

| PRE-CONTENT/CONTENT<br>POST CONTENT                                                                                                                                                                                                                                                                                                                                                                                                      | LEARNING OUTCOMES/OBJECTIVES                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Pre-Content                                                                                                                                                                                                                                                                                                                                                                                                                              | GENERAL                                                                                                                                                                                                                                                                                                                                                              | SPECIFIC                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Pre content Bengal famine (case study)</li> </ul> <p><b>Content-</b></p> <ul style="list-style-type: none"> <li>Food security</li> <li>Food insecure people</li> <li>Food security system in India buffer stock PDS</li> </ul> <p><b>Post Content</b></p> <ul style="list-style-type: none"> <li>recapitulation exercises</li> <li>worksheets</li> <li>ICR activity for recapitulation</li> </ul> | <p>Student will be able to:</p> <ul style="list-style-type: none"> <li>examine the factors that lead to a famine</li> <li>comprehend the meaning of food security</li> <li>identify the food insecure population</li> <li>appreciate the need for the various food security system in India</li> <li>recall their understanding about the subject matter.</li> </ul> | <p>Students will be able to :</p> <ul style="list-style-type: none"> <li>discuss the factors that lead to a famine.</li> <li>elaborate the meaning with various dimensions of food security</li> <li>demarcate the people prone to food insecurity</li> <li>summarise the various food security systems in India and rationing system.</li> <li>recollect information , analyze and share their views</li> </ul> |

## HOMEWORK/ ASSIGNMENT

- Question & answers will be given from the Text book
- Self- made extra questions will be given
- Work sheets will be given.

| TEACHER'S ACTIVITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | STUDENT'S ACTIVITY                                                                                                                                                                                                                                                                                                                                                                      | TEACHER'S OBSERVATION                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <p>Teacher will:</p> <ul style="list-style-type: none"> <li>• <b>Case study:</b> brain storming on Bengal famine 1943 and report writing</li> <li>• ask students to define food security and need for it.</li> <li>• give elaborate explanation on 44-45 of Economics.</li> <li>• show a Video on food insecure people: "Hunger in India" through ICR</li> <li>• Annexure (E-1) initiate activity on rationing system of India.</li> <li>• ask few questions related to the role of cooperative societies in India.</li> </ul> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• conduct a study and prepare a report</li> <li>• define it and will mention the need for food security.</li> <li>• read the book and will discuss the points watched in the video.</li> <li>• Annexure (e-1) perform the activity in the class.</li> <li>• answer the question and will note important points.</li> </ul> | <p>Teacher will write her own observations after the completion of the topic.</p> |

Teaching Aids: Teacher learner interaction. Worksheets. Internet, Group work

Methodology/Innovative Methods: : Activity based (group discussion, conducting survey), question answer and discussion methods, audio visual, collaborative learning.

Interdisciplinary Links: Geography, History, Political Science, English

HOD

COORDINATOR

VICE- PRINCIPAL

PRINCIPAL

**ACTIVITY NO. – E-4**

|                           |                                         |
|---------------------------|-----------------------------------------|
| <b>Subject</b>            | <b>Economics</b>                        |
| <b>Class</b>              | <b>IX</b>                               |
| <b>Chapter/Unit</b>       | <b>Chapter-4 Food Security in India</b> |
| <b>Topic</b>              | <b>Rationing System</b>                 |
| <b>Time</b>               | <b>2 Periods</b>                        |
| <b>Nature of Activity</b> | <b>Pair Work</b>                        |

**What will I learn?**

Students will be able to:

- identify the purpose of rationing
- understand the main features of the rationing system pre 1997
- analyze problems related to the pre 1997 rationing system
- appreciate the current rationing system followed in the economy

**Skills:** Identifying, Comprehending, Appreciating

**What Do I have to do?**

To understand the rationing system that existed before 1997 and compare it to the current system of rationing.

**What do I require?**

Pen, Pencil, Eraser, Textbook, Internet and videos, Sheet of observation table

**What do I need to know?**

The introduction of rationing in India dates back to the 1940s against the backdrop of the Bengal famine. The rationing system was revived in the wake of an acute food shortage during the 1960s, prior to the Green Revolution. In the wake of the high incidence of poverty levels, as reported by the NSSO in the mid-1970s.

➤ **Teacher's Activity-** Teacher will:

- explain the concept of rationing in India.
- allot pairs of students to conduct the activity.
- give each pair a task of conducting atleast two interviews of elders in their family like parents, uncles, aunts, or any other person who are familiar with the rationing system in India before 1997.
- ask students to collate the information gathered from their interviews. Questionnaire attached in **ANNEXURE- A**
- instruct each pair to prepare a report of their findings.
- hold a class discussion so that a wrap up of all findings at the end.

**How will I proceed?**

➤ **Student's Activity:** Students will:

- follow the instructions given by teacher.
- prepare themselves for the activity.
- complete the activity and the observation table.

**What have I observed?**

| <b><i>FEATURES OF<br/>RATIONING<br/>SYSTEM<br/>BEFORE 1997</i></b> | <b><i>PROBLEMS<br/>FACED IN<br/>RATIONING<br/>SYSTEM<br/>BEFORE 1997</i></b> | <b><i>FEATURES OF<br/>CUURENT<br/>RATIONING<br/>SYSTEM</i></b> | <b><i>PROBLEMS<br/>FACED IN<br/>CURRENT<br/>RATIONING<br/>SYSTEM</i></b> |
|--------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------|
| ❖                                                                  | ❖                                                                            | ❖                                                              | ❖                                                                        |
| ❖                                                                  | ❖                                                                            | ❖                                                              | ❖                                                                        |
| ❖                                                                  | ❖                                                                            | ❖                                                              | ❖                                                                        |

### What have I learnt?

| NAME OF THE SCHEME | YEAR OF INTRODUCTION | COVERAGE TARGET GROUP | LATEST VOLUMN       | ISSUE PRICE (RS PER KG)                                       |
|--------------------|----------------------|-----------------------|---------------------|---------------------------------------------------------------|
| PDS                | ?                    | UNIVERSAL             | -                   | WHEAT- 2.34                                                   |
| ?                  | 1992                 | BACKWARD BLOCK        | 20 KG OF FOODGRAINS | WHEAT- 2.80<br>RICE- 3.77                                     |
| TPDS               | ?                    | ?                     | ?                   | BPL – WHEAT-2.50<br>RICE-3.50<br>APL- WHEAT-4.50<br>RICE-7.00 |
| ?                  | 2000                 | ?                     | ?                   | WHEAT-2.00<br>RICE-3.00                                       |
| APS                | ?                    | ?                     | ?                   | FREE                                                          |

### What am I curious to learn?

“The PDS has proved to be the most effective instrument of government policy.” Give four points in favour of the statement.

### Let me evaluate myself

**1. Who released a special stamp entitled ‘Wheat Revolution’ in July 1968?**

- (A) Mahatma Gandhi
- (B) Indira Gandhi
- (C) Jawahar Lai Nehru
- (D) Motilal Nehru

**2. The price that is announced before the sowing season is called**

- (A) Issue price
- (B) Fair price
- (C) Market price
- (D) Minimum support price.

**3. Which organisation has facilitated a network of NGO’s for setting up grain banks in Maharashtra?**

- (A) Amul

- (B) Mother Dairy
- (C) Academy of Development Science
- (D) Central Government

**4. Seasonal hunger is commonly found in:**

- (A) Urban areas
- (B) Rural area
- (C) Tribal area

**5. Which of the following crops are related to Green revolution?**

- (A) Wheat, Rice
- (B) Cotton, Bajra
- (C) Maize, Rice
- (D) Bajra, Wheat

**6. The Mother Dairy is an important Cooperative in:**

- (A) Gujarat
- (B) Punjab
- (C) Haryana
- (D) Delhi

**7. F.C.I. stands for:**

- (A) Foreign Co-operation with India
- (B) Food Corporation of India
- (C) Fosilse Corporation of India
- (D) Food Coming to India

**8. Name the Cooperative that provides milk, vegetable and pulses at controlled rate decided by government of Delhi:**

- (A) Amul
- (B) Kendriya Bhandar
- (C) Mother Dairy
- (D) Academy of Development Science

**9. What does food security mean?**

- (A) Availability of food
- (B) Accessibility of food
- (C) Availability and accessibility of food to all at all times.
- (D) Availability, accessibility and affordability of food to all at all the times.

**10. Which among the following schemes was initiated for the poor in all areas?**

(A) TTPDS

(B) RPDS

(C) AAY

**ANNEXURE-A**

**QUESTIONNAIRE:**

**1. Have you heard about Public Distribution System?**

YES ☐

NO ☐

**2. Are you a ration card holder?**

YES ☐

NO ☐

**3. Which category of ration card holder do you fall under?**

APL ☐

BPL ☐

AAY ☐

**4. Do you regularly buy subsidized food commodities from the Fair Price Shops?**

YES ☐

NO ☐

**5. Do you buy all the available commodities?**

YES ☐

NO ☐