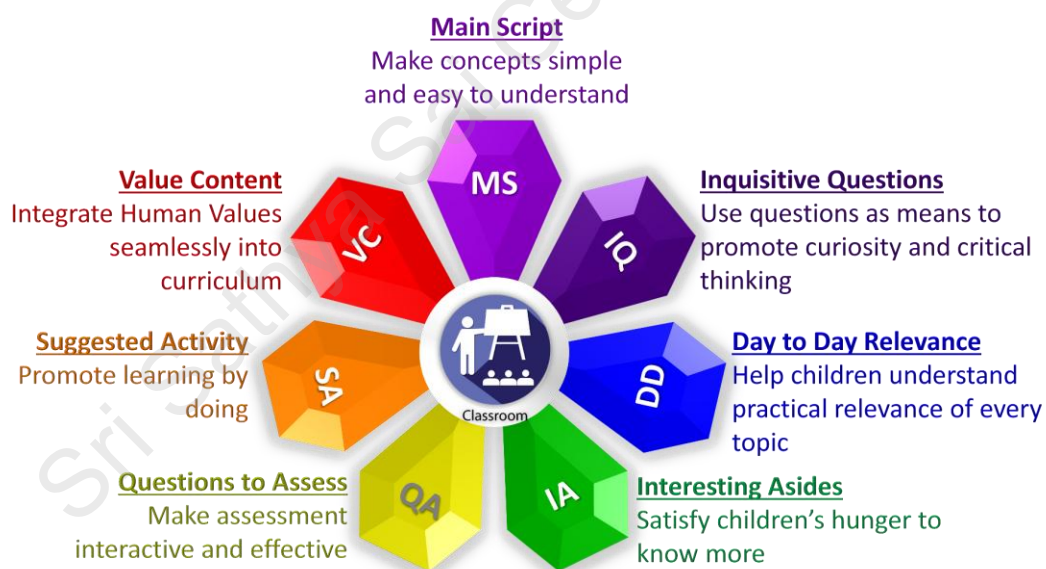


Master Lesson Plan for Food Security in India

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Food Security in India	English	

7 Assets [Components] of SSSVV



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 SDG3: Good Health And Well-Being SDG10: Reduced Inequalities
Strategies	Case Study
Technology aids	PPTs
Learning Teaching Materials (LTM)	Ration cards of different colours
Interdisciplinary Connections	Science -Genetics and breeding of plants.
Cross-Cutting Themes	Values and Dispositions: Inculcate the habit of sharing food and not wasting it Educational Technology: Enriched with PPTs as teaching aids

MS_Objectives - Food Security in India

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

The students will be able to

- conclude that food is the most basic necessity
- examine the difference between food security and food insecurity
- inculcate the habit of sharing food and not wasting it
- explain India's self-sufficiency in foodgrains
- appreciate the achievements of the pioneers Dr M. S. Swaminathan, Dr Norman Borlaug
- recall the concepts food secure, food insecure and green revolution
- evaluate India's Public Distribution System
- recognise the importance of the Mid Day meal scheme
- compile information about the functioning of the Fair Price shops in India
- comprehend the role of cooperatives in ensuring food security to all the people
- revise the chapter - Food Security in India
- recapitulate the concepts and facts learnt in the chapter

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Economic status and food security	Public Distribution System

IQ_Food_Basic Necessity of Life

Objective: The students will be able to conclude that food is the most basic necessity.

(Notes to the teacher: The teacher could introduce this chapter with the following leading questions. All answers are accepted.)

Q1. What are the basic necessities of life?

SA: The basic necessities of life are food, shelter and clothing.

Q2. Which one of these is the most essential and why?

SA: Food is the most imperative necessity of life as -

a) without food, we will die of hunger.

b) Shelter and clothes though required, do not constitute the most important basic necessity

- The children that we see begging on the roads, are not as affected by lack of clothes as much as by hunger
- Even animals wander from one place to another in search of food and not in search of shelter and clothing
- During natural calamities like floods etc. even the rich ask for food on priority

Q3. Is food, the most important basic necessity of life easily available to all?

SA:

Opinion 1 - Yes, it is available to all as our country is said to be self-sufficient in food.

Opinion 2 - No, it is not available to all. People are still dying of hunger due to the inadequate supply of food.

Opinion 3 - No doubt, food is available in our country in sufficient quantities, but it is not accessible and affordable to all as they do not have enough money to buy sufficient nutritious food.

Q4. How can we ensure that the food grains that are available in plenty reach the poor and the needy?

SA: (Some points that could be discussed in the class. The children should be encouraged to express their ideas.)

- Food should be easily available to all
- Food grains should be available to the poor at affordable prices
- The government could improve the distribution system
- NGOs should come forward to help distribute food to those who are below the poverty line and migrant workers

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Inquisitive Questions	Economic status and food security	Public Distribution System Role Of Cooperatives in Food Security

MS_All about Food Security

Objective: The students will be able to examine the difference between food security and food insecurity.

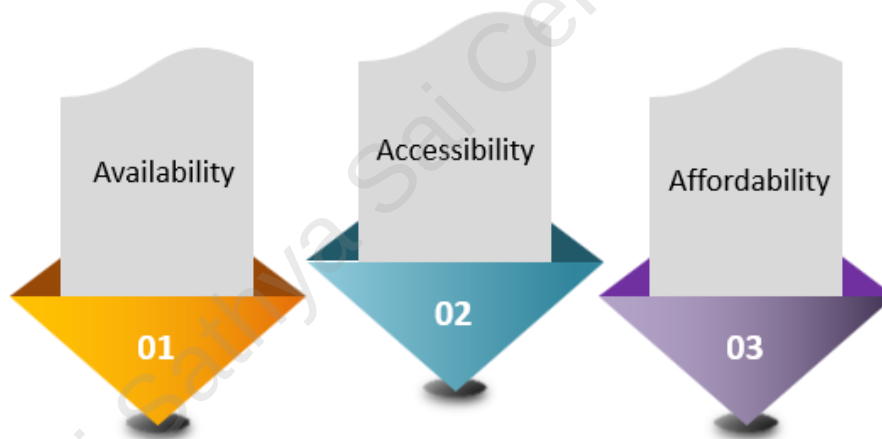
Notes to the Teacher: The teacher can ask the following questions.

1. Do all the people in our country eat at least twice a day?
2. How can we avert hunger among the poor people?
3. Are all people able to eat nutritious food everyday?
4. What can we do to provide nutritious food to all the people of our country?

Let us now learn more about Food Security to ensure that all the people get enough food at all times.

WHAT IS FOOD SECURITY?

Food Security is the measure of the availability of food and the ability of the people to access it at all times with affordability.



Availability refers to the availability of food items in sufficient quantities on a consistent basis. This includes stock of food items produced within the country, imports from other countries and stock of food items in the government store houses.

Accessibility of food refers to a situation whereby people can regularly acquire food grains in adequate quantities through purchases, home production, by borrowing or by any aid by government or other non-governmental organization.

Affordability refers to a situation where an individual has the capacity to buy enough food that is healthy and nutritious to meet his or her dietary needs. Renowned economist and Nobel Prize Winner-Amartya Sen has given a new interpretation to food security by emphasizing the element of accessibility to food as 'entitlements' (rights). This refers to the combined right of what one can produce and exchange in the market with government and

non-government providers. According to him, safe and healthy food should always be available to lead a healthy life.

Evolution of the concept - Food Security

- In 1970, Food Security was understood as adequate supply of basic food stuff made available at all times
- In 1975, Amartya Sen added a new dimension to Food Security as entitlements. This refers to having access to all three activities of what one can produce, exchange and other socially provided supplies
- In 1995, World Food Summit declared, Food Security at the individual, household, regional, national and global levels exists when all people always have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life
- The above declaration further emphasises that poverty eradication is essential to improve access to food

WHY FOOD SECURITY?

Generally, only the poor section of society are victims to food insecurity but even the people above the poverty line become food insecure in times of national disasters or natural calamities such as earthquake, drought, flood, tsunami and famine.

FOOD SECURITY FOR THE COUNTRY:

How is food security affected during a calamity?

During a natural calamity like drought, floods or famine, the production of food grains decreases resulting in shortage of food, leading to high prices of food, causing food insecurity.

Meaning of Famine - A famine is a situation where there is an enormous number of deaths due to starvation caused by shortage of food grains and epidemics caused by consuming contaminated water and decayed food.

India was worst hit by the famine of Bengal, 1943, around three lakh people lost their lives in this disaster.

The Table below shows the Production of Rice in the Province of Bengal - 1938 to 1943

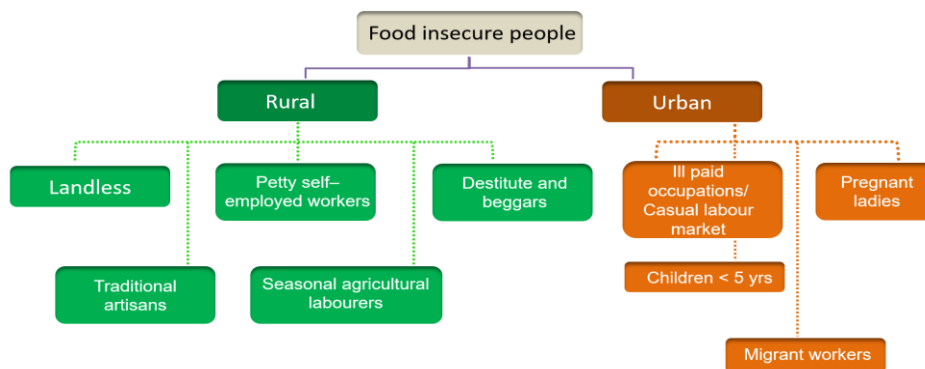
Year	Production (Lakh Tonnes)	Imports (Lakh Tonnes)	Exports (Lakh Tonnes)	Total Availability (Lakh Tonnes)
1938	85	-	-	85
1939	79	04	-	83
1940	82	03	-	85
1941	68	02	-	70
1942	93	-	01	92
1943	76	03	-	79

The above table showing the Production of Rice in the Province of Bengal clearly indicates that the production of rice was least in 1941 and not in 1943 implying that the famine was man made and not a natural one.

The most affected people during the Famine were agricultural labourers, fishermen, transport workers and other casual labourers due to heavy rise in the price of rice.

WHO IS FOOD INSECURE?

In rural areas the landless people, traditional artisans, petty self-employed workers, seasonal agricultural labourers, destitute and beggars, in urban areas, members employed in ill-paid occupations and casual labour market, malnutrition pregnant ladies, children below five years, migrant workers are deemed to be food insecure.



- E.g., The story of Ramu. He was a casual agricultural labourer who remained unemployed for four months every year, during which time he and his family had to face a lot of difficulties procuring two meals a day. Most of the time his children had to sleep without food. The story of Ahmed - He was engaged in rickshaw pulling and did not have a regular income. He did a wise thing to procure a yellow ration card which is meant for people below poverty line. Thereby he could procure sufficient food grains like wheat, rice and kerosene oil for the daily use of the whole family. In India, economically backward states like Eastern and South-Eastern parts of Uttar Pradesh, Bihar, Jharkhand, Odisha, West Bengal, Chhattisgarh, few parts of Madhya Pradesh and Maharashtra have a large percentage of people who are food insecure
- **Hunger** is when people do not have enough food to eat. This causes food insecurity. Hunger has two dimensions - Chronic hunger and Seasonal hunger
- Chronic hunger is the result of inadequate nutritious diet due to non-affordability whereas seasonal hunger is related to the seasonal nature of agricultural produce that deprives people of their regular income

The table below shows that the percentage of seasonal as well as chronic hunger has declined in India

Year	Type of Hunger		
	Seasonal	Chronic	Total
Rural			
1983	16.2	2.3	18.5
1993-94	4.2	0.9	5.1
1999-2000	2.6	0.7	3.3
Urban			

1983	5.6	0.8	6.4
1993-94	1.1	0.5	1.6
1999-2000	0.6	0.3	0.9

Conclusion: As declared in the World Food Summit in 1995, hunger would be averted among all the people of our country, which would be possible only if food security is ensured at all times. This could be achieved gradually with consistent efforts put in by the government and other NGOs.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Economic status and food security	Causes Of Poverty

VC_Eat with Awareness

Objective: The students will be able to inculcate the habit of sharing food and not wasting it.

Teaching Aids: NA

Teaching Learning Material:

Folded Chits of paper with topics for each speaker

A bowl to keep the chits in

Timer (mobile phone with timer function is also adequate)

Concept - Value Connection: Food Security has three dimensions: availability, affordability and accessibility.

Even at an individual level, we can help in small measures to contribute to food security. This can be achieved by consciously optimizing our food habits with an awareness of the effect of our choices on these three dimensions.

Activity: Just A Minute (JAM) speaking activity

- The teacher splits the class into groups of not more than ten students each
- Chits with the following topics are prepared and put in a bowl (the teacher can choose as many topics as there are groups)
- The speaker is given one minute to speak
 - Waste Not, Want Not!
 - Families That Eat Together Stay Together
 - Sharing Is Caring
 - Food Is the Most Effective Medicine
 - Eat To Live, Not Live to Eat
- One speaker from each group comes forward to select a chit
- S/he returns to the group and they discuss the points to be presented. They get 3 minutes to prepare
- The speaker presents the points in one minute
- The speech should highlight how one can contribute to food security through the topic they picked by improving one or more of the following -
 - a. availability
 - b. accessibility and
 - c. affordability

Discussion Questions

How does reducing food waste at individual level contribute to improvement in food availability?

Possible answers:

- By reducing waste - food, effort and money can be stretched to last longer

- When this is followed by larger numbers, optimum use of available food will take place

1. In our weddings or any social gatherings, there is always excess food.

What are the ways we could use this excess food?

Possible answers:

- We can identify any orphanage/senior citizen's home/shelter home near the venue of the event and deliver the excess food there
- We can identify a local NGO that could efficiently distribute the excess food to the needy

2. A ration shop owner near your house is diverting the foodstuff to the open market to illegally make gains. Can you do anything to stop this?

Possible answers:

- A group of friends can go and speak to the owner politely
- Take the guidance of elders in the school/home to bring it to the notice of higher authorities
- Follow it up till the problem is resolved

Points to Ponder/reflect:

- Waste of food results in a waste at many levels: of money, of time and of energy. Every individual, whether student or adult, by avoiding wastage can contribute to food security
- Learning alternative cuisines and methods of cooking, improving cooking skills, experimenting with locally available food resources also contribute to stretching food availability
- Sharing extra food, in addition to strengthening relationships and wellbeing, can be a powerful means of increasing food accessibility by underprivileged
- Ensuring that government measures to increase food affordability are effectively implemented is also a means to contribute to food security
- Small measures at an individual level can meaningfully contribute towards community welfare

"A journey of a thousand miles begins with a single step"

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Value Content	Non-Violence	Austerity in

			consumption of resources (Not wasting water, food, time and money)
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Sri Sathya Sai Central Trust

MS_Self-Sufficiency in Food Grains

Objective: The students will be able to explain India's self-sufficiency in foodgrains.

Notes to the teacher:

The teacher can read the extract and ask the students the following question:

- In 2022 India had exported 18 lakh tonnes of wheat to countries like Afghanistan, Bangladesh, Bhutan, Israel, Indonesia, Malaysia, Nepal, Oman, Philippines, Qatar, South Korea, Sri Lanka, Switzerland, Thailand, UAE, Vietnam and Yemen
- The World Food Programme (WFP) had initially sought from India, supply of two lakh metric tonnes of foodgrains, including 1.9 lakh metric tonne of wheat and 0.1 lakh metric tonne of rice, as an immediate requirement to provide to the vulnerable population in needy countries namely Syria, Ethiopia, Afghanistan and Yemen

Question - Why do you think India was in a comfortable position to export as well as send as relief such a huge quantity of food grains to different countries?

Ans: This was possible because today India has not only attained self-sufficiency in food grains but also has surplus.

Let us now see how India has been able to achieve self-sufficiency in food grains.

The Green Revolution:

- Soon after India's Independence, the Indian policy makers unanimously decided to adopt all measures to achieve self-sufficiency in food grains
- After much deliberation, a new strategy in agriculture known as 'Green Revolution' was implemented especially in the production of wheat and rice
- Although the Green Revolution in India was initiated in the year 1960, its actual implementation took place in the year 1965
- Indira Gandhi, the then Prime Minister of India, released a stamp entitled, 'Wheat Revolution' in 1968 to acknowledge the impressive strides of the Green Revolution

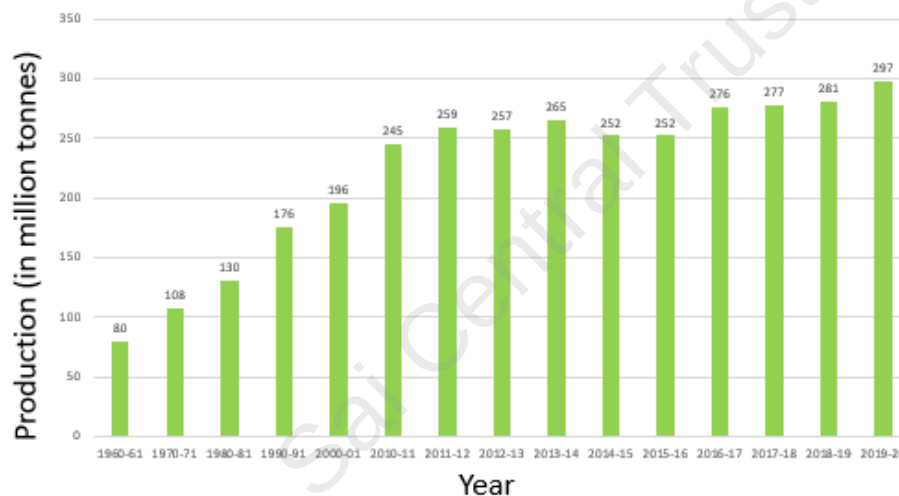


Image: commons.wikimedia.org/wiki/File:Stamp_of_India_-_1968_-_Colnect_239052_-_Wheat_Revolution.jpeg
Attribution: (GODL license -by Post of India)

- The Green Revolution, spreading over the period from 1967-68 to 1977-78, changed India's status from a food-deficient country to one of the world's leading agricultural nations
- The success of increased production of wheat also had a great impact on production of rice
- This increase in production of food grains was not proportionate among all the states

- The Green Revolution in India is largely the Wheat Revolution as the wheat production increased by more than three times between 1967-68 and 2003-04, while overall increase in the production of cereals was only two times
- Uttar Pradesh and Madhya Pradesh recorded the highest production of wheat in 2015-16 which was 44.01 and 30.21 million tonnes
- West Bengal and Uttar Pradesh recorded a significantly high production of rice in 2015-16 which was 15.75 and 12.51 million tonnes respectively
- The total production of food grains which was 252.22 million tons in 2015-16 increased to 275.68 in 2016-17

Notes to the teacher: The teacher should ask the students to look at the graph below and ask the following questions:



Q1. From which year was there a sudden increase in the production of food grains?

Ans: A sudden increase in the production of food grains took place in the year 2010-11

Q2. Has the production increase been consistent in India since 2000-01?

Ans: Yes, the increase of production has been consistent up to 2015-16 with minor ups and downs.

Q3. Which year saw the maximum production of food grains?

Ans: The maximum production of food grains is recorded in the year, 2019-20 as 297 million tonnes.

Food Security in India

- The implementation of the Green Revolution in the early -1970s has helped India in avoiding famines and in facing adverse weather conditions
- Since then, India has progressively marched on the path of self-sufficiency for more than fifty years
- This self-sufficiency is made possible by efficiently designing the Food Security in India and by growing diverse crops in different parts of the country
- This system has two components: a) Buffer Stock and b) Public Distribution System

Buffer Stock

- Buffer stock is a reserve of food grains, maintained by the Food Corporation of India.

This stock is the surplus produce of the farmers. This surplus is directly procured from the farmers

- It is a reserve of food grains that is used to offset the price fluctuations and unforeseen emergencies like famine or epidemics

Minimum Support Price

- When there is surplus production, the Food Corporation of India comes forward to purchase the surplus produce directly from the farmers by paying a pre-announced price for the crops. This price is called the Minimum Support Price (MSP)
- The MSP is declared before the sowing season

Why do you think the price is declared before the sowing season?

Ans: This is done to encourage the farmers to increase the production of these crops.

Conclusion: Thus, we can see how the Green Revolution has enabled India to become self-sufficient in the production of food grains.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Main Script	Economic status and food security	Public Distribution System

IA_Green Revolution Pioneer

Objective: The students will be able to appreciate the achievements of the pioneers Dr M. S. Swaminathan, Dr Norman Borlaug.

Teaching Aids: PPT

(Notes to the teacher: The teacher could talk about the importance of the Green Revolution and introduce the students to Dr. M.S. Swaminathan, who is known as the 'Father of the Green Revolution'.)

Green Revolution Pioneer



M.S. Swaminathan

Swaminathan: flickr.com/photos/harvestplus/13569420185/ **Attribution:** Harvest Plus

M.S. Swaminathan is an Indian agricultural scientist, plant geneticist and a great humanitarian. He has been conferred the titles of, '**Father of the Green Revolution**' and '**Father of Economic Ecology**'.

- He is known as the main architect of the **Green Revolution in India** for his leadership role in introducing and developing high-yielding varieties of wheat and rice in the country.

Early life and education

He was born in Kumbakonam, Tamil Nadu. His father was a surgeon who died when Swaminathan was 11.

Since Swaminathan's extended family grew rice, coconut, mangoes and coffee, he was in close contact with farmers and their farming techniques. He saw how weather changes and pests had a direct effect on the crops and thus on the farmer's income.

Under family pressure to study medicine, he took up zoology in high school. But when he saw how people were starving due to the acute shortage of food during the Bengal Famine, he decided to study agriculture to ensure that there was sufficient food for all in the country.



Bengal Famine

Bengal famine: commons.wikimedia.org/wiki/File:Destitute_mother_and_child_Bengal_famine_1943.jpg

Attribution: Kalyani Bhattacharyee, and S. Manoj Sarbadhikar, Servants of Bengal Society, at 153/3N, Upper Circular Road, Calcutta

Agricultural Research

After finishing his undergraduate degree in zoology, he joined the Indian Agricultural Research Institute in New Delhi to study genetics and breeding of plants.



Indian Agricultural Research Institute

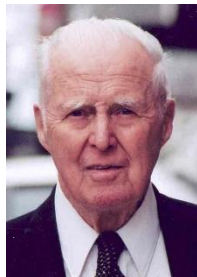
Indian Agricultural Research Institute: pixabay.com/zh/illustrations/agriculture-smart-agriculture-8030878/

Attribution: u_wqgh87ok4g

After studying in various universities in Europe as well as the USA, he returned to India 1954. He later joined the Indian Agricultural Research Institute in October 1954.

Mexican semi-dwarf wheat

- Along with Norman Borlaug, Swaminathan introduced Mexican semi-dwarf wheat plants to Indian fields



Norman Borlaug

Norman Borlaug: commons.wikimedia.org/wiki/File:Norman_Borlaug,_2004_(cropped).jpg

- Dr Norman Borlaug (Nobel Prize winner) is credited with inventing many of the high yielding varieties of rice/wheat which set in motion the food revolution and significantly increased production worldwide
- The Mexican semi-dwarf variety of wheat was tested in experimental plots. The good results shown by this experiment encouraged farmers to adopt this new high yielding disease-free variety. The production of the wheat varieties in 1968 production went to 17 million tonnes, 5 million tonnes more than the previous harvest

Modern Farming Methods



Thresher: pixabay.com/photos/pick-thresher-straw-to-harvest-402853/
Attribution: Ben_Kerckx

Modern Farming

- Swaminathan also managed to bring about greater acceptance of modern farming methods
His collaborative scientific efforts with Norman Borlaug, saved India and Pakistan from famines in the 1960s

Awards

- The first World Food Prize was awarded to Swaminathan in 1987. He used this prize money to set up the M.S. Swaminathan Research Foundation. While accepting the award, Swaminathan reiterated that although food production had increased, **there was still a lot of growing hunger in the world**
- Swaminathan had received 28 national and 24 international awards till 2002
Some of the awards that he received are:
- The Ramon Magsaysay Award in 1971. When accepting this award Swaminathan quoted Seneca, "A hungry person listens neither to reason, nor to religion, nor is bent by any prayer"
- The Albert Einstein World Science Award (1986), the first World Food Prize (1987)
- The Planet and Humanity Medal of the International Geographical Union (2000)
- The Award for International Co-operation on Environment and Development by China
- He has been decorated with the Padma Shri, Padma Bhushan, Padma Vibhushan, India's fourth, third and second-highest civilian awards
- In 2004, an annual award, 'Award for Leadership in Agriculture' was named after

Swaminathan

(Award details: en.wikipedia.org/wiki/M._S._Swaminathan)

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Interesting Asides	Economic status and food security	Public Distribution System Role Of Cooperatives In Food Security,

QA_Food Security

Objective: The students will be able to recall the concepts food secure, food insecure and green revolution.

Notes to the Teacher:

- The teacher may instruct the students to come prepared for the assessment
- A part of the questions can be answered orally
- B, C and D parts can be given to them as home assignment

A) Choose the correct answer:

1. A large number of food insecure children are under the age of -----.
a) 10 b) 8 c) 5 d) 4
Ans. c) 5
2. The most affected groups in rural areas facing food insecurity are -----.
a) landless people b) traditional artisans c) beggars d) masons
Ans. a) landless people
3. The two states that recorded significant increase in rice yield in 2012-13 are -----.
a) Assam & Tamil Nadu b) Jharkhand & Odisha c) West Bengal & Uttar Pradesh
d) Kerala & Tamil Nadu
Ans. c) West Bengal & Uttar Pradesh
4. Starvation takes place due to -----.
a) rise in the price of essential commodities
b) decline in production of food grains
c) drought
d) both a) & b)
Ans. c) drought
5. Which crop registered the largest increase in production as a result of the Green Revolution?
a) wheat b) rice c) maize d) bajra
Ans. a) wheat

B) Think and Answer

1. Why does Ramu remain unemployed for four months in a year?
Ans: Agriculture is seasonal and Ramu works as a casual labourer when required in the fields. Thus, he is left unemployed for four months of the year.
2. How is Ahmad able to survive with less than sufficient earnings for his big family where he is the only earning member?
Ans: As Ahmad has procured the yellow ration card, he gets enough rice, wheat, sugar and kerosene from the card. Thus, he can survive and provide food for all the members of his family.

C) Explain the following:

1. Food Security

Ans: Food security means availability, accessibility and affordability of food to all people at all times. Food security is ensured if enough food is available to all citizens at an affordable price.

2. Dimensions of Food Security

Ans: The dimensions of Food Security are:

Availability of food signifies that enough food is available for everyone in a country.

Accessibility refers to a situation where there is no barrier to accessing food.

Affordability means that people have the capacity to buy food of acceptable quality.

3. Food insecurity

Ans: Food insecurity means lack of consistent access to enough food for every person in a household to lead an active and healthy life. This can be a temporary situation for a family or can last for a long time. Food insecurity is one way to measure how many people cannot afford food.

D) Do you believe that the Green Revolution has made India self-sufficient in food?

Ans: The Green revolution has made India self-sufficient in food grains. India has adopted a new strategy in the field of agriculture. In this, insecticides and pesticides are used which results in greater production of wheat and rice. Thanks to the Green Revolution, the highest growth rate was achieved in Punjab and Haryana in 1964-65. The impact of the Green Revolution is being felt till date although various improvisations have been made.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Economic status and food security	Cases Of Poverty

MS_Public Distribution System

Objective: The students will be able to evaluate India's Public Distribution System.

Teaching Aids - PPT

Teaching Learning Material (TLM) - Few Ration cards of different types to show how food grains are distributed under the Public Distribution System.

Materials needed - Few ration cards of different types.

Getting Ready - The teacher can ask a few students to get different types of ration cards.

(Notes to the teacher - The teacher can use the TLM to introduce the asset. The teacher could show the ration cards to all the students in the class and start the class by asking the following questions)

Teacher- Can anyone tell what these cards are?

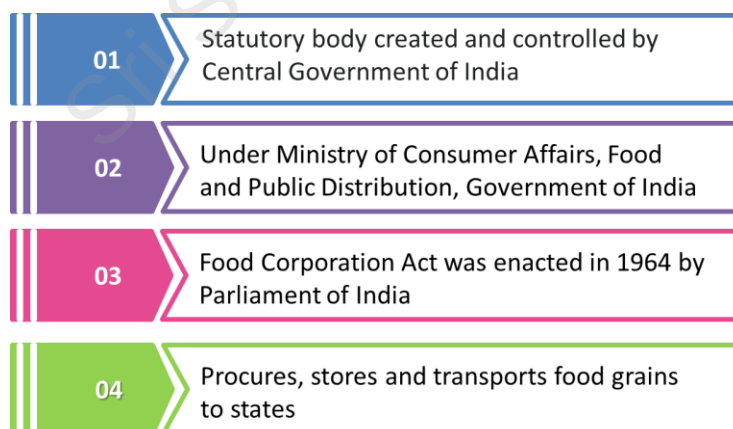
Students- They are ration cards.

Teacher- What do you mean by ration cards?

Student- They are cards issued by the government to poor people so that they can get food grains at a lesser price from ration shops.

Teacher - Yes. You are absolutely correct. Let us now learn in detail about our government's initiatives to help needy people get basic food grains. Before learning about this we should be aware that **World Food Day** is celebrated on **October 16** every year around the world.

Public Distribution System -



- The state governments, in turn, will distribute these food grains among the poorer sections of people through fair price shops or ration shops set up under the **Public**

Distribution System

- Thus, the Public Distribution System is undertaken as the joint responsibility of the central and state governments
- In our country, ration shops are present in most localities, villages, towns and cities. India has more than 5.5 lakh shops, constituting the largest distribution network in the world. They are also known as **Fair Price shops**. There are 3 types of ration cards:



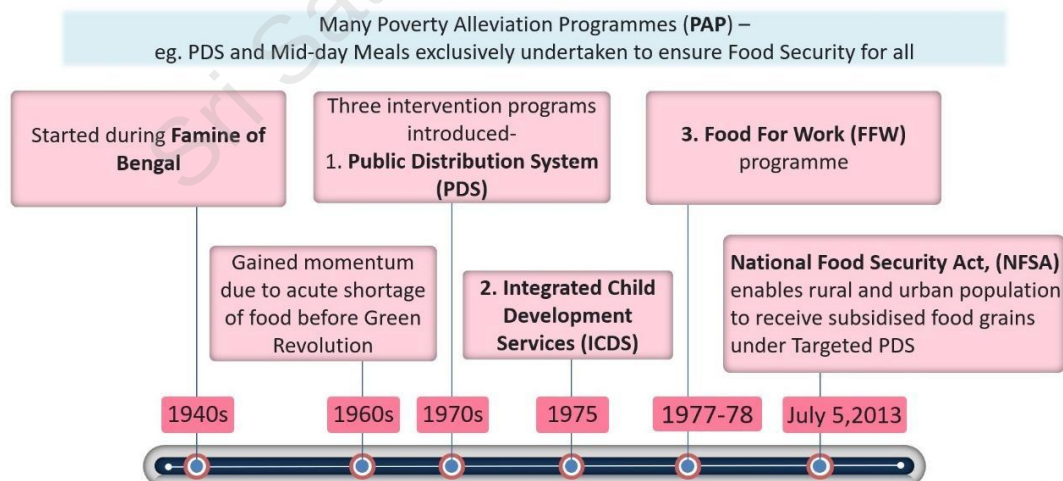
Ration cards- controllerofrationing-mumbai.gov.in/rationcard.html
Attribution: Government of Maharashtra

- Antyodaya Cards
- BPL Cards (below poverty line)
- APL Cards (above poverty line)

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

- Does your family have a ration card?
- Do they buy anything from the ration shop?
- Do they face any problem while buying from the ration shop?
- Do you think ration shops are necessary? Why?

Introduction of Rationing in India –



Current Status of Public Distribution System

Name of the scheme	Year of Introduction	Coverage Target Group	Latest volume	Issue price (Rs. / kg)
RPDS	1992	Backward blocks	20 kg food grains	W- 2.80 R – 3.77
TPDS	1997	Poor & non-poor BPL, APL	35 kg food grains	BPL - W – 4.15; R – 5.65 APL - W - 6.10; R – 8.30
NFSA	2013	Priority households	5 Kg per person/month	W – 2.00; R – 3.00 Coarse – 1.00 grains

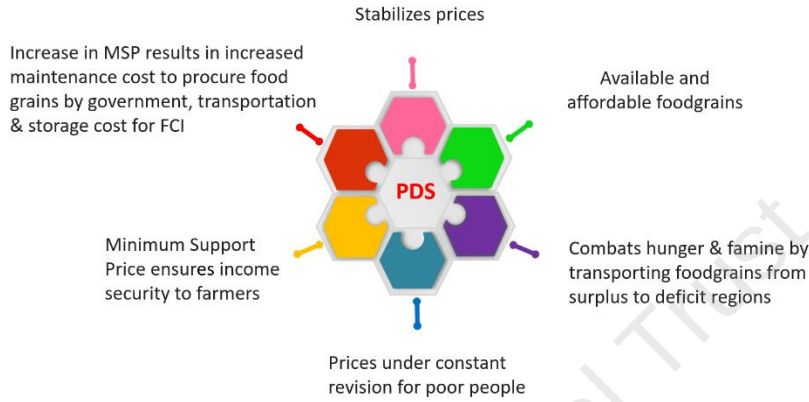
W - Wheat, R - Rice, BPL - Below Poverty Line, APL - Above Poverty Line

Important features of Public Distribution System

- This system is operated without any discrimination between the poor and the non-poor
- Public Distribution System was revised in the year 1992 to make it function more efficiently by identifying the backward blocks and allotting 20kgs of food grains, wheat @ ₹2.80 and rice @ ₹3.77
- In about 1,700 blocks, the Revamped Public Distribution System (RPDS) was introduced to reach out to remote and backward areas
- It was in 1997 when Targeted Public Distribution System (TPDS) was started to target the poor, although non-poor were also given foodgrains
- Differential price policy was adopted where the poor and the non-poor were charged differently to benefit the poor
- With the **National Food Securities Act, 2013 (NFSA)**, under priority household scheme, foodgrains of 5kg per person, per month were given. Per kg of wheat was priced at ₹2, rice - ₹3 and coarse grains - ₹1
- Consumers at large benefitted when there was a fixed quota of foodgrains for distribution to all irrespective of income levels. In Tamil Nadu the Universal Public Distribution System is followed where all the card holders are entitled to get foodgrains unlike Targeted Public Distribution System. After the introduction of Targeted Distribution System, the people Above Poverty Line did not find it beneficial as the prices charged to them were almost on par with the market prices
- **Antyodaya Anna Yojana** - Antyodaya Anna Yojana (AAY) was launched during the year 2000 to benefit the **poorest of the poor** by providing them food grains at a very low price
 - ❖ In the year 2000, about one crore of such families were identified through Below Poverty Line Survey and were given 25 kg of food grains at subsidised rate of wheat @ ₹3/kg and rice at ₹2/kg
 - ❖ Since April 2002, such families are entitled to get 35 kg of rice at ₹3/kg
 - ❖ The above scheme was expanded twice with an additional 50 lakh families of Below Poverty Line in June 2003 and in August 2004
 - ❖ At present two crore families are covered under this scheme
- **Annapurna Scheme (APS)** was launched specifically for the indigent senior citizens

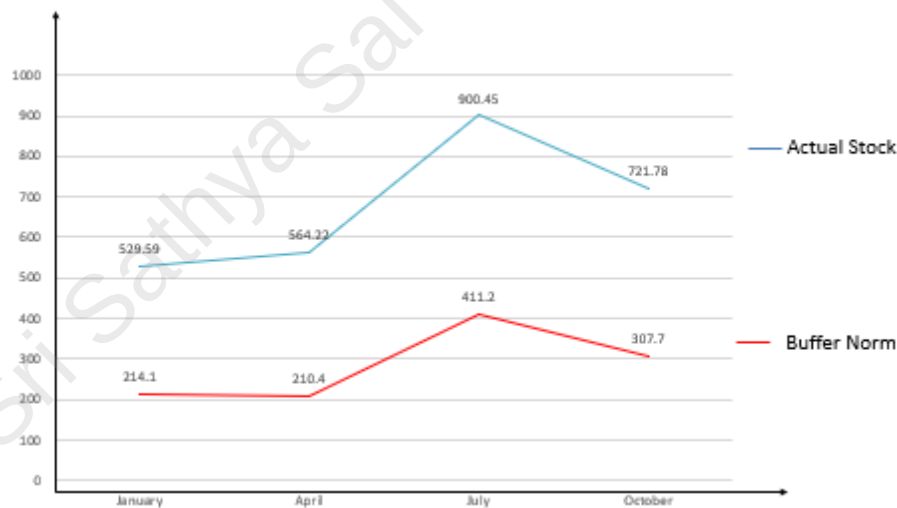
among the poorest of the poor. Under this scheme, these senior citizens are given 10 kgs of food grains free of cost

Benefits of Public Distribution System



Major Drawbacks of Public Distribution System

- Hunger is not fully averted. It still prevails
- Many godowns of the Food Corporation of India are overflowing
- The foodgrains in the granaries are either eaten by rats or are decaying



As per report number 558 Of National Sample Survey Office Central Foodgrains (Wheat + Rice) Stock and Minimum Buffer Norm (Million Tonnes) as of March 2023.

It shows the actual stock and the minimum buffer norm

- This graph shows clearly about the actual stock which is always more than the minimum buffer stock leading to wastage of foodgrains
- In the year 2014, the actual stock of wheat and rice with FCI was 65.3 million tonnes which was much more than the buffer norms
- This excess stock leads to high carrying costs apart from getting wasted and deteriorated

- The only solution to the above menace could be to freeze the minimum support price for a few
- The heavy procurement of food grains, leading to increased Minimum Support Price has motivated the farmers of Punjab, Haryana, Andhra Pradesh, western Uttar Pradesh and a few parts of West Bengal while cultivating wheat and rice to utilise also the land meant for producing the coarse grains that are the staple food to many
- Increased cultivation of rice resulted in fall of water level leading to environmental degradation and a threat to sustainability of agricultural development

According to **National Sample Survey Office**, report No. 558, the consumption trend of rice both in rural and urban regions during the years, 2004-05 and 2011-12, showed a declining trend in the per person per month consumption, whereas the per capita consumption of rice in both regions showed an increasing trend of almost double in rural areas and 66% increase in urban areas

Unethical Practices by Public Distribution System Dealers -

- Indulging in malpractices like selling the foodgrains in the open market for higher profits
- Distributing poor quality grains at ration shops
- Irregular opening of ration shops
- Keeping large quantities of unsold poor quality foodgrains in the ration shops

Conclusion - We have now examined in detail the Public Distribution System involving the ration cards, their benefits and the various initiatives taken by the Government to alleviate poverty, especially through the Public Distribution System. Thus, the wide gap that prevailed between the rich and the poor has been considerably narrowed down by ensuring availability of nutritious food in sufficient quantities to all the people in our country.

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Main Script	Economic status and food security	Current Status of Public Distribution

DD_Mid-day meals in schools

Objective: The students will be able to recognise the importance of the Mid Day meal scheme.

Teaching Aids - NA

Note to the teacher - Let three students enact the role play as directed.

The three students - Harini, Shyamala and Kumar will assume the following roles:

- **a newly admitted student to school,**
- **a regular student and**
- **the teacher in charge of mid-day meals**

Shyamala - Hi Harini! Welcome to our class. Where did you study before?

Harini - Hi Shyamala, I studied in S.A.M. School in Anna Nagar. I had to discontinue because I lost both my parents in an accident. I am under the care of my grandmother who cannot afford to pay my school fees there any further.

Shyamala - Oh My God! I am very sorry to hear that. Don't worry. You will be taken care of here in our school. Come let us meet our Kumar Sir, who takes care of the food and nutrition of all of us in school.

Harini and Shyamala approach Kumar Sir and he is introduced to Harini.

Kumar - Hello Harini, welcome to our school. Don't worry about anything. Our school will be your second home here after. Do not bother about fees. Education here is totally free of cost. The other main support is your midday meal which is provided free of cost to all students studying here.

Harini - Really sir, I am very fortunate to have joined this school. But sir, could you please tell me more about this midday meals scheme?

Kumar - Our Central Government launched the Mid-day Meals Program in 1995. Since then, the Centre provides funds to all state government schools to provide nutritious meals for all the students studying in Government schools.

Harini - Is that so, sir? I was not aware of this at all.

Kumar - As you did not study in a government school you might not be aware of this scheme. This Mid-day Meal Scheme was first launched in Tamil Nadu, pioneered by the former Chief minister K. Kamaraj in the early 1960s. By 2002, the scheme was implemented in all the states under the orders of the Supreme Court of India

Shyamala - Although I eat in school every day, I was totally not aware of any of the schemes of our government in such a detailed manner.

Kumar - Not only this. Listen to more about this. With an objective to provide at least one nutritious meal every day to children studying in government and government-aided schools across the country, the Mid-day Meal Scheme has played a pivotal role in improving the enrolment and attendance of students, particularly those from the underprivileged sections of the society.

Harini and Shyamala - Oh my God! We are lucky to be born as Indians. Our government is taking such good care of the people who are in need.

Kumar- The latest news is - Mid Day Meal Scheme has now been rechristened as PM Poshan Scheme for the meals provided to students of the pre-primary classes.

Harini and Shyamala - Thank you very much sir for giving us such useful information.

Role Play ends.

Conclusion - Thus the students are explained about the role that the government plays in implementing the Mid-day Meal scheme in schools.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Economic status and food security	Cases Of Poverty

SA_Visit to a Ration Shop

Objective: The students will be able to compile information about the functioning of the Fair Price shops in India.

Teaching Aids: NA

Aim:

- To observe how Fair Price shops are functioning
- To check how the goods are procured by the Fair Price shops
- To list the different types of card holders

Resources Required: [None]

Setting for the Activity: Outdoor

Type of Activity: The activity is a field trip where students visit any one of the ration shops in their locality as decided by the teacher.

Once the visit is complete, the students will have to compile their findings and present a report in the classroom.

Number of Participants - All the students in the class-should participate in the activity.

Preparation for the Activity:

[Prior preparation/ Organizing Students]

One day before the actual visit, the teacher may introduce the activity by giving a brief set of instructions as below.

Instructions:

- They should split themselves into area-wise groups and they should visit the nearest fair price shop
- They should refrain from bothering the shopkeepers when they are busy
- They should jot down all that is observed
- They should take 'Thank You' cards to give to the shopkeepers

Procedure: Field Trip Activity -

- a) Students will visit a Fair Price shop in their locality
- b) Students will compile their findings to present in the class

Role of the Teacher: [Facilitator/Observer]

Notes to the Teacher: The teacher instructs the students on how to prepare the questionnaire. A sample questionnaire is given below.

Observation: Conclusion: Follow-up activity: (Questionnaire/worksheet/discussion questions)

Few questions to be given to the students:

1. Narrate your experience while administering the questionnaire to the shopkeeper.
2. How did the customers respond to the questions posed to them?
3. Compare the prices of goods of Fair Price shops with those of market prices.
4. Did you find fair distribution in the ration shops?

Conclusion:

The students list out the different types of ration cards available for the different classes of people based on their income levels. They compare the market price with the price charged in the fair price shops.

Precautions: Not applicable

Troubleshooting: Not applicable

SAMPLE QUESTIONNAIRE

Suggested questions for the Dealer:

S.No	Suggested Questions	Probable/sample responses
1.	When do you open your shop daily?	At 10 am daily except on Sundays
2.	Do you allot specific days for different card holders?	It depends on the available stock of goods
3.	Where do you procure your stocks from?	We get our stock from the government warehouses
4.	How many types of ration card holders visit your outlet? Which are the different kinds of cards?	The different kind of cards are: Green or yellow cards called the Antyodaya Anna Yojana cards BPL cards - For families below Rs.15,000/- as family income Sugar cards - Orange colour cards for those opting for only sugar instead of rice No Commodity card - White in colour for those who want only an identity and no commodities. This is also called the Above Poverty line card
5.	What is the minimum quantity of rice sold to a card holder?	Depends on the card holder There is no minimum. Only the Antyodaya Anna Yojana card holder is entitled to procure maximum 35 kg rice (per family) while BPL card holder gets 5 kgs. rice per person, in the family up to 20 kgs as maximum

6	What items are available here?	Rice and wheat (Different items are sold in different states across the country)
4.	What is the price of rice?	Some states charge Rs 2 or Rs 3 per kg
7.	What items are mainly bought by the card holders?	Rice, wheat and sometimes edible oil. (Some more items are sold in different states.)

Some sample questions for the consumer

Probable answers

1	What do you get from the ration shop?	Rice and wheat
2	Which type of card do you have?	Green colour card
3	Do you get the provisions regularly?	Yes
4	Do they weigh your items correctly?	Yes
5	Do they supply clean items?	Not always
6	Do the items you purchase match with the items in the bill?	Yes
7	How do you rate the quality of the things purchased?	Mostly good but at times not up to the mark

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Economic status and food security	Public Distribution System

MS_Role of Cooperatives

Objective: The students will be able to comprehend the role of cooperatives in ensuring food security to all the people.

(Notes to the teacher - The teacher can write the following words on the blackboard: AMUL, Mother Dairy, Lijjat Papad and ask the following question.

What is common among these organisations?

Suggested Answer: All these organisations are Cooperatives).

- The teacher now explains the concept and actual functioning of **cooperatives**
- A cooperative is a voluntary organisation of people with similar needs who band together to pursue a shared economic goal
- The concept of cooperatives is the coming together of people on a fair and democratic basis
- Its main goal is to serve the poorer sectors of society by using the principles of self-help and mutual aid
- Cooperatives are playing a vital role in ensuring food security in India especially in Western and in Southern India
- Among the total number of fair price shops in Tamil Nadu, about 94% are run by cooperatives
- **Mother Dairy** in Delhi was founded in 1974. It is a subsidiary company of the National Dairy Development Board (NDDB)
- It was an initiative under Operation Flood, a dairy development programme aimed at making India a milk-sufficient nation
- It is a source of distributing milk from dairy cooperatives and village farmers' centric organisations
- It currently sells milk, milk products under the Mother Dairy brand, fresh fruits and vegetables through **Safal** outlets and frozen vegetables, pulses and honey under the **Safal** brand. It manufactures and markets edible oils under the **Dhara** brand

Mother dairy logo - motherdairy.com/

Attribution: Mother dairy official website

Mother's Milk pkt – motherdairy.com/Product/2

Attribution: Mother dairy official website

Curd- motherdairy.com/Product/2

Attribution: Mother dairy official website

Safal veg - motherdairy.com/Product/3

Attribution: Mother dairy official website

Dhara oil - motherdairy.com/Product/1

Attribution: Mother dairy official website

- **Anand Milk Union Limited (AMUL)** was founded on 19th December, 1946
 - It is a Gujarat State Government owned dairy based cooperative organisation
 - This company stimulated India's White Revolution which made the country the

- world's largest producer of milk and milk products
- It is a source of distributing milk from dairy cooperatives through village level farmer-centric organisations

Amul- amul.com/index.php
 Attribution: Amul official website

Academy of Development Science - Academy of Development Science in Maharashtra has facilitated a network of NGOs for setting up Grain Banks in different regions. It organises training and capacity building programmes for NGOs. This ADS Grain Bank programme is acknowledged as a successful and innovative Food Security intervention.



ADS- nasi.org.in/tender/
 Attribution: NASI

Conclusion - Thus cooperatives are indispensable in the distribution process of ensuring food to the citizens of India. The population of our country is too large and due to geographical inequalities, our people cannot be served efficiently only by the government machinery since there are geographical inequalities and our population is extremely large. Supporting arms like cooperatives and NGOs are essential for smooth distribution of food items.

Time to teach	Asset type	Theme	Sub Theme
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15 minutes	Main Script	Economic status and food security	Role Of Cooperatives in Food Security,
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QA_Food Security_Recap

Objective: The students will be able to revise the chapter - Food Security in India.

(Notes to the teacher: The teacher may instruct the students to come prepared for the assessment. The answers can be oral or written.)

I. Choose the right answer.

1) Antyodaya cards are given to the_____.

a) poor b) poorest of the poor c) those below the poverty line d) All the above

Ans - b) poorest of the poor

2) Antyodaya launched

a) 1990 b) 2002 c) 1992 d) 2000

Ans - b) 2002

3) Green revolution in the 1960s' was associated with

a) use of HYV seeds b) tree plantation programme c) fisheries development d) none of the above

Ans - a) use of HYV seeds

4) In which of the following years did our country cross the 200 million tonnes per year mark in food grain production

a) 2010-11 b) 2014-15 c) 2015-16 d) 2016-17

Ans - a) 2010 -11

5) Name the cooperative that provides milk and vegetables at controlled rate decided by the Government of Delhi

a) Amul b) Kendriya Bhandar c) Mother Dairy d) None of these

Ans - c) Mother Dairy

6) The society which facilitated setting up of grain banks in different regions is

a) Amul (Gujarat) b) Academy of Development Science (Maharashtra) c) Mother Dairy (Delhi)

d) None of these

Ans - b) Academy of Development Science (Maharashtra)

2. Find out the hidden words from the table below:

3. Expand the following:

a: FCI

Ans: Food Corporation of India

b: NFSA

Ans: National Food Security Act

c: ICDS

Ans: Integrated Child Development Services

d: AAY

Ans: Antyodaya Anna Yojana

e: PDS

Ans: Public Distribution System

f: MSP

Ans: Minimum Support Price

g: TPDS

Ans: Targeted Public Distribution System

h: RPDS

Ans: Revamped Public Distribution System

i: APS

Ans: Annapurna Scheme

4. Differentiate:

a) Chronic hunger and seasonal hunger:

Chronic hunger refers to the prolonged hunger that poor people experience at any point in time

Seasonal hunger is the hunger that is the result of seasonal unemployment due to seasonal agricultural activities.

b) **Minimum Support Price and Issue Price:**

Minimum support price is a guaranteed price for farm produce from the government to support the farmers from distress sales and to procure food grains for public distribution.

Issue price - In order to help the poor strata of society, the government provides them food grains from the buffer stock at a price much lower than the market price. This subsidized price

is known as the Issue price.

5. Describe any two schemes launched by the government to provide food security to the poor

Two programmes are:

- Antyodaya Anna Yojana for 'poorest of the poor'
- Annapurna Scheme for 'indigent senior citizens'

Antyodaya Anna Yojana was launched in December 2000. Poor families were identified and 25 kgs of foodgrains was given to each eligible family at a highly subsidised rate. Presently poor families in some states are given 35 kgs of foodgrains

A new scheme known as the Annapurna Scheme was launched on April 1st, 2000. This scheme aimed at providing food security to meet the requirement of those senior citizens who, though eligible, have remained uncovered under the National Old Age Pension Scheme.

6. a) How to avert the malpractices that take place in the ration shops?

Ans - a) Suggested answer:

To avert the malpractices that take place in the ration shops, the consumers should have knowledge and awareness of the following:

- The relevant laws that are aimed at preventing unfair trade practices
- The ways and means that dishonest traders and producers may choose to deceive consumers
- The importance of a bill or a receipt at the time of purchase
- The procedure to be followed by a consumer while filing complaints

b) How will you help an illiterate person procure a ration card?

Ans - The following documents are to be submitted at the local ration office by the applicant:

- Completed and signed application form
- Identity proof of the applicant should be submitted. (Identity proof can be any of the following: Election photo ID card, Aadhar card and proof of applicant's current residence.)

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Questions to Assess	Economic status and food security	Public Distribution System

MS_Summary_Food Security

Objective: The students will be able to recapitulate the concepts and facts learnt in the chapter.

Teaching Aids: PPT

Notes to the teacher: The teacher can write the main points of the summary on the blackboard.

The teacher can introduce the asset by saying, "Let us summarize what we have learnt in this topic." -

- The **meaning and dimensions** of Food Security
- The **difference** between Food Security and Food Insecurity
- The **causes and effects** of famines and how food security is affected during a calamity
- The **role** of Food Corporation of India to ensure availability of food to all sections of the society
- The **two components of the food security system**: (a) buffer stock and (b) public distribution system
- The **need and role** of Public Distribution System
- Various **poverty alleviation** programmes that are an important component of food security
- The **impact** of the Green Revolution in India
- The **role of Government** in ensuring food security to all its citizens
- The **role of various cooperatives** and NGOs working intensively to ensure food security

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Main Script	Economic status and food security	Public Distribution System



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.