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Urban Livelihood

Lesson Plan

Contents

- ▶ An overview of life in towns and cities, people who live and work there
- ▶ Understanding the various sources of livelihood in cities

Objectives

- ▶ To understand the life of people in cities, their work and livelihood
- ▶ To learn about the different layers of working people in cities, including migrants
- ▶ To know the people who work and those who support the other people
- ▶ To appreciate the intermeshing of the workers in urban areas

Teacher's Aids

- ▶ Pictures, atlas and wall maps
- ▶ Blackboard
- ▶ Internet

Tips for Teacher

- ▶ Explain the types of urban areas in India—towns, cities and metros
- ▶ Explain the significance of Government offices, private offices, industries, support systems like transport, shopkeepers, bankers, clerk, mechanics, drivers of various types of vehicles, vendors, migrant population [maids, drivers, construction workers, vendors, potters, plumbers, security guards, porters, etc.]
- ▶ Use detailed wall maps or atlas and globe to explain the lesson.
- ▶ Encourage projects: students can make a chart/ collage showing the different types of work and workers in a city.

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 variety of people living in a city and the nature of their work, but their lives are intermeshed.

Categories of people in cities

- ▶ Government employees and private workers: provide employment also
- ▶ High Income, Medium Income and Low Income Groups
- ▶ Residents and non-residents: commuters and migrant or floating population
- ▶ Service providers: government, private, self-employed or salaried, industrial and non-industrial.

Workers and their Work

- ▶ Government, private, industrial, service, labour
- ▶ Government—officers, doctors, engineers, clerks, office workers, etc.
- ▶ Private—owners, IT specialists and technicians, media personnel, engineers, doctors, architects, etc.
- ▶ Industrial—owners, manufacturers, engineers, technicians, mechanics, distributors, porters, etc.
- ▶ Service—shopkeepers, salesmen, accountants, bankers, clerks, food suppliers, electricians, travel agencies, transport staff, insurance, vendors, transporters, security guards, drivers, etc.
- ▶ Labour—domestic help, porters, construction workers, painters, plumbers, electricians, mechanics, etc.

Housing in Cities

- ▶ Government and Private offices, factories and workshops, shops and vendors, hostels, apartments and flats, slums

Migrants and Floating Population

- ▶ Migrants: People from rural areas look for work in cities—taxi, auto-rickshaw and rickshaw drivers, plumbers, cooks, electricians, construction workers, porters, domestic help, security guards, vendors and hawkers, workers at various crafts like pottery, painting, weaving, tailoring, mechanics, etc.
- ▶ Floating Population: students, domestic and foreign tourists, pilgrims

Some Issues

- ▶ Transport—public transport like trains, buses, etc. and taxis, auto-rickshaws, rickshaws, etc. Often commuters travel to and from cities everyday or cover long distances to reach their workplaces
- ▶ Women workers and their safety—transport and at workplace—work of NGOs in providing safe workplaces [SEWA, Lijjat, etc.]
- ▶ Housing—for migrants and floating population—growth of slums and providing them basic facilities like water, electricity and sanitation

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.