



Master Lesson Plan

For

Rural Livelihoods

Board	Standard	Subject	Chapter	Language	Reference Link	Creation Date
CBSE	STD VI	Social Science	Rural Livelihoods	English	Rural Livelihoods	2020-11

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Rural Livelihoods

1. MS_Objectives- Rural Livelihoods

Objectives - Rural Livelihoods

Students will be able to:

- correlate between rural and urban life with regards to livelihoods
- discuss different kinds of livelihood in rural areas
- realize the importance of treating all people equally irrespective of their position in the social order
- explain about the routine of a farmer and the factors that affect rural livelihoods
- be informed about new and innovative methods of rice cultivation
- recommend one of the schemes started by the government, to their elders at home to take benefit therefrom
- formulate ways to have self-help groups in rural areas
- draw a scenery showing fishermen on the high seas
- classify the kinds of livelihood of the rural villagers and understand their living conditions

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Marginalised Groups	Rural livelihoods, Rural live

2. IQ_Rural Vs Urban life

Rural Vs Urban life

Note for the Teacher: Teacher may ask students if they have visited a city nearby and ask the questions below to the students who responded with affirmation.

Teacher may enable the students to think and come out with as many answers as possible before giving out the right answer/ answers.



Q1. Have you visited a city recently? If so, what did the city look like? What are the differences you were able to identify compared to the town we are living in?



Hint:

- The city looked very **magnificent**.
- It was very **big, crowded** with people bustling with activities
- There were different **means of transportation** like cars, buses, trains, mono rail, metro trains, local trains, taxis of different types, aeroplanes, ships, etc.
- There was **less greenery** and **more buildings**.
- **Few** gardens, parks, temples, churches and even a special zoo.



Q2. What were the different types of occupation people in the city were engaged in?



Hint: There were many shops, hotels, malls, hospitals, schools, parks, big tower offices, etc., So, there must be doctors, teachers, engineers, traders and businessmen along with clerical jobs.

Q3. What are the different types of occupation undertaken in villages?



Farming



Provision store



Craftsperson



Washerwoman

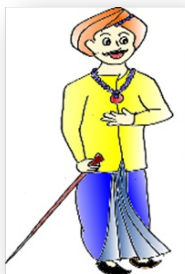


Tailor

Hint: Farming, Small hotels, Shops for provisions and clothes, tailors, carpenters, craftsmen, and other jobs like labourers, drivers, mechanic work, washermen, nurses, doctors, and teachers.

Q4. Is farming an occupation of the rich or the poor, in India? Why?

Hint:



LANDLORD FARMER

In India a farmer who is a landlord (i.e. he owns the land) is generally rich. But a farmer who works as a labourer for the landlord is generally poor and has a lot of debts. This is because the landlords have many other sources of income besides farming and are not totally dependent on the vagaries of rain. However the ordinary farmer who works as a labourer on someone's land, is not having a regular source of income throughout the year. His work is seasonal and dependent on the rains and the goodness of his landlord.

Q5. If you lived in a rural area what work would you prefer and why?

Note for the teacher: Students may come up with a variety of answers. Do encourage them with a positive remark for their ideas and choice of occupation. The teacher may prompt the students with a question- How would your work help to improve your village?

Hint:

1. I would like to become a doctor to take care of the health of the people in the rural areas.
2. I would like to become a teacher and teach the village children.
3. I would like to become a farmer and grow food for the people of my country.
4. I would like to become a lawyer and work as the village Gram Panchayat to improve my village.
5. I would like to become an engineer and work towards providing clean drinking water and electricity for the villages in India.



Teacher-to teach the village children



Doctor- to take care of others' health



Farmer – to grow food for all



Lawyer- to work in the Panchayat and improve the village



Engineer – to provide water and electricity

Note for the teacher: In this chapter, Rural livelihoods, we will be learning in detail the **kinds of work people in villages take up for their survival.**

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Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Marginalised Groups	Rural livelihoods, Rural live

3. MS_Different types of livelihood in villages

Different types of livelihood in villages



Note for the teacher: Students, to **identify the kinds of work people in villages take up for their survival**, today, we will discuss the example of life in a village called Kalpattu, on the sea coast in Tamilnadu.

The scene in Kalpattu and most villages:



Blacksmith



Barber



Weaver



Teacher



Nurse

1. We see **different types of livelihoods** such as blacksmiths, nurses, teachers, washermen, weavers, barbers, and cycle repair mechanics and so on.
2. There are also some shopkeepers and traders.
3. A variety of tea shops, grocery shops, barber shops, a clothing shop, a tailor and fertiliser and seed shops.
4. Tea shops or hotels selling different food items according to the crops grown in that place. For example, in South India, Idli, Dosai, Upma are a few famous breakfast items. In North India, Poha, Poori, Dhokla, Roti are a few famous breakfast items.
5. Lorry drivers and construction labourers.
6. A shop repairing and hiring cycles.



Seed shop



Provision shop



Tea shop

Different types of livelihood in Kalpattu and in different villages:

For example:-



Agricultural labourers



Landowners



Farmer



Fishing



Poultry farming

1. Agriculture Labourers

2. Farmers
3. Farmers with additional sources of income
4. Landowners
5. Other service providers (as seen in Kalpattu)
6. Fishing (for villages on the sea coast, like Kalpattu)
7. Poultry and Dairy Farming

1. Agriculture Labourers:

Note for the teacher: Let us first discuss - who is an agricultural labourer?



- Agriculture labourers are generally those who work as labourers in fields.
- They are paid meager wages on a daily work done basis.
- Two out of five rural families are agricultural labourers.
- These labourers do not own land of their own. They work on the lands of richer farmers.
- Some labourers own land which is so small that the produce is not enough for the family.
- These workers are exploited by rich farmers, as they don't have any other means of livelihood.

In Kalpattu, Thulasi and Raman are typical examples of Agricultural labourers.

Comparison of work done by Thulasi and Raman

Work	Thulasi	Raman
Works on Ramalingam-landlord's land.	Works from 8.30 am till 4.30 pm - transplanting the paddy, weeding and harvesting.	Works as a labourer on landlord's land. When there is no work on the farm he does work of loading sand from the river or stone from the quarry nearby.
Amount paid	Rs.40/ per day as labour charges. Agricultural labourers like Thulasi are forced to accept low wages as they are dependent on the landlords for their livelihood and there is gender inequality or discrimination in rural India.	Agricultural labourers like Raman are paid a little more than the women labourers on account of gender inequality or discrimination in rural India.
House work	Does all the tasks at home, cooking food for the family, cleaning the house and washing clothes. Collecting firewood from nearby forest and water from a bore well.	Helps in getting materials such as groceries for the house.

2. Farming:

Note for the teacher: Since farming is the main occupation of many villagers let us discuss - what is the

work of a farmer?**Preparing the land****Sowing****Transplanting
saplings****Weeding
And
Harvesting**

- Working on farms involves operations such as **preparing the land, sowing, preparing saplings, transplanting the seedlings, weeding and harvesting of crops.**
- In India we **depend on nature** for the growth of these crops. Hence life for the farmer revolves around certain seasons.
- During **certain seasons they are busy** sowing and harvesting and have less or no work at other times.
- They **harvest many varieties of seeds** - wheat, rice, pulses, millet, and grow vegetables and fruits.

**... sowing****and harvesting.****Wheat, pulses and
millets are harvested****3. Farmers with additional sources of income**

*Note for the teacher: Small farmers or **agricultural labourers** generally do not earn enough from their land, or by working on other rich farmer's lands.*

**Work in mills****Sell milk****Sell Honey****Sell vegetables****Work in towns
during off season**

- For additional income they **work in mills** near the farms
- Some **sell milk** of the cows they own.
- Some **sell products** like sap, wood, leaves of certain plants, honey, vegetables, fruits, etc. to earn their livelihood.
- In certain seasons they **go to the cities or towns to work as daily wage earners** as towns and cities

provide more opportunities for unskilled and skilled labour.

In Kalpattu, Sekar is an example of a small farmer with some additional sources of income.

4. Landowners :

Note for the teacher: We often speak about **landowners and the rich farmers**. Let us discuss who they are.



- Landowners are rich farmers and are in a **very small percentage** in rural areas.
- They **own most of the land and hire agricultural labourers** to work for them.
- They also **lend money** to the poor villagers and exploit them.
- Many of them **own the nearby mills and small factories**.



In Kalpattu, Ramalingam and his wife Karuthamma are examples of landowners .

5. Fishing

Note for the teacher: We earlier said that Kalpattu is a coastal village. **What are coastal villages?**



- Coastal villages are **villages which are along the sea coast**.
- In the coastal areas, we find **fishing villages**.
- Fishermen **earn their livelihood by fishing and selling their catch** to traders by auctioning their catch in the fish market.
- Most of the fishermen own small boats and basic equipment. Some fishermen own large catamarans fitted with motors. Large catamarans enable them to fish in deep waters.
- Fishing is a difficult job and involves long hours of working offshore.

In Pudupet, a fishing village near Kalpattu, Aruna, her husband Paarivelan and their family members are examples of fishermen whose main livelihood is fishing.

Fishermen lead a hard and risky life.

6. Poultry and Dairy Farming



- Some farmers have **additional sources of income** by rearing cows, buffaloes, ox, bees, sheep and goats for farming.
- They usually sell milk to the nearby milk cooperatives. Some may travel to nearby towns to sell milk.
- Some farmers may also be engaged in poultry farming.



For their daily survival and sustenance, farmers in rural areas resort to different livelihoods to repay debts and provide for their families.

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Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Marginalised Groups	Rural livelihoods, Rural live

4. VC_Equality

Equality

Learning Domain: Classroom



People in rural areas earn their living in various ways. While some may be engaged in agriculture, others may be engaged in other occupations like handicrafts, weaving, etc. Also, farmers in different rural regions of the country grow different crops. How people are able to survive or earn for their living will depend upon the land they cultivate. Many depend on these lands for work as labourers. Most farmers grow crops both for their own requirements and also to sell it in the market. Some have to sell their produce to traders from whom they have borrowed money. Many such families have to borrow money for buying raw materials such as fertilisers, etc or to eke out their livelihood when they have no work. While most small farmers, agricultural labourers, fishing families, crafts persons in the village do not find enough work to keep them employed throughout the year there are a few affluent families in rural areas who thrive as they have large acres of land, business and other activities.

Group Activity

Duration: 5 minutes

Number of participants: unlimited

Materials required: Packet of toffees, Play/Fake money notes

Description/Process:

Have Some Toffees



1. In this activity, the teacher will divide the class into two equal groups.
2. The teacher will distribute the play/fake notes amongst the two groups, and make sure that one group is given more money and the other very less money.
3. The teacher will act as the toffee seller and fix the cost of each toffee at Rs 1.
4. The students in the two groups have to buy toffees with whatever money they have with them.
5. At the end of the activity, the teacher will ask for feedback about the feelings of each group.

Let's see who is happy or sad and why ?

Happy



Sad



6. It will be found that the group with the higher amount of money will be happy as they were able to buy more toffees, and the other group with little money to buy toffees will be sad/disappointed.
7. The teacher then explains that due to unequal distribution, some children were unhappy and this is the same in real life situations.



HAPPY**SAD**

To have a peaceful and happy environment in our society, equality has to be maintained at all times.

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Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Truth		Group Activities

5. MS_What it is to be a Farmer

What it is to be a Farmer

***Note for the teacher:** Whenever we think about rural areas, most of us think about farmers. But did you know that in India, hardly any farmers own their own land? Most of them are actually labourers. Let us **discuss the routine of a farmer** and the factors that affect rural livelihoods.*





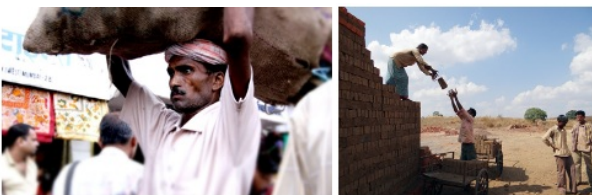
- The routine for **villagers' starts early** with the sunrise and sets at dusk.
- **Farming depends on climate**, they affect the routine of farmers.
- The long **drought or excess rain** makes farmers suffer economically.



- **Others** who are shopkeepers and hotel owners **work according to the timings of farmers.**



- After working in the fields, or shops, the people in rural areas **also work as labourers with daily wages.**



- During the **harvest time farmers offer jobs** to many people to complete their work in time to get maximum yield.
- Due to **financial constraints** most farmers have to work for less wages for the landlords or land owners.



- Landowners are **dependent on Sun God and Rain God** whom they worship before every harvest.



- Farmers with small acres of lands** have collaboration with fertiliser companies or rice mills to get **financial support**. In turn, they **give them a share of their yield**.



- In this way, **what they receive for their living is less** and so they **take up other jobs** to fulfill their needs



- Cottage industries** are now famous and are **supported by Government** through Banks by way of loans.



- Sometimes since income through farming or regular work is not sufficient they depend upon collection from the forest, animal husbandry, dairy produce, fishing etc. Collecting mahua, tendu leaves, honey, to be sold

to traders, is an **important source of additional income.**

Status of Market for Farm Produce



- The small farmers do not get attractive prices for their produce, during the harvest season.
- They are usually forced to sell their produce at throwaway prices.

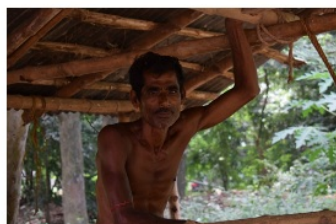


- Often the middlemen force them to sell their produce at cheaper rates.
- Sometimes, the moneylenders also force them to sell their produce at cheaper rates.
- Lack of proper storage facilities is another major reason that farmers are forced to sell at lower prices.
- Government tries to help out farmers by offering MSP (Minimum Support Price) for farm produce.
- During harvest season, the FCI (Food Corporation of India) buys the farm produce at MSP.

Situation of Debt in Rural Areas



- Farmers often need to borrow to buy farm inputs; like seeds, fertilisers and farm equipment.
- Big farmers easily get loans from the banks, but it is not easy for small farmers.
- Small farmers borrow money from moneylenders and landlords, at high interest rates. This puts the small farmers into a debt trap. This is because a large amount of the earnings goes into repayment of loans.
- Sometimes due to natural calamities the situation can become worse for the small farmers.



Terrace Farming in Nagaland

Note for the teacher: Let us discuss a special method of farming usually practiced by certain communities in the hilly or mountainous regions of Nagaland.



Terrace Farming

- Terrace farming is one of the most common practices among the people of Nagaland, and it is the main source for their livelihood and occupation.
- In the hills soil erosion takes place as the water rushes down the slope of the hills.
- In terrace farming the hills are made into steps to check soil erosion so there is less damage to the crops.
- The sides of each step have a raised edge so that the water remains inside the flat portion of the step which is useful for rice cultivation.
- The Chakhesang community of Chizami village in Phek district in Nagaland does terrace cultivation.

The farmers in India lead a very difficult life.

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17. Worker: <https://pixabay.com/photos/workers-country-side-brick-laying-272214>
18. Handloom: https://www.srisathyaivaividyaavahini.org/alfresco/d/direct/workspace/SpacesStore/da568e3c-5746-44b4-8d84-0ffac36ebe6b/handloom-8530?ticket=TICKET_2f30e6258a1f7a4943e86d68253b1610ba21c21f
19. Milking cow: https://www.srisathyaivaividyaavahini.org/alfresco/d/direct/workspace/SpacesStore/452f972d-9854-4ee1-9110-6f4a68a178eb/occupation-3809?ticket=TICKET_2f30e6258a1f7a4943e86d68253b1610ba21c21f
20. Forest: https://www.srisathyaivaividyaavahini.org/alfresco/d/direct/workspace/SpacesStore/ac0d273c-4b0c-434f-b768-3b07f896cbb7/cow-4673?ticket=TICKET_2f30e6258a1f7a4943e86d68253b1610ba21c21f
21. Farmer: https://www.srisathyaivaividyaavahini.org/alfresco/d/direct/workspace/SpacesStore/e6aa4718-5878-4474-b480-ccaaa84781e3/hardwork-1764?ticket=TICKET_2f30e6258a1f7a4943e86d68253b1610ba21c21f
22. Market 1- <https://www.needpix.com/photo/290/india-market-vegetables>
23. Market 2- https://www.srisathyaivaividyaavahini.org/alfresco/d/direct/workspace/SpacesStore/d769a5b4-52db-4466-8df4-26e4a91ea91b/agriculture-4016?ticket=TICKET_2f30e6258a1f7a4943e86d68253b1610ba21c21f
24. Money: https://www.srisathyaivaividyaavahini.org/alfresco/d/direct/workspace/SpacesStore/b1f8184f-2348-4293-81ed-b7810801b0d0/money-1869?ticket=TICKET_2f30e6258a1f7a4943e86d68253b1610ba21c21f
25. Poor Farmer: <https://pixabay.com/photos/indian-india-poor-farmer-3787736/>
26. Weeding: <https://pixabay.com/photos/working-fields-weeding-india-4465967>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Marginalised Groups	Rural livelihoods, Kalpattu \ Agricultural labourers & farm livelihoods, Kalpattu Village labourers & farmers

6. IA_What is SRI- System of Rice Intensification for high yield

What is SRI - System of Rice Intensification for high yield



Note for the teacher: Rice is one of the commonly cultivated crops in India. Depending upon the soil of the region different methods are followed for cultivation of rice.

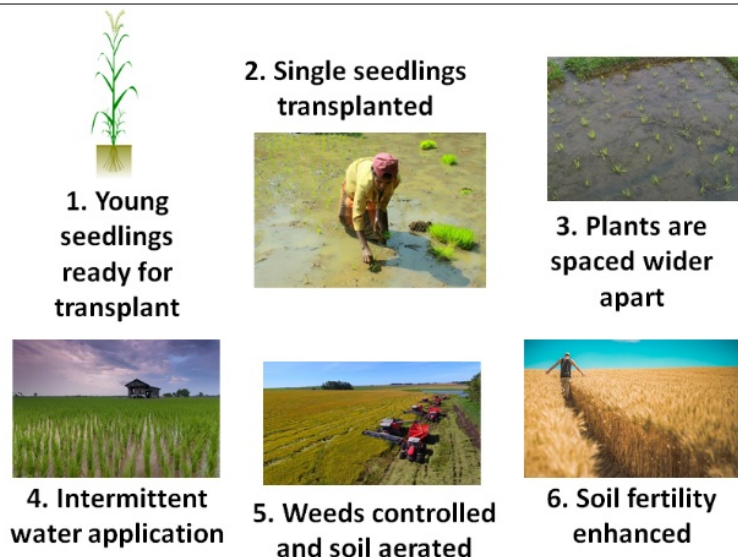
SRI is a unique farming technique which doubled the rice produce of an entire village in Odisha. Let us discuss what SRI is about.

- Gacherigaon village is located in Mundigarh gram panchayat in Tumudibandha block of Kandhamal district, Odisha.
- The community living there is dependent on farming and forestry.
- NIRMAN, a grassroots NGO studied the standard of living of these people.
- NIRMAN aimed to improve the standard of living of these people through sustainable agriculture technology and women empowerment.

Steps taken by NIRMAN

- A village level training program was organized for the farmers on System of Rice Intensification(SRI) for paddy cultivation and kitchen garden.

What is SRI - System of Rice Intensification?



Note for the teacher:

- *SRI is an agro-ecological methodology for increasing the productivity of irrigated rice by changing the management of plants, soil, water and nutrients.*

SRI methodology:-

SRI methodology is based on four main principles that interact with each other:

1. *Early, quick and healthy plant establishment*
2. *Reduced plant density*
3. *Improved soil conditions through enrichment with organic matter*
4. *Reduced and controlled water application*

In this methodology- Rice Plants › seedlings are transplanted:

- very young › at the 2 leaf-stage, usually between 8 and 12 days old
- carefully and quickly › protecting the seedlings' roots and minimizing the transplanting shock
- singly › one plant per square instead of 3-4 together to avoid root competition
- widely spaced › to encourage greater root and canopy growth
- in a square grid pattern › 25x25 cm or wider in good quality soil
- an increase in spacing leads to the growth of weeds (which can be easily removed with the help of weeders) during the initial days , but incidences of pests and diseases reduces
- paddy cultivated through the conventional methods leads to frequent pest outbreaks and disease infections

Results: Farmers noticed that paddy yield not only doubled under the SRI method but the quality of seed also improved significantly.

The success of eight farmers drew the attention of the other farmers of the village and five more farmers adopted the method for paddy cultivation the next crop season.

Thus, this unique farming technique proved to be a great success in the village in Odisha.

There are many government schemes and NGOs which are spreading awareness about farming techniques along with training the villagers. Farmers can make use of these.

Links for images used in this asset:

1. Rice/paddy: CC - <https://pixabay.com/vectors/branch-paddy-rice-sprig-2024453/>
2. Paddy field: CC - https://cdn.pixabay.com/photo/2012/04/12/20/53/grass-30614__480.png
3. Seedlings transplant - : CC <https://pixabay.com/vectors/wheat-barley-spelt-grain-cereal-155024>
4. Single seed - : CC <https://ccsearch.creativecommons.org/photos/99ad05c6-380b-4a4e-957c-c85921c43b46>
(Attribution Denish C licensed under CC BY-NC-ND 2.0)
5. Plants spaced wider : <https://www.piqsels.com/en/public-domain-photo-zhpov>
6. Wet paddy field : CC <https://pixabay.com/photos/beautiful-cottage-rice-field-1866498>
7. Field weed removal - : CC <https://pixabay.com/photos/crop-rice-tractor-harvester-1975597>
8. Paddy field - : CC <https://pixabay.com/photos/cereal-countryside-crop-cropland-1866559>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Marginalised Groups	Agricultural labourers & farm labourers & farmers

7. DD_Schemes started by the Government for Rural Citizens

Schemes started by the Government for Rural Citizens

***Note for the teacher:** We have discussed how the farmers in India lead a very difficult life. However, the Government of India has started several programs and schemes for the upliftment of the rural citizens. Today let us identify a few such programs that you can recommend one of the schemes to the elders at home and take benefit therefrom.*

Deen Dayal Upadhyaya Grameen Kaushalya Yojana:



- This is a **employment program for youth** in rural areas.
- Youth in the age group of 15 - 35 are trained with **skills to enhance employability**.
- The program transforms rural youth into an **economically independent and globally relevant**

workforce.

- A large number of youth are benefited by this program.

Source: https://en.wikipedia.org/wiki/Deen_Dayal_Upadhyaya_Grameen_Kaushalya_Yojana

Swarnjayanti Gram Swarozgar Yojana :

Swarnajayanti Gram Swarozgar Yojana (SGSY) was launched in 1999. It was renamed as National Rural Livelihood Mission in 2011. Finally they were merged into **Deen Dayal Antyodaya Yojana (DDU-AY)**.

- This is essentially a **poverty relief programme** for people who fall '**Below the Poverty line**'.
- This program is aimed at empowering **self-help model** across the country.
- This is done by providing **financial assistance** to the poor, by forming **Self Help Groups**.
- This program is intended to provide efficient platforms for poor people and to stabilize their income.

Source: https://en.wikipedia.org/wiki/Deen_Dayal_Upadhyaya_Antyodaya_Yojana

National Rural Employment Guarantee Act (NREGA):

- It is an **Indian labour law** that aims to guarantee the '**Right to Work**'.
- It **enhances livelihood security** in rural areas.
- **Hundred days of employment is guaranteed** to any household adult who is willing to do **unskilled manual work** in a financial year. If a person does not get a job for 15 days, then he/she is eligible for employment guarantee allowance.

These are some of the programs started by the Government of India for the upliftment of the rural citizens.

Source: https://en.wikipedia.org/wiki/National_Rural_Employment_Guarantee_Act,_2005

Links for images used in this asset:

1. Women making craft-CC: <https://pixnio.com/people/female-women/young-indian-girls-learn-bookbinding-skill>
2. Self help groups-Creative Commons Attribution 4.0 International license This photograph is taken by Ganesh Dhamodkar: https://commons.wikimedia.org/wiki/File:Self_Help_Group.jpg
3. NREGA-Creative Commons Attribution 3.0 Unported license The original uploader was Rajankila at English Wikipedia:<https://commons.wikimedia.org/wiki/File:Nregs.jpg>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Marginalised Groups	Rural livelihoods, Rural live

8. SA_Self Help Groups

Self Help Groups



Aim: Students will be able to formulate ways to have self help groups in rural areas.

Resources Required: Notebook and pen

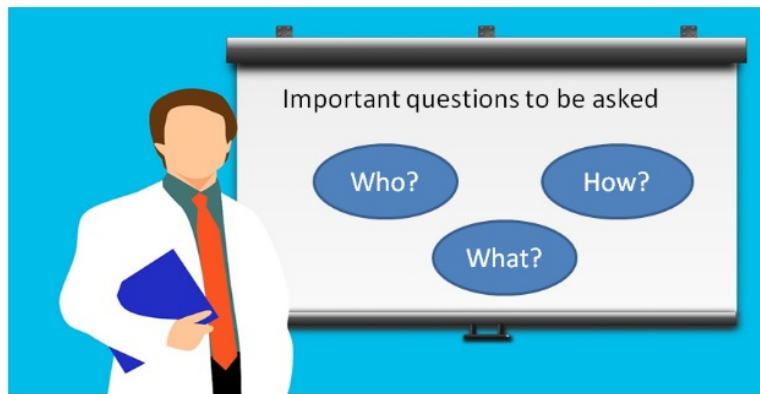
Procedure:

Note for the teacher: This activity is a discussion, based on which, the students will come up with effective ways to sustain their individual incomes, by forming self-help groups.

1. Divide the class into four or five groups according to the strength of the class.
2. Help the students to create self help models for the village where the youth of the village will take care of the activities of Education (Primary and Adult), Health and Hygiene.
3. Each group can be given one discussion point.

The discussion will be on important steps to follow while creating a self help group model such as -

Formulating a model to create Self Help Groups



Target group for employment: (Who): Explain about - Who we need to consider to being a part of our Self Help Group.

(Who) -Hint:Points to consider while categorizing - Education, Age, Gender, Work Experience, if any, - For example, qualified people for teaching , ladies for stitching, Youth for medical camps, etc.

This helps in categorizing the youth between Education and Health services.

Procedure for creating Self Help Groups (How) - Discuss about logistics to carry out the activity by giving examples .

Hint:

- Group Structure and permissions
- Activities of the group
 - Taking permission from village head
 - Location and timings for meetings, etc.,
- Allocate in-charges for different activities (Education and Health).

Work Package for the selected groups (What) -

In Education, allocate

- Well-qualified people for Adult education
- Youngsters to explain about government scheme and its uses
- Other youth for non- school going primary children

In health and hygiene, allocate cleaning of

- Temples
- Schools

- Public roads and places, etc.

The teacher can then summarize the need of having these Self Help Groups to ensure Swachh Bharat and Education for all.

Instructions to Teacher:

- This activity is independent or team-based.
- The students have to be given confidence that the model they come up with is practical and can be applied in their own places.
- Fix a framework on Who, Why, How and What of Self-help model.

The Students may try this in their village with their Panchayat President's approval.

Observation: Observe students participation and moderate the discussion to the points mentioned above.

Conclusion: This activity will help students understand the most powerful saying 'Self- help is the Best help'.

Link for pictures used in this asset:-

1. Self help - <https://www.pexels.com/photo/ground-group-growth-hands-461049>
2. Teacher - <https://pixabay.com/illustrations/science-professional-professor-4568023/>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Marginalised Groups	Rural livelihoods, Rural live

9. QA_A Recap - Rural Livelihoods

A Recap - Rural Livelihoods



Q1 (A) Fill in the blanks.

- i) The main crop that is grown in Kalpattu village is
- ii) Thulasi and her husband managed to pay back the loan to Ramalingam by
- iii) The people of Chizami village do cultivation.
- iv) In India nearly two out of every five rural families are labourer families.
- v) People of Pudupet earn their living by.....



Ans:- (i) paddy (ii) selling their cow (iii) terrace (iv) agricultural (v) fishing

(B) True/False

- i) Thulasi earns Rs 40 per day. (True)
- ii) Often farmers like Sekar need to borrow money from money lenders. (True)
- iii) Weaving is a farm activity. (False)
- iv) Thulasi borrowed money from Ramalingam for her daughter's treatment. (True)
- v) Sekar takes loan from bank and buys seeds and fertilizers. (False)

Q2. A) Think and Ink:

Note for the teacher:- These questions are from the textbook.

1. You have probably noticed that people in Kalpattu are engaged in a variety of nonfarm work. List five of these.



Making baskets/ utensils/
Bricks/ pots etc.



Selling tea,
Snacks, grocery



Weaving cloths,
mats, washing
clothes



Cycle hiring
and repair



Construction
work

Suggested Ans:

- (i) Making baskets, utensils, pots, bricks, bullock carts etc.
- (ii) Selling tea, snacks, tiffin items and grocery
- (iii) Washing clothes, Weaving cloth and mats
- (iv) Cycle hiring and repairing.
- (v) working as construction labourers

2. List the different types of people you read about in Kalpattu who depend on farming. Who is the poorest among them and why?

Suggested Ans: The different types of people who depend on farming are

1. Agricultural labourers like Thulasi
2. Small farmers like Sekar and
3. Landlords or rich farmers like Ramalingam.

Thulasi is the poorest among them. She does not have her own land. She works as an agricultural labourer in Ramalingam's field and earns Rs. 40 per day. In spite of the low wages she continues her work in Ramalingam's field because she can depend on him.

3. Imagine you are a member of a fishing family and you are discussing whether to take a loan from the bank for an engine. What would you say?

Suggested Ans: It is better to take a loan from an authorised government bank and slowly pay back with lesser interest than going to a money lender or some illegal source.

4. Poor rural labourers like Thulasi often do not have access to good medical facilities, good schools, and other resources. You have read about inequality in the first unit of this text. The difference between her and Ramalingam is one of inequality. Do you think this is a fair situation? What do you think can be done? Discuss.

Suggested Ans: No, this is not a fair situation. There should be equal distribution of opportunities. Basic minimum should be equal for one and all. Each one can build up on with their hard work and skills. Education, employment and rights should be equal to all. Providing awareness on this to the rural labourers is of high priority.

5. What do you think the government can do to help farmers like Sekar when they get into debt? Discuss.

Suggested Ans: Government can provide assistance to farmers like Sekar.

- Interest-free loan or loan at the lowest rate can help him repay his debts.
- Seeds, fertilizers and pesticides can also be provided to him at subsidised rate.
- The government should set up some kind of employment guarantee scheme, whereby debt-ridden farmers like Sekar can have the guarantee of a definite source of income and can work to repay their loans.
- The government should guide the farmers like Sekar, on ways to increase the yield from their lands.

B) Compare the situation of Sekar and Ramalingam by filling out the following table:

	SEKAR	RAMALINGAM
Land cultivated		
Labour required		
Loans required		
Selling of harvest		
Other work done by them		

Suggested Ans:

	SEKAR	RAMALINGAM
Land cultivated	2 acres	20 acres
Labour required	Labour not required. Help of few small farmers are required only during harvesting.	Labour required in large numbers for land work.
Loans required	For meeting his own personal expenses.	For setting up the rice mill.
Selling of harvest	Sells most of the harvest to the lender and to the trader to repay the loan. Rest of the harvest is kept aside for personal use. Any harvest left is used for auction.	Sells his produce to the traders or in the market.
Other work done by them	Works in Ramalingam's rice mill. Sells milk to earn extra income.	Owens a rice mill and a shop selling seeds and pesticides

Link for pictures used in this asset:-

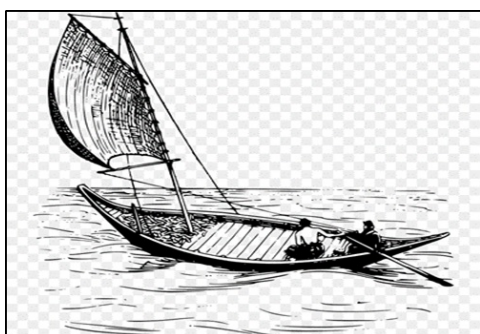
1. Farming-<https://pixabay.com/photos/nature-kokan-sindhudurg-go-farmer-2795521/>
2. Paddy-<https://pixabay.com/photos/beautiful-cottage-rice-field-1866498/>
3. Terrace- <https://pixabay.com/nl/photos/vietnam-rijst-rijst-veld-kathy-3011276/>
4. Fisher men-<https://pixabay.com/photos/fish-beach-indian-ocean-3247257/>

5. Weaving basket- <https://pixabay.com/photos/basket-graze-wood-hand-craft-3284669/>
6. Grocer- <https://pxhere.com/en/photo/713806>
7. Cycle repair- <https://pixabay.com/photos/bike-bicycle-black-and-white-957614/>
8. Weaving - <https://pixabay.com/photos/handicraft-weaving-loom-wool-work-4388501/>
9. Construction - <https://pxhere.com/en/photo/929172>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Assessments	Marginalised Groups	Rural livelihoods, Rural live

10. SA_Fishing Families

Fishing Families



Aim: Students will be able to draw a scenery showing fishermen on the high seas.

Resources Required: Drawing paper, pencil, coloured pens/pencils/sketch pens/paints, eraser.

Time: 20 minutes - Time for drawing 15 minutes +5 minutes for discussion question on Tsunami.

Procedure:

Note for the teacher: The teacher may give the students a freehand to use their imagination for the drawing and encourage them while supervising their work.

Instructions:

1. The teacher may write the topic on the Black/white board 'Draw a scenery showing fishermen on the high seas.
2. Time to complete the drawing – 15 minutes.
3. Use coloured pens/pencils/sketch pens/paints to enrich the drawing.
4. After completing the drawing the teacher may ask the students the following questions and elicit a discussion from them.

Question: - Have you heard about the Tsunami, which struck the eastern coast of India on 26th December 2004, which was caused by an earthquake in the Indian Ocean.

What damage can a tsunami do to the life of fishing families?

Note for the teacher : The teacher may tell the students some information regarding Tsunami as given below (so that students may discuss the question).

- *A tsunami or seismic sea wave is a series of huge waves caused by earthquakes or volcanic eruptions in the ocean.*
- *These waves could be disastrous and destructive depending on where they strike.*
- *On 26th December 2004, the eastern coast of India was struck by a tsunami which was caused due to an earthquake in the Indian Ocean.*
- *When the Indian plate went under the Burma plate due to the earthquake, water receded from the shores to fill the gap. Then it came back at a great speed 800 km per hour and the result was widespread death and destruction.*
- *More than 10,000 people died in India alone, most of the coastal areas were damaged very badly in Andhra Pradesh, Tamil Nadu, Puducherry, Kerala and Andaman Nicobar islands.*

(Reference: Chapter 5 on 'Water' for Standard 7- Geography - MS_ Let us sail on the oceans to know the waves and tides and beware of tsunamis)

Link for pictures used in this asset:-

1. Fishing scenery: <https://www.flickr.com/photos/patrickcam/31257331896/> (Attribution: Patrickcam)

2. Illustration - <https://pixabay.com/vectors/boat-fishing-ocean-sailboat-1298033/>

3. Fisherman with net- <https://pixabay.com/photos/boat-fishing-water-fisherman-asia-4783105/>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Marginalised Groups	Rural livelihoods, Rural live

11. MS_ Summary - Rural Livelihoods

Summary - Rural Livelihoods

In this chapter we have examined:-

1. Rural and urban life with regards to livelihoods.
2. Different kinds of livelihood in rural areas.
3. The routine of a farmer and the factors that affect rural livelihoods.
4. The importance of treating all people equally irrespective of their position in the social order.
5. New and innovative methods of rice cultivation.
6. Different schemes started by the government to recommend to elders at home, taking benefit therefrom.
7. Ways to formulate self help groups in rural areas.
8. The kinds of livelihood of the rural villagers and their living conditions.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Marginalised Groups	Rural livelihoods, Rural live