

MS - Features of Democracy

[Notes to the teacher: Use the textbook to explain the cartoons, illustrating the non-examples of democracy.]

I. Refer to the cartoon drawn in the context of elections in Latin America.

An example to discuss **who are the actual rulers** and how **elections should be free and fair**. In the 1980s, in Latin America, there was a shift of political power from military and dictatorial rule to civilian rule.

The cartoon depicts how the armed forces, be it the police, army or lawbreakers, hijack democracy by force.

1. Do you think it applies to the Pakistani situation as well?

Hint: This can be applicable to Pakistan. The government of Nawaz Sharif was overthrown by a military coup by Pervez Musharraf. With the help of army officials, he controlled the elected representatives. The actual power rested with Pervez Musharraf. Democracy was just a mockery.

2. Think of other countries where this could apply?

Hint: Countries in Latin America such as Chile, Paraguay, Bolivia, besides China and Iraq.

3. Does this happen sometimes in our country as well?

Hint: In India there have been reported incidents of violence and booth capturing during elections in some parts of the country. The use of Electronic Voting Machines (EVMs) has reduced such incidents. The local body elections held in West Bengal in 2023 has resulted in major violence including deaths. -----

II. Refer to the cartoon depicting elections in Iraq in the presence of US and other foreign powers.

❖ An example to show how **outside help** was needed **to hold elections and bring democracy in Iraq**.

1. What do you think this cartoon depicts?

Hint: Saddam Hussain ruled Iraq from 1979 to 2003, just like an authoritarian or dictator. In 2003 the NATO (North Atlantic Treaty Organization) forces occupied Iraq. The military forces (USA and the allied forces) helped in holding the first multiparty elections in Iraq in 2005 leading to democracy.

2. Why is 'democracy' written the way it is?

Hint: Here 'M' stands for the M from McDonald's depicting how outside business influences the economy of a country. (Here the US army had helped bring democracy to Iraq.) -----

III. Refer to the cartoon depicting democracy in Syria.

❖ A non-example to understand **who are the true rulers in China and Mexico**.

Syria is a small west Asian country. The ruling Ba'ath Party and some of its small allies are the only parties allowed in that country

1. Do you think this cartoon could apply to China or Mexico?

Hint: China has only one-party rule (Communist Party of China) and candidates are not free to contest elections.

Mexico has only one dominant party - the PRI, although elections are held regularly in a multi-party system. Until 2000 every election was won by PRI. The PRI was known to use unfair means to win elections. Hence this applies to both China and Mexico.

2. What does the **crown of leaves on democracy** signify?

Hint: The 'Crown of leaves' indicates that **democracy has won** but it is only **symbolic in Syria**. Though their Constitution speaks of democracy, the ruling party adopts tactics to keep away other opposition parties from becoming the rulers. **Elections are not free and fair.**

IV. Refer to the cartoon showing rule in Saudi Arabia during the reign of Saddam Hussain.

❖ A non-example to understand - **One Man, One Vote, One Value**

This cartoon is about the Iraqi election held after Saddam Hussein's regime was overthrown. He is shown behind the bars.

1. What is the cartoonist saying here?

Hint: This cartoon depicts how a dictator (Saddam Hussein) and how the voters (citizens) perceive - One Man, One Vote, One Value.

For Saddam Hussein one vote means the vote of every person and one man means himself. Everyone and everything should be centred around him.

For the citizens (voters) - one vote means vote of a person and one man means the candidate of his/her choice.

Democracy is installed with the help of the allied forces and Saddam Hussein is jailed. -----

Recap:

[Notes for the teacher: Ask the students questions to elicit their depth in understanding the features of democracy.]

Hint:

1. Parvez Musharraf was an elected representative of Pakistan. True/False?
 2. How did Musharraf establish himself as a player in Pakistani politics?
 3. How did Musharraf strengthen his grip on power?
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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.