



Recap - Poverty as a Challenge

Notes to the teacher: The teacher can print the worksheet and assess the students or the questions can be put up on the blackboard and students can write down the answers in their notebook.

I) MCQs

1. Ram is from a village. He could not continue his studies after his second year of B. Com due to the sudden ill health of his father. He must now shoulder the responsibility of taking care of his parents and three younger sisters.

Which scheme do you think would provide help to him from the following?

- a. Mahatma Gandhi National Rural Employment Guarantee Act
- b. Pradhan Mantri Rozgar Yojana
- c. Pradhan Mantri Gramodyog Yojana

2. Assertion (A) Addressing the problem of poverty through self-employment schemes is the most effective means of poverty alleviation.

Reason (R): Self-employment schemes improve the rate of participation and also empower the poor.

A) Both assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of

Assertion (A)

B) Both assertion (A) and Reason (R) are true and Reason (R) is not the correct explanation of Assertion (A)

C) Assertion (A) is true but Reason (R) is false

D) Assertion (A) is false but Reason (R) is true

3. Assertion (A): In the determination of the poverty line cut-off, consumption is a preferred

parameter over income.

Reason (R): Consumption reflects the actual use of the goods and services by an individual, as well as the type of goods used.

A) Both assertion (A) and Reason (R) are true and Reason (R) is the correct explanation of

Assertion (A)

B) Both assertion (A) and Reason (R) are true and Reason (R) is not the correct explanation of Assertion (A)

C) Assertion (A) is true but Reason (R) is false

D) Assertion (A) is false but Reason (R) is true

II) Answer the following

1. Which scheme was started in 1993 to create self-employment opportunities for educated unemployed youth in rural areas and small towns?
2. What is the accepted average calorie requirement in India?
3. How many people in India live below the poverty line?
4. _____ was launched in 2000 to provide rural shelter, drinking water, primary



health, education, and rural electrification.

5. On which two factors is the current anti-poverty strategy of the government based?

III) Answer in detail

1. The concept of poverty is broadened into human poverty-Justify
2. Suggest ways and means to eradicate begging.
3. Describe how the poverty line is estimated in India.
4. How does an increase in population become one of the major causes of poverty?
5. How can poverty be reduced in India? Suggest any four points.
6. Why has the implementation of the anti-poverty measures not been very effective?
7. How is economic growth linked with poverty reduction in India?
8. A high level of indebtedness is both the cause and effect of poverty - elucidate.
9. The poverty line may vary with time and place. Explain.

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Answers:

I) MCQs: 1-c, 2-A, 3-A

II) 1 - Prime Minister Rozgar Yozana (PMRY)

2 - The accepted average calorie requirement in India is 2,400 calories per person/day in rural areas and 2,100 calories per person per day in urban areas.

3 - 270 million

4 - Pradhan Mantri Gramodaya Yojana

5 - Promotion of economic growth and Targeted anti-poverty programmes.

III) Answer in detail

1. The concept of poverty is broadened into human poverty-Justify

Answer:

Many scholars advocate that we must broaden the concept of poverty into human poverty. A large number of people may have been able to feed themselves. But they do not have access to education, shelter, health care, job security or self-confidence. They are not free from caste and gender discrimination. Poverty can be tackled only when all individuals can satisfy their basic requirements. These requirements change as the country develops.

2. Suggest ways and means to eradicate begging.

Answer:

To eradicate begging, there should be rehabilitation centres to accommodate them. They should be given training in skill development to equip them for self-employment or to assist in small-scale industries. They could be given vocational education and training.

3. Describe how the poverty line is estimated in India.

Answer:

In India, the poverty line is estimated periodically, usually every five years, by conducting sample surveys. These surveys are carried out by the National Sample Survey Organisation (NSSO).

For making comparisons between developing countries, many international organisations like the World Bank use a uniform standard for the poverty line.

4. How does an increase in population become one of the major causes of poverty?

Answer:

The problem of high population growth forms the greatest impediment to economic growth in any economy. This results in fewer job opportunities and a low growth rate of income. These factors in combination make the growth rate of per capita income very low leading to failure in the promotion of economic growth and population control as well as perpetuating the cycle of poverty. So, population is one of the major causes of poverty in India.



5. How can poverty be reduced in India? Suggest any four points.

Answer:

Poverty can be reduced in the following ways:

1. Increasing empowerment of women and the economically weaker sections of society to foster economic growth.
2. Emphasising universal free elementary education to avoid caste and gender discrimination.
3. Improving health care and job opportunities.
4. Removing inequality of wealth among people.

6. Why has the implementation of the anti-poverty measures not been very effective? Answer:

The major reasons for the low effectiveness of anti-poverty measures are the lack of proper planning, right targeting, overlapping of schemes and the benefits of these schemes not reaching the deserving poor. Therefore, the major emphasis in recent years is on proper monitoring of all the poverty alleviation programmes.

7. How is economic growth linked with poverty reduction in India?

Answer:

Till the early eighties, there was little per capita income growth and not much reduction in poverty. Afterward, the growth rate jumped from an average of about 3-5 percent a year in the 1970s to 6 percent during the 1980s and 1990s. The higher growth rates have helped significantly in the reduction of poverty. There is a strong link between economic growth and poverty reduction. Economic growth widens opportunities and provides the resources needed to invest in human development. This also encourages people to send their children, including the girl child, to schools in the hope of getting better economic returns from investing in education.

8. A high level of indebtedness is both the cause and effect of poverty - elucidate.

Answer:

Many socio-cultural and economic factors are responsible for poverty. To fulfil social obligations and observe religious ceremonies, people in India, including the very poor, spend a lot of money. Small farmers need money to buy agricultural inputs like seeds, fertilizers, pesticides, etc. Since poor people hardly have any savings, they borrow. Unable to repay because of poverty, they become victims of indebtedness. So, the high level of indebtedness is both the cause and effect of poverty.

9. The poverty line may vary with time and place. Explain

Answer:

A person is considered poor if his or her income or consumption level falls below a given 'minimum level' necessary to fulfill the basic needs. What is necessary to satisfy basic needs is different at different times and in different countries. Therefore, the poverty line may vary



with time and place. Each country uses an imaginary line that is considered appropriate for its existing level of development and its accepted minimum social norms.

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Annexure to Master Lesson Plan

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

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