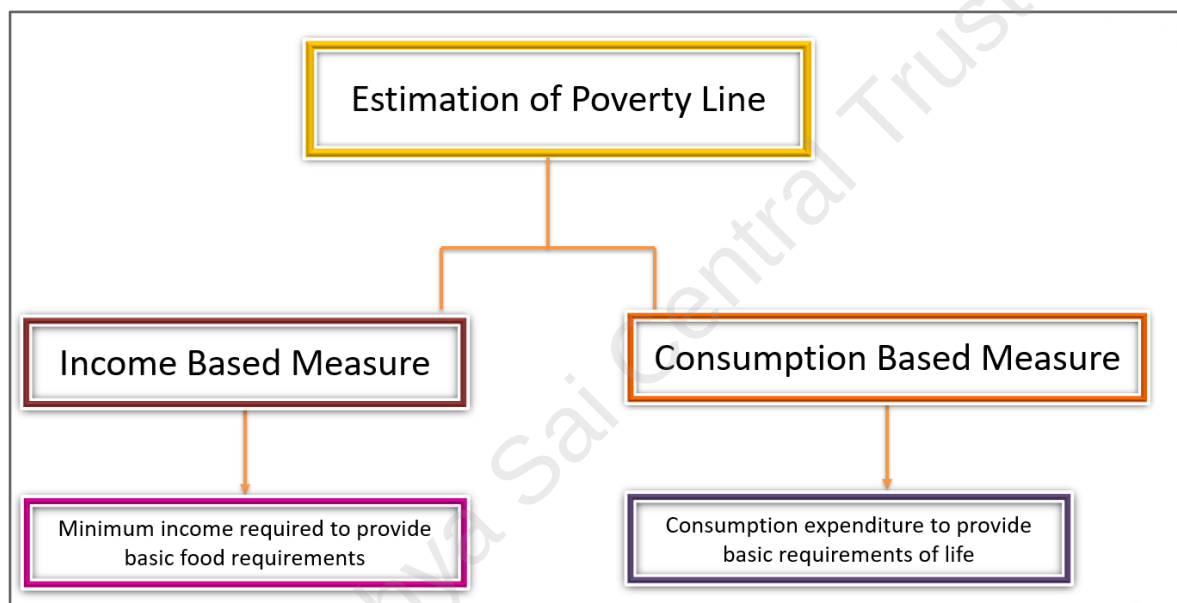


MS - Poverty Line

The Poverty Line is a universal method to measure poverty.

- Poverty Line is a common method used to measure poverty based on the income or consumption level of a person
- It is an important benchmark to identify people in need of government support
- It is a vital input to design, monitor and implement appropriate anti-poverty policies
- Poverty line can change with time and space
- Each country adopts their own imaginary line based on the existing level of development that is accepted as their minimum social norm



- Normally the poverty line is estimated periodically using a sample survey method
- A person is considered poor if his or her income or consumption level is below the minimum level necessary to fulfill the basic needs. This measure is relative as it is different in different countries at different times
- For instance, a person not having a car in a developed country may be considered poor whereas in a lesser developed country, owning a car is considered a luxury
- There are different ways in which the poverty line in India can be estimated. Some of them are as follows:

Income Method: In this method, there is a certain minimum income. If the personal income goes below this level, he is considered below the poverty line and it is assumed that the income is not enough to fulfill his basic needs.

Consumption Method: A minimum nutritional food requirement is measured and energy gained due to that is measured in calories. If the measure of calories is below the required level, the person is considered to be below the poverty line.

Expenditure Method: Here the poverty line is assessed by using the expenditure incurred by a person for his minimum level of food, clothing, footwear, etc.

- While assessing the poverty line with regard to food requirements, it is based on the calorie requirements. Food items like cereals, pulses, vegetables, milk, oil, sugar, and so on together provide the needed calories. This consumption depends on age, sex and the type of work that a person does
- The accepted average calorie requirement in India is 2,400 calories per person per day in rural areas and 2,100 calories per person per day in urban areas
- The expenditure per capita needed for buying these calorie requirements in terms of food grains is revised periodically taking into consideration the rise in prices
- On the basis of these calculations, for the year 2011-12, the poverty line for a person was fixed at ₹816 per month for rural areas and ₹1,000 for urban areas
- Thus in the year, 2011-12, for a family of five members living in rural areas and earning less than about ₹4,080 per month will be below the poverty line
- A similar family in the urban areas would need a minimum of ₹5,000 per month to meet their basic requirements
- The poverty line is estimated once every five years by conducting sample surveys. Such surveys are carried out by the National Sample Survey Organization (NSSO)
- According to NITI Aayog's National Multidimensional Poverty Index report, our country registered a decline of 9.89% in India's multidimensionally poor population from 2015-16 to 2019-21
- The World Bank uses a uniform standard for determining the poverty line: minimum availability of the equivalent of \$1.90 per person per day (2011, ppp)
- In September 2022, The World Bank updated the global poverty line. For this, the prices of 2017 have been considered and the new extreme poverty line is set at \$2.15 per person per day. This means that anyone living on less than \$2.15 a day is in extreme poverty. Accordingly in 2019, about 648 million people in the world fall in this category
- As per the current trends, the Union Cabinet has decided on 12/09/2023, that a household will become a beneficiary under the category of being below poverty line, only if the annual income of that family does not exceed ₹27,000 per annum (approximately)

Inter state Disparities

Interstate disparities exist with regard to the concept of poor. Analysis of the graph,

- The All India Head Count Ratio was 21.9 in Madhya Pradesh, Assam, Uttar Pradesh, Bihar and Odisha. Bihar and Odisha continue to be the two poorest states with poverty ratios of 33.7 and 32.6 percent
- Both rural and Urban poverty started increasing
- Significant decline in poverty is recorded in the states of Andhra Pradesh, Gujarat, Kerala, Maharashtra, Tamil Nadu and West Bengal during the year, 2011-12
- Punjab and Haryana succeeded in reducing poverty due to increased agricultural growth
- Kerala could reduce poverty by concentrating on human resource development
- Tamil Nadu and Andhra Pradesh succeeded in poverty reduction due to public distribution of food grains
- West Bengal could reduce their poverty level due to land reforms
- The poverty ratio in India reduced considerably from 45% in 1993-94 to 37.2% in 2004-05. It reduced further to 22% in 2011-12
- Although there was a decline in the percentage of people under poverty line from 1973- 1993, the number of people below poverty line reduced from 407 million in 1993 to 270 million in 2004- 05. The rate of decline from 2004-05 to 2011-12 averaged at 2.2% per year

Vulnerable Groups

- ❖ Social groups that are deemed vulnerable are the Scheduled caste and Scheduled tribe households
 - ❖ Among the above categories, the most vulnerable groups are the rural agricultural labour and the urban casual labour households
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- ❖ According to the World Bank Report, in the year 2011-12, the average for people below poverty line for all groups in India is 22
 - ❖ 43 out of 100 people belong to Scheduled Tribes, who are not able to meet their basic needs
 - ❖ Similarly, 34% of casual workers in urban areas and 29% of rural agricultural labourers form the people belonging to vulnerable groups

Sri Sathya Sai Central Trust



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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.