

MS - More features of Democracy

[Notes for the teacher: The teacher may use the textbook to explain the cartoons, illustrating more features of democracy that were not followed by countries which called themselves democratic.]

I. Refer to the cartoon **commenting about Zimbabwe.**

- This shows that popular approval of the rulers is necessary in a democracy
- But it is not sufficient as popular governments can be undemocratic and popular leaders can be autocratic

Q. With reference to the undemocratic situation in Zimbabwe, discuss similar reports received from many parts of our own country.

Hint:

- Robert Mugabe was a popular leader, who used unfair practices to win elections
- He harassed the opposition party workers and controlled the print and electronic media
- Public protests and demonstrations against the government were declared illegal. So, there was no freedom of speech and expression

Notes to the teacher:

The teacher may give the students the example of 'Emergency' declared in India in 1975 and ask the students what rights and freedoms are curtailed when an Emergency is declared?

In India, the Congress Party ruled for a long time with little opposition from other parties. In 1975, when Emergency was declared, fundamental rights were suspended, opposition parties were curbed and jailed and even the powers of the press and judiciary were curtailed.

This is an apt case of flouting the rule of law and disrespecting the rights of the citizens

II. Refer to the cartoon on the Chinese **Tiananmen Square Massacre.**

Notes to the teacher: Multidisciplinary approach (History) for demonstrating how political force was being used to crush the students' call for political liberalisation and democracy.

The teacher may read the information about the cartoon and give the students a brief background of the History of the Chinese Tiananmen Square Massacre.

- In April 1989, protests were precipitated by the death of pro-reform Chinese Communist Party (CCP) general secretary Hu Yaobang
- Students held demonstrations calling for economic reforms, freedom of the press and political liberalisation
- The government sent the People's Liberation Army to occupy parts of Central Beijing, killing both demonstrators and bystanders in the process
- The international community, human rights organisations and political analysts condemned the Chinese government for the massacre which was called the Tiananmen Square Massacre
- Tank Man is the nickname of an unidentified Chinese man who stood in front of a column of Type 59 tanks leaving Tiananmen Square in Beijing on June 5, 1989

The Chinese government blocked free flow of information on the internet by placing restrictions on popular websites like 'Google' and 'Yahoo'. The image of tanks and an unarmed student reminds us of another major event in recent Chinese history.

Hint: This cartoon shows the famous ‘Tank Man’ who blocked the movement of tanks, which were deployed to dismiss and violently crush the democracy movement of students. It reminds us of the Tiananmen Square Massacre in 1989.

Recap:

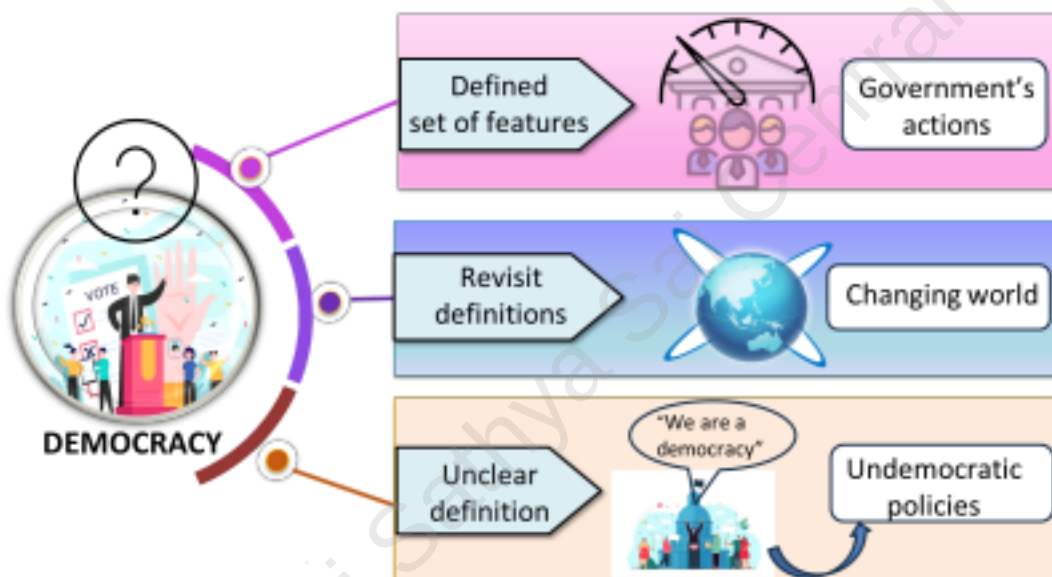
Notes for the teacher: Ask questions so that students appreciate the various aspects that democracy entails and thereby define democracy fully.

Hint:

1. Can we consider Mexico, China and North Korea as real democratic countries? Why?
2. Robert Mugabe was a democratically elected leader. True/False?
3. Was the political opposition allowed to dissent against Mugabe’s government?

Summary: [Notes to the teacher: Ask the students their views on what they can summarise from the examples which helped to distinguish between a true democracy from a country that only claims to be democratic. Draw the GO.]

Why define Democracy?



Source:

- Democracy 1 - [freepik.com/free-vector/election-political-campaign_9174571.htm](https://www.freepik.com/free-vector/election-political-campaign_9174571.htm) (@pch.vector)
- Government - [freepik.com/free-icon/organization_15259211.htm](https://www.freepik.com/free-icon/organization_15259211.htm) (flaticon)
- World - [freepik.com/free-vector/vector-world-globe-map-china-eastern-asia-australia-centered-map_36893867.htm](https://www.freepik.com/free-vector/vector-world-globe-map-china-eastern-asia-australia-centered-map_36893867.htm) (callmetak)
- Democracy 2 - [freepik.com/free-vector/people-taking-part-political-event-flat-illustration_14625558.htm](https://www.freepik.com/free-vector/people-taking-part-political-event-flat-illustration_14625558.htm) (@pch.vector)
- PPT Icons - Measurement, Question mark

Sources: en.wikipedia.org/wiki/1989_Tiananmen_Square_protests_and_massacre#References
en.wikipedia.org/wiki/Tank_Man



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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 titbits 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.