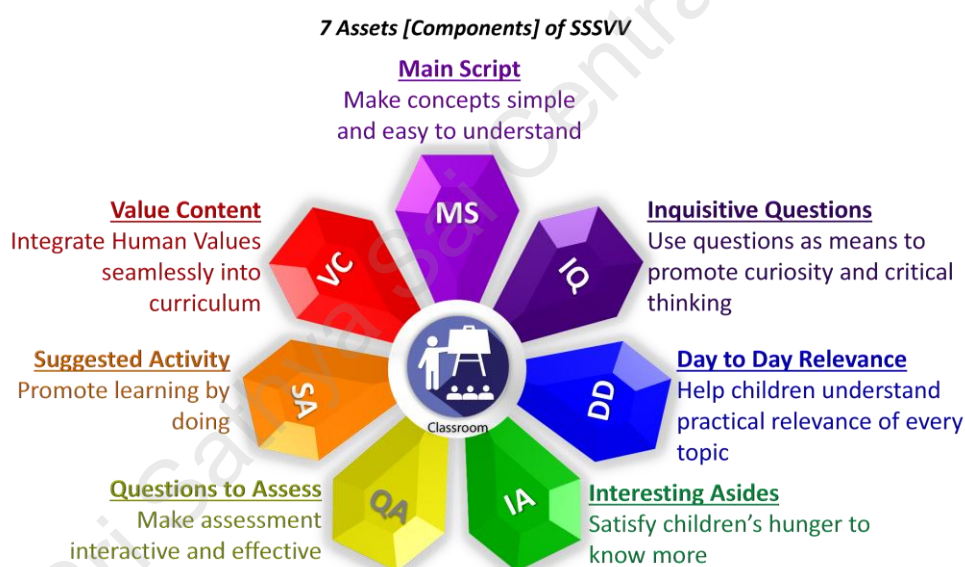


Master Lesson Plan

for

Pastoralists in the Modern World

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Pastoralists in the Modern World	English	



CURRICULAR GOALS	CG-4: Develops an understanding of the interrelationships between human beings and their physical environment and how that influences the livelihoods, culture and the biodiversity of the region.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-4.3: Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation and wildlife.
SDG(Sustainable Development Goals)	SDG-11: Makes cities and human settlements inclusive, safe, resilient and sustainable
Strategies As Per NEP	SA_Pastoral Nomads (MS converted to an SA) the storyboard MS_TA_The Maasai of Africa.pptx. Project work/Exhibition (Campus Activity)
Collaborative Learning approaches	Peer Learning
Technology aids	PPT
Learning Teaching Materials (LTM)	'IQ_TRD_Pastoralists in the Mountains.pdf'
Interdisciplinary Connections	'IQ_TRD_Pastoralists in the Mountains.pdf' Integration with Geography: Mention how climatic conditions and natural vegetation are connected. DD_Pastoralism Supports a Better Future Economics - facilitates agriculture, poultry and other industries, develops rural economy, decreases poverty, and so on Geography or Science - contributes in maintaining ecological balance
Cross-Cutting Themes	Indian Knowledge System: Culture and customs of Adivasis in India Values and Dispositions: Coping with changes is essential for personal growth and success. Educational Technology: Enriched with PPTs as teaching aids Care for the Environment: Create awareness and sensitivity towards environmental issues, protect and promote pastoralism for a better future.

MS_Ideation Module_Pastoralists in the Modern World

[Notes to 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 **‘Pastoralists in the modern world’** for grade **IX**.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by NCERT]

Curricular Expectations :

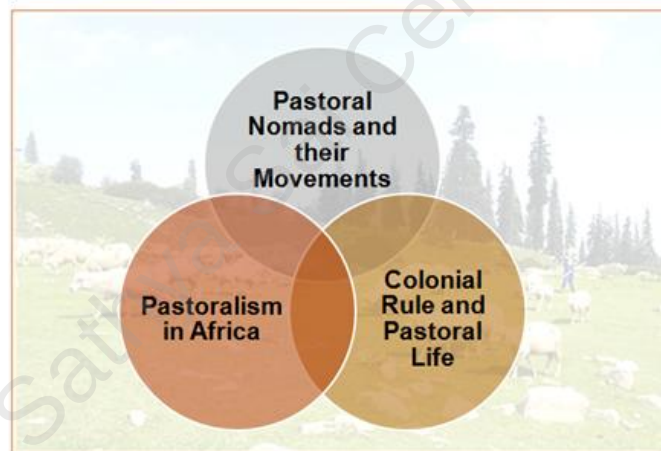
1. Recognise the relevance of the domain of knowledge in establishing inter-linkages with the natural and social environment.
2. Classify and compare the cause-and-effect relationship in the context of occurrence of events, natural and social processes, and their impact on different sections of the society.
3. Create awareness and sensitivity towards environmental issues, sustainable development, gender disparities, marginalized sections of the society.

Learning Outcome:

The students will be able to analyse how pastoralists, who are very much a part of the modern world, were forced to re-organise their lives due to the policies of their colonial masters.

Total Time to transact MLP : 105 minutes, 3 periods

Topics in this Chapter :



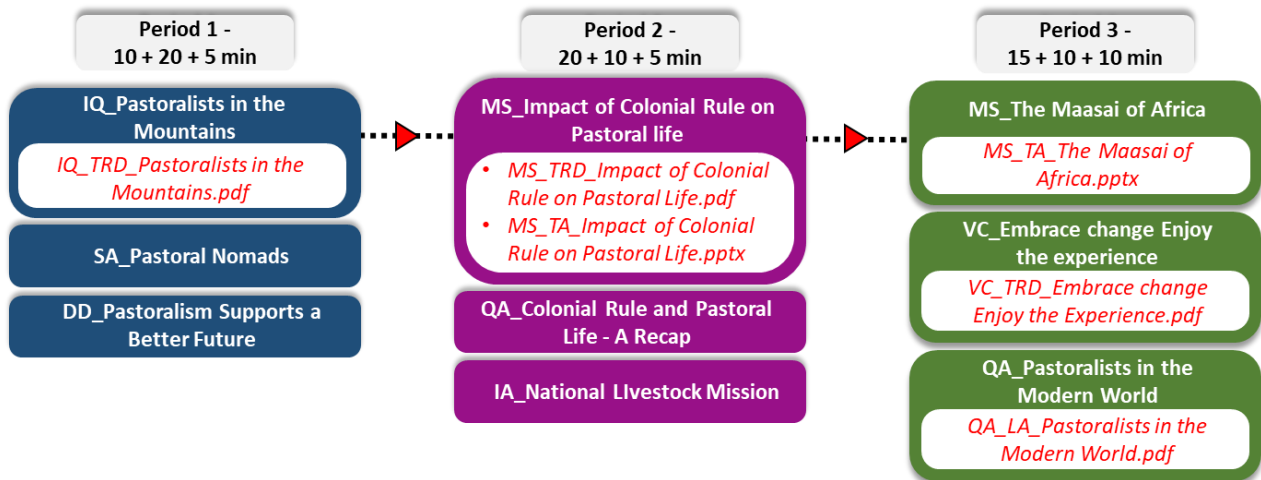
Sheep: pixabay.com/photos/sheep-shepherd-gujjar-bakkarwal-7620069/ (By: sarangib)

[Notes to teacher: The chapter on ‘Pastoralists in the modern world’ 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 3 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

Lesson Plan Flow

Pastoralists in the Modern World - MLP Design flow - Overview



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

PERIOD 1

Topic: Pastoral Nomads and their Movements

Time: 10 + 20 + 5 = 35 mins

Asset Types: IQ, SA, DD

Objective: Students will be able to:

- 1) visualise the cause and effect relationship between the natural conditions in the mountains and the movement of the pastoralists
- 2) describe the economies and livelihood of pastoral communities like Gujjars, Gaddis, Dhangars, Banjaras, Raikas
- 3) relate to the importance of pastoralism for a better future

1) IQ_Pastoralists in the Mountains

[Notes to the teacher:] Transact the asset using the **TLM** mentioned in the attached file, 'IQ_TRD_Pastoralists in the Mountains.pdf'

Integration with Geography: Mention how climatic conditions and natural vegetation are connected.

2) SA_Pastoral Nomads (MS converted to an SA)

PEER LEARNING

[Notes to the Teacher:] Give instructions and ask the students to read up the information relating to Pastoral Nomads and their Movements before taking up the suggested activity.

Aim: The students will be able to describe the economies and livelihood of pastoral communities like Gujjars, Gaddis, Dhangars, Banjaras and Raikas.

Setting for the Activity: Indoor

Type of Activity: Group Activity

Preparation of Activity:

Prior preparation: The teacher can divide the class into 6 groups:

1. Gujjar Bakarwals of Jammu & Kashmir
2. Gaddi shepherds of Himachal Pradesh
3. Dhangars of Maharashtra
4. Herders of Karnataka and Andhra Pradesh
5. Banjaras of Uttar Pradesh, Punjab and Rajasthan
6. Raikas of Rajasthan

Ask the students to collect related images and prepare a chart on the life of the pastoral community assigned to the group. Students can use their creativity to collect pictures/draw or prepare a collage depicting the community they would be presenting. They could also be encouraged to present a role play for 5 min to present the information.

Role of the Teacher: Facilitator

Procedure: Divide the class into 6 groups. Each group can then discuss within the group as to how they would, as students of class 9, present the information.

Total time allocated: 20 min

Introduction by the teacher or a student: 1 min

Group discussion: 4 min

Presentation: 2.5 min each group (total =15 min)

Conclusion/summing up of the activity: The students establish interlinkages between the natural conditions present in a region and social and economic life led by the pastoralists of that region.

Follow up activity:

1. Students can be asked to fill up the worksheet:

Sr.no	Name of the tribe/pastoral community	Area/ Location	Lifestyle
1	Gujjar Bakarwals		
2	Gaddi shepherds		
3	Dhangars		
4	Gollas, Kurumas & Kurubas		
5	Banjaras		
6	Raikas		

2. On the map of India, students can be asked to trace the route of the pastoralists during the journey of the Kafila.

3) DD_Pastoralism Supports a Better Future

Discuss in the class about why it is important to protect and promote pastoralism for a better future. The discussion can cover the following points:

- Pastoralism provides affordable, high-quality proteins and nutrients
- Grazing and trampling stimulates plant growth, thereby sequestering carbon in soils and allowing the ecosystem to regenerate
- Pastoral animals grazing in fields with crop residues add natural manure to the soil
- The pastoralists take care of the animals, providing them with food and shelter, thereby protecting the species, and help in preserving the ecosystem
- The livestock disperse seeds over large distances through their dung, thus encouraging plant growth
- Pastoralists also effectively manage natural resources, and help in preserving biodiversity in all kinds of environments. Their knowledge can be helpful in protecting ecosystems
- Pastoralists can give early warnings about new infectious zoonotic disease threats.
- Pastoralism provides livelihood for millions of people in the world

[Notes to the teacher:]

Interdisciplinary integration - Supporting pastoralism will help in following ways:

Economics - facilitates agriculture, poultry and other industries, develops rural economy, decreases poverty, and so on

Geography or Science - contributes in maintaining ecological balance

PERIOD 2

Topic: Colonial Rule and Pastoral Life

Time: 20+ 10 + 5 = 35 min

Asset Types: MS, QA, IA

Objective: Students will be able to :

- 1) analyse the impact of colonial rule on pastoral life and how the pastoralists coped with it.
- 2) explain the unique features in the life of the pastoralists.
- 3) take delight in knowing more about the efforts being taken by the government for protecting the interests of the pastoralists through its welfare programmes.

1) MS_Impact of Colonial Rule on Pastoral Life

[Notes to the teacher:] Transact the asset using the **TRD** in the attached file, 'MS_TRD_Impact of Colonial Rule on Pastoral Life.pdf' and 'MS_TA_Impact of Colonial Rule on Pastoral Life.pptx'

2) QA_Colonial Rule and Pastoral Life - A Recap

A. Discuss the answers to the following questions:

1. If you were a head of a pastoralist community, what challenges would you face? How would you plan to overcome these challenges?
2. Migration or nomadic life was a vital aspect of pastoral life. Justify this statement by giving examples.
3. Explain how the reasons for migration of the pastoralists in the central plateau was different from those of the Gujjars or Gaddi shepherds
4. How did fairs play a vital role in the lives of the pastoralists?

B. Mark on a political outline map of India - the states where the various pastoral communities belong and prepare a legend/key.

3) IA_National Livestock Mission

[Notes to the teacher:] Use the GO to transact interesting titbits about the National Livestock Mission and share information about the government support for entrepreneurship development for rural poultry, sheep and goat, piggery and feed and fodder sector.

The National Livestock Mission (NLM)



Emblem: commons.m.wikimedia.org/wiki/File:Emblem_of_India.svg#mw-jump-to-license (Government of India)

INTRODUCTION

The National Livestock Mission (NLM) has been implemented in India since 2014.

Aim: To support entrepreneurship development for rural poultry, sheep and goat, piggery and feed and fodder sector.

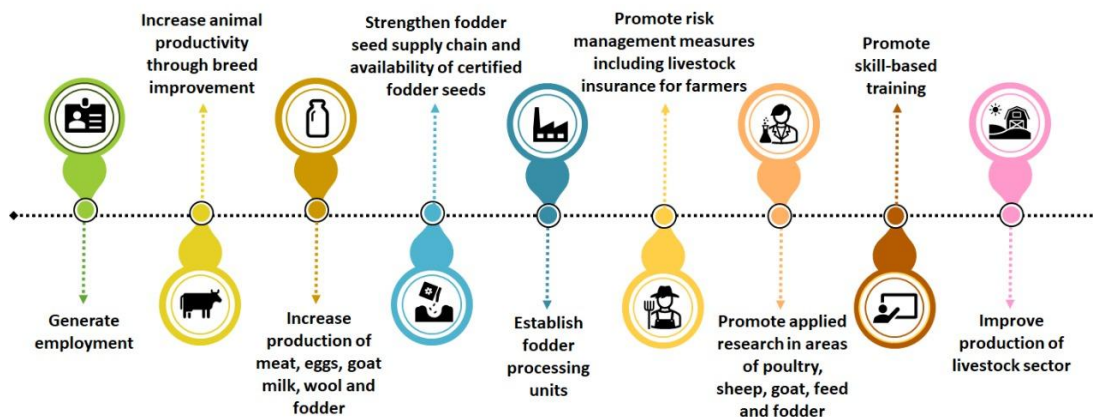
Benefits of The NLM Entrepreneurship Scheme:

Providing subsidies to entrepreneurs for establishment of rural poultry farms, sheep/goat breeding farm, pig breeding farm and enhancing the quality of fodder and storage unit.

Groups benefited: The entrepreneurs, Farmers Producer Organisations, Self Help Group and Farmer Cooperative Organisations.

The objectives of the mission are as follows:

Objectives of The National Livestock Mission(NLM)



All vectors: PPT Icons

Thus, we can see that NLM seeks to protect and promote the interests of pastoralists in India.

It seeks to make them entrepreneurs and connect them to the organized sector.

PERIOD 3

Topic :

Time : 15+ 10 + 10 = 35 min

Asset Types: MS, VC, QA

Objective: Students will be able to:

- 1) examine how the lives of the African pastoralists have changed dramatically over the colonial and post-colonial periods.
- 2) adapt to the changing times
- 3) examine the problems faced by the pastoralists.

1) MS_The Maasai of Africa

[Notes to the teacher:] Explain the topic using the storyboard contained in **MS_TA_The Maasai of Africa.pptx**.

2) VC_Embrace change Enjoy the experience

[Notes to the teacher:] This asset discusses that coping with changes is essential for personal growth and success.

Refer to **VC_TRD_Embrace change Enjoy the Experience.pdf** provided as a Teacher Reference Document (TRD) to transact the content in the class.

3) QA_Pastoralists in the Modern World

[Notes to the teacher:] Assess the learning of the students, using the worksheet **QA_LA_Pastoralists in the Modern World.pdf**

Enhancing Knowledge further :

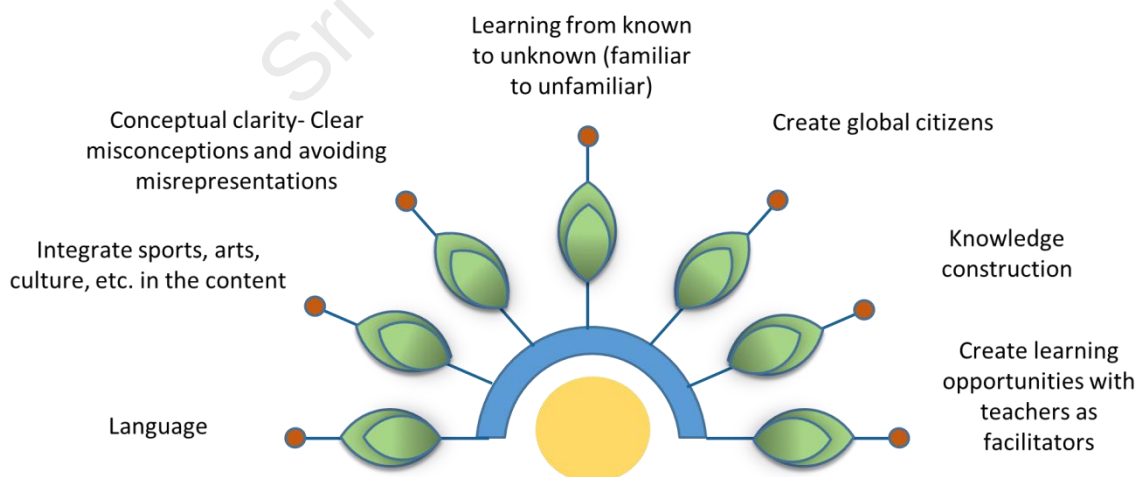
1. **Project work/Exhibition** (Campus Activity) - The United Nations (UN) has declared 2026 the International Year of Rangelands and Pastoralists. Students can display information about pastoralists.
2. **Talk by Expert** (Community Activity): Invite a veterinary doctor to address the students, their family members and the local residents regarding diseases that spread through pastoral animals and preventive 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

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	Theme	Sub Theme
105 minutes	Main Script	Marginalised Groups	Adivasis and stereotypes

Sri Sathya Sai Central Trust



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.