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Rural Livelihood

Lesson Plan

Contents

- ▶ An overview of livelihood in rural India
- ▶ Understanding the problems of the rural population and addressing them

Objectives

- ▶ To understand the means of livelihood of India's rural population
- ▶ To learn about farming, farm labour, animal husbandry, poultry farming and fishing – supplementing it through other cottage industries like basket-making, woodwork, weaving, painting, brick-making, flour mills etc.
- ▶ To know about the movement/migration of rural population to urban areas
- ▶ To appreciate the availability or shortage of money in rural areas and the process of funding activities

■ Teacher's Aids

- ▶ Pictures, atlas and wall maps, detailed map of India
- ▶ Blackboard
- ▶ Internet

■ Tips for Teacher

- ▶ Explain the needs of rural India: farmers, farm labourers, poultry farmers, shepherds and cattle herders; small holdings, food for family and for the market; shortage of money – dependence on money-lenders and the misery faced by the rural population
- ▶ Explain the significance of availability of bank credit now – loans, no middlemen, NABARD, NGOs – for educating farmers, and for running schools, health centres, etc.
- ▶ Use detailed wall maps or atlas to explain the lesson.
- ▶ Encourage projects:

■ Background and Reading

- ▶ Read the lesson aloud and explain, sharing the aids, etc., stopping to examine and explain the data in the pictures and maps.

- ▶ Particularly focus on the various means of livelihood available in rural areas, the limitations, and the possible solutions.

Rural Occupations

- ▶ Farming—most are farmers with small holdings—just enough for their own needs; a few farmers with large holdings—can have enough to sell in the market too.
- ▶ Different kinds of farming—terrace cultivation [level land on mountain slopes in terraces]; step farming [edges of terraces built up to have enclosure for standing water for crops]; farms using tractors, tubewells, water pumps, sprinklers, etc.
- ▶ Other occupations—animal husbandry, poultry farming, growing crops like wheat, rice, barley, etc.; fruit orchards; flower farming; fishing; flour or rice mills; brick kilns; sugar manufacture; coconut industry; weaving, basket-making, woodwork, painting, dyeing, etc.
- ▶ Problems—Dependent on monsoon rains for irrigation; not enough for selling in the market; falling into the clutches of money lenders or middlemen who charge heavy rates of interest.
- ▶ Assistance—availability of loans from rural banks and cooperative banks, particularly under NABARD [National Bank for Agriculture and Rural Development]; training and assistance provided by government.
- ▶ NGOs help by educating children and adults, and extend help also to migrant rural populations in urban areas.

Assessment Corner

Oral Assignment

- A. Ask for answers at random from the students. Confirm right answers.
Let the students write down the answers if they like.

Written Assignment

- B–E. The teacher has two options—(i) Either do these exercises orally first and then ask the students to write them down. OR (ii) Ask students to write the answers on their own. Then teacher can announce the correct answers and ask partners to cross check them.

In either case, the answers can be written as homework and teacher can check in class.

Think Tank

- G. **HOTS questions:** Discuss the questions in class and let students write the answers to F and G as homework. Teacher should assess individual work.