

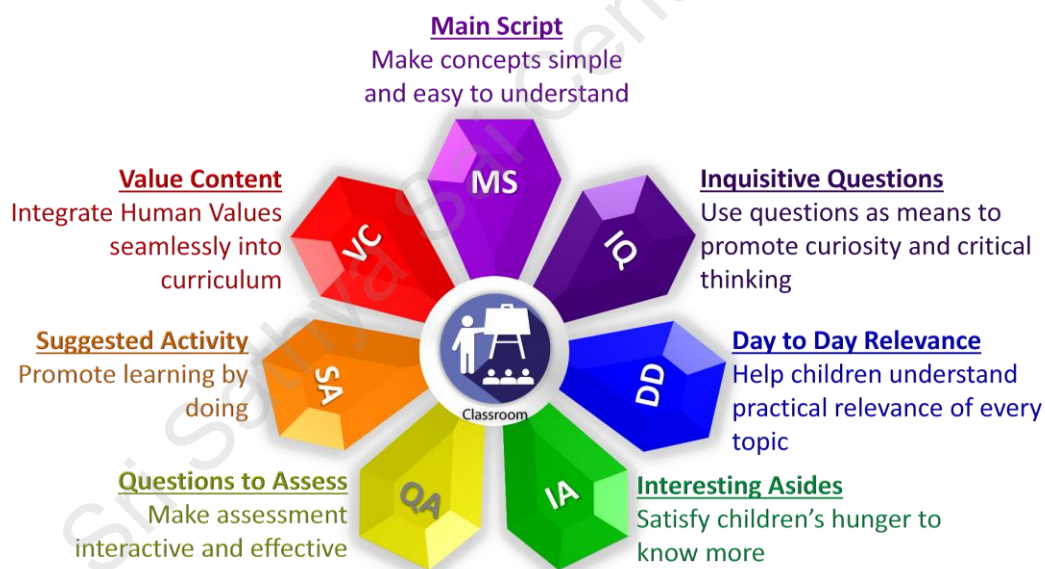
Master Lesson Plan

for

Electoral Politics

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	Electoral Politics	English	

7 Assets [Components] of SSSVV



CURRICULAR GOALS	CG-5: Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-5.4: Analyses the basic features of a democracy and democratic government - and its history in India and across the world - and compares this form of government with other forms of government C-5.5: Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society such as the media, civil society, socio-religious institutions and community institutions.
SDG(Sustainable Development Goals)	SDG 16: Peace, Justice And Strong Institutions
Technology aids	PPTs, Video
Strategies	Story based (Role play)
Learning Teaching Materials (LTM)	Voter's slip
Cross-Cutting Themes	Values and Dispositions: Conscious practice of discrimination is important to help make the right choices Educational Technology: Enriched with PPTs as teaching aids

MS_Objectives_Electoral Politics

Objective: Teacher will be able to get an overview of the asset objectives in the MLP for the chapter – Electoral Politics

[Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for the teacher's reference and need not be taught to the students.]

The students will be able to –

- establish that people's opinions on elections vary
- discover that elections are an important feature of democracy
- tell why elections in certain countries are democratic
- examine the pros and cons of political competition
- conclude that elections play a vital role in democracy
- explain how electoral constituencies are demarcated
- show that constituencies are different from administrative boundaries
- justify the need for having reserved constituencies
- analyse why constituencies differ from state to state
- describe how the voters' list is compiled
- draw a parallel between nominating a school captain and a political candidate
- create political slogans
- visualise how voting and counting take place
- appreciate that conscious practice of discrimination is important to help make the right choices
- enumerate the powers of the Election Commission
- examine the level of voter participation in elections
- conclude that election outcomes are usually accepted
- take delight in learning how elections take place in the world's largest democracy
- analyse if elections are free and fair
- revise the chapter
- summarise the chapter - Electoral Politics

Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Democracy	Election system in India

SA_Asembly Elections in Haryana

Objective: The students will be able to establish that people's opinions on elections vary.

Teaching Aids: PPT

Teaching Learning Material (TLM): None

Notes to the teacher:

- The teacher may ask one student to volunteer to become the news anchor
- Another student volunteers to be the TV presenter who 'sets the context' and introduces the activity
- The remaining students become 'viewers', who debate on the news bulletin after watching it

Aim: To find out how people 'view' elections and its role.

Resources Required:

- The PPT
- Overhead Projector
- A mike
- Camera
- Lights

Setting for the Activity:

The activity will be performed in the classroom by recreating a TV studio. The news anchor and the TV presenter sit facing the students.

Type of Activity: [Demonstration] The activity is a role.

Number of participants: All students will participate in the activity.

Time:

- Role play - 10 minutes
- Discussion - 5 minutes

Preparation of Activity:

Notes to the teacher: The teacher instructs the students to become familiar with the newspaper report from the textbook a day or two before the activity.

Role of the Teacher: [Facilitator]

Procedure:



Devi Lal – Output – Google drive -

drive.google.com/drive/folders/1XK6Q_nx_rtRidKne963hksG9ox_p69WQ

Role Play:

News Reader: Chaudhary Devi Lal loses popular support this time. The farmers have not stood by him. This has come as a shock to many political analysts as he had fulfilled his promise to waive loans of farmers and small businessmen during his five-year stint as the Chief Minister. **TV**

Presenter: Let us go back to 1987. It is after midnight and the crowd is impatiently waiting for their leader to address the election rally. Their leader, Mr. Devi Lal, Chief of Haryana Sangharsh Samiti is busy campaigning and has addressed 9 election meetings that day.

News Reader: He won the elections by a huge margin by defeating the incumbent Congress government. He promised to waive loans for farmers and small businesses.

At this stage, viewers begin to draw conclusions about the election outcomes.

Viewer 1: Elections can lead to changes in government policies.

Viewer 2: The Governor was impressed with Devi Lal's speeches and therefore invited him to form the government.

Viewer 3: People change their loyalties after every election and vote against the ruling party.

Viewer 4: The party that wins the election forms the government.

Viewer 5: Elections brought about economic development in Haryana.

Viewer 6: The Congress party Chief Minister should not have resigned after he lost the elections.

Observation:

Students will observe that:

- elections most often bring about a change in government
- people make assumptions about elections based on what the media broadcasts

Conclusion: News reports may not give a complete picture of election stories.

Follow-up activity:

Notes to the teacher: The teacher may ask the students to discuss amongst themselves if:

- the conclusions drawn by the viewers were 'right' or 'wrong'
- or the 'news story' was inadequate to draw valid conclusions

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Democracy	Need for elections

MS_Need for Elections

Objective: The students will be able to discover that elections are an important feature of democracy.

Teaching Aids: PPT

Teaching Learning Material (TLM): None

Notes to the teacher: The teacher may ask the students to complete the definition or ask a leading question before discussing the importance of holding elections:

Democracy is _____.

How do people rule?

They **elect** their representatives, who form the government.



Vote Box: publicdomainvectors.org/en/free-clipart/Remember-to-vote/70931.html

Attribution: Openclipart

Elections – main feature of democracy

- More than a hundred countries are democratic countries, where we have regular elections
- We also find non-democratic countries (Zimbabwe or China) emulating democracies by conducting elections

Why are elections necessary?

- It is impossible for all citizens to come together to deliberate on issues or make decisions
- They do not have the time nor the knowledge to participate in policy-making
- People therefore elect their representatives through elections

Note to the teacher: The teacher may ask the students what they would look for in a candidate.

- a. Age and experience OR
- b. Education and qualifications

Elections – importance

- Elections are held in a democracy:
 - a) so that citizens can choose their representatives
 - b) remove them if they do not perform
- Elections are therefore held periodically in a representative democracy
- By electing their representatives, voters can:
 - a) choose who makes laws for them
 - b) who forms the government and makes policies
 - c) select the party (whose policies they like) to form the government.

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Main Script	Democracy	Need for elections

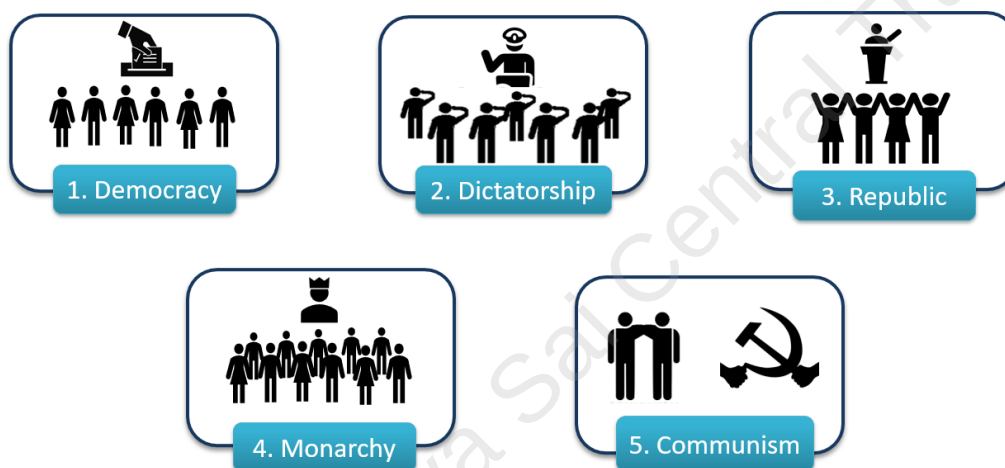
IQ_Elections – Democratic or Not

Objective: Students will be able to tell why elections in certain countries are democratic.

Notes to the teacher: The teacher may pose the following questions to the students, allow them to think and come out with as many answers as possible before arriving at a conclusion. If there is any difficulty in getting the answers, the teacher can ask leading questions.

Question 1: How many types of government do we have?

Answer:



Vote: pixabay.com/vectors/ballot-election-vote-1294935/
Attribution: OpenClipart-Vectors
Men: PPT icons
Dictatorship: flaticon.com/free-icon/general_264791
Attribution: Freepik
Salute: PPT icon (modified)
Republic: PPT icons
Monarchy: PPT icons
Communism: openclipart.org/detail/168015/communism-stencil
Attribution: worker
Sickle hammer: openclipart.org/detail/290727/hammer-and-sickle-in-hands
Attribution: worker

Question 2: Why is democracy preferred to any other form of government?

Answer: Democracy allows people to choose their representatives through elections.

- It promotes equality among citizens
- It is a more accountable form of government

Question 3: Only democratic countries hold elections. Justify.

Answer:

- No, a few non-democratic countries also hold some kind of elections
- Examples include – Zimbabwe, Mexico and Syria
- Countries that are authoritarian too conduct elections to portray that they are democratic, though they do not provide 'choice' to the voters

Question 4: China is not regarded as a democracy despite holding elections. Why?

Answer: China does not offer **free and fair choice** to the voters.

Only the Chinese Communist Party contests elections and therefore gets to form the government.

Question 5: What are the conditions that make an election democratic?

Answer: A democratic election should fulfil the following conditions:

- Elections should be conducted on a regular basis
- Each person should get one vote
- People should have the choice to choose from political parties
- Parties and candidates get the freedom to contest elections
- Elections should be conducted in a fair manner

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Democracy	Role of government in elections

MS_Political Competition

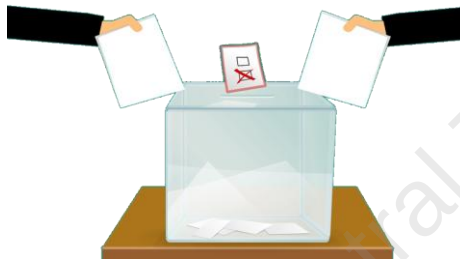
Objective: The students will be able to examine the pros and cons of political competition.

Teaching Aids: PPT

Teaching Learning Material (TLM): None

Notes to the teacher: The teacher may begin by stating that -

- Elections are like exams for political parties and politicians/candidates



Ballot: pixabay.com/illustrations/vote-voting-voting-ballot-box-3569999/
Attribution: Mohamed_hassan

S/he may continue by posing a question:

- Who are the examiners?

Once the students have given their answers, the teacher may explain the 'meaning' and 'need' for political competition

Political competition – meaning

- Competition among political parties for votes is political competition
- It is mainly evident at the **constituency level**, where candidates fight for every voters' support

Political competition – boon/bane?

- Without competition, there is no purpose in holding elections as voters do not get to choose which candidate/party is better
- But competition brings with it drawbacks too. These include:
 1. Disunity and '**factionalism**' (rival groups) in the neighbourhood.
 2. They indulge in '**party politics**', where parties/leaders accuse each other of wrong doing.
 3. They use '**pressure tactics and force**', to win elections.
 4. This stops genuine candidates, who want to work for the country, from joining public service.
 5. Due to this, '**long term policies**' cannot be formulated (made).

Need for healthy competition -

- Despite the above drawbacks, the framers of our Constitution chose a multi-party democracy for the country
- They felt that healthy opposition would create better leaders and would bring long standing benefits
- Ideally, leaders should:
 - a. know what is good for the country
 - b. be motivated to serve its people and
 - c. should be fair in making policies for the nation
- In real life, we find that leaders do not work selflessly. They:
 - a. hanker after power and position
 - b. may not serve the people at all times
 - c. do not know what the people really want

Way out -

- Political leaders should:
 - a) be educated
 - b) have spotless character
- The **people** should have the right to honour them for their performance or 'remove' political leaders for non-performance
- Only when there is electoral competition, the people are able to do so
- Political competition therefore motivates political leaders to perform better
- They will be voted to power if they serve the people and voted out of power if they fail to do so
- Just like a shopkeeper who wants to increase his profits by serving his customers, political parties are compelled to work for the people if they want to stay in power.
- In spite of its drawbacks, **political competition** is useful in the long run

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Main Script	Democracy	Need for elections

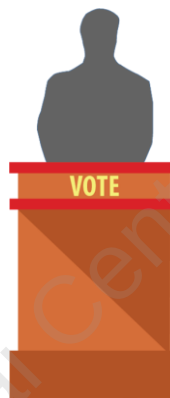
QA_Importance of Elections

Objective: Students will be able to conclude that elections play a vital role in democracy.

Teaching Aids: PPT

Notes to the teacher:

- The teacher may choose to conduct questions 1 and 2 orally in class
- Questions 3 - 7 may be discussed in class or given as homework



Vote – SSSVV Gallery – Key word Vote

Question 1. Find the right answer.

A. Which of the following statements are false regarding the “reasons for conducting elections”?

1. Elections enable people to judge the performance of the government.
2. People select the representative of their choice in an election.
3. Elections enable people to evaluate the performance of the judiciary.
4. People can indicate which policies they refer.

Answer: 3

B. In India, “elections are held after every five years for:”

1. Rajya Sabha
2. Lok Sabha and Vidhan Sabha
3. Vidhan Parishad
4. Only Lok Sabha

Answer: 2

Question 2. Fill in the blanks.

Find the appropriate answer from the puzzle and fill the blanks. (Teacher will click on the blank of each statement and answer will appear in the puzzle box and in the statement as well)

1. Political leaders should be rewarded for serving the people.
2. Elections are thus all about political competition.
3. At the constituency level, political competition is among several candidates.
4. If there is no political competition, elections will become pointless.
5. Free competition in elections is considered as the way to select our future leaders by Constitution makers.

I	G	I	B	R	E	W	O	P	O	J
F	H	P	N	L	R	Q	L	U	I	W
U	P	O	L	I	T	I	C	A	L	J
C	O	M	P	E	T	I	T	I	O	N
A	D	M	I	N	A	R	X	T	E	G
N	R	E	W	A	R	D	E	D	A	L
D	O	N	V	J	W	A	E	T	Y	Q
O	M	P	B	S	V	T	A	R	W	E
C	A	N	D	I	D	A	T	E	S	A

Question 3. What are elections?

Answer: A mechanism by which people can choose their representatives at regular intervals and change them if they wish to do so.

Question 4. Give reasons.

- Why do we need elections? OR
- What are the choices a voter can make in an election?

Answer: Elections are considered essential in a democracy as people can choose:

- who will form the government
- make laws and take major decisions
- the party whose policies will guide the government and law making

Question 5. What are the minimum conditions for a democratic election?

Answer: The minimum conditions for a democratic election are as follows -

- A. Everyone should have one vote and each vote should have equal value.
- B. All should get the freedom to choose. This means that parties and candidates should be free to contest elections and should offer some meaningful choice to the voters.
- C. Elections must be held regularly after every few years.
- D. The candidate preferred by the people should get elected.
- E. Elections should be conducted in a free and fair manner.

Question 6. What are the demerits of electoral competition?

OR

Elections are all about political competition. Justify the statement.

Answer: Following are the demerits of electoral competition:

- (i) It creates a sense of disunity and 'factionalism' in every locality.
- (ii) Different political parties and leaders often level allegations against one another.
- (iii) Parties and candidates often use dirty tricks to win elections.
- (iv) Pressure to win electoral fights does not allow sensible long-term policies.
- (v) Some good people do not like the idea of being dragged into unhealthy competition.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Democracy	Need for elections

MS_Electoral Constituencies

Objective: The students will be able to explain how electoral constituencies are demarcated.

Teaching Aids: PPT

Notes to the teacher: The teacher may show/narrate a scenario.

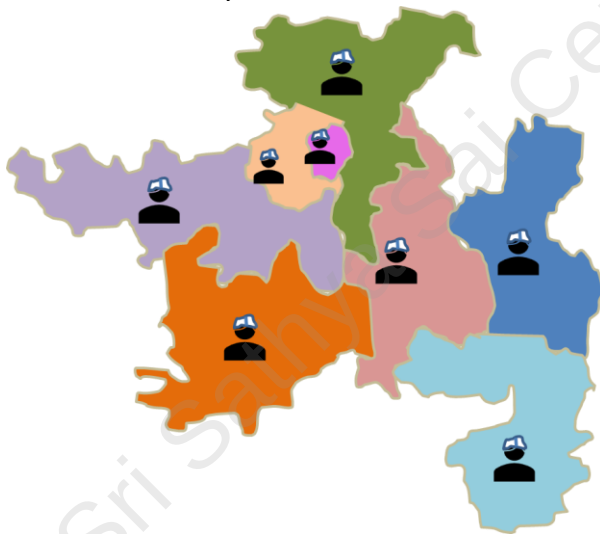
Arun's uncle: I have to go to my village to vote this weekend.

Arun: Why uncle, my parents vote from here!

Uncle: Son, I belong to another constituency.

Electoral Constituencies - Meaning

- Area based system of representation is called a constituency
- For holding elections, the country is divided into segments
- These demarcated areas are - Electoral Constituencies
- Voters belonging to a particular constituency, vote for one representative in their constituency



Map- created using PPT shapes

The Lok Sabha Constituencies

- There are 543 constituencies for the Lok Sabha
- Representatives elected to the Parliament are called MPs (Member of Parliament)
- As a democracy gives equal value for every vote, constituencies should have approximately equal population

The State Assembly Elections

- Similarly, states are divided into Assembly Constituencies
- Elected representatives for the state are called, MLAs (Member of Legislative Assembly)
- Many assembly Constituencies make up a Parliamentary Constituency

Wards and seats

- Panchayats and Municipalities also follow a similar pattern
- Villages and towns are divided into 'wards', which are constituencies
- Each ward elects 1 member of village/urban local body
- Wards are also known as Seats
- 1 seat represents one constituency in the assembly
- For instance, when we see the headlines, 'Lok Dal won 60 seats' in Haryana, it means that candidates of Lok Dal won in 60 assembly constituencies in the state. Lok Dal, therefore has 60 MLAs in the state assembly

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Main Script	Democracy	Election system in India

SA_Delimiting a Constituency

Objective: The students will be able to show that constituencies are different from administrative boundaries

Teaching Aids: PPT

Notes to the Teacher: The activity has two parts.

Aim:

1. To distinguish between a constituency and an administrative unit.
2. To create their own constituency in the classroom.

Resources Required: Smart board/blackboard, chalk, duster.

Setting for the Activity: Indoor

Type of Activity: Demonstration

Preparation of Activity:

- The teacher may ask the students to go through the topic a day prior to the activity.
- S/he may explain that delimiting constituencies refer to the creation/redrawing the boundaries of a constituency.

Role of the Teacher: Facilitator

Procedure:

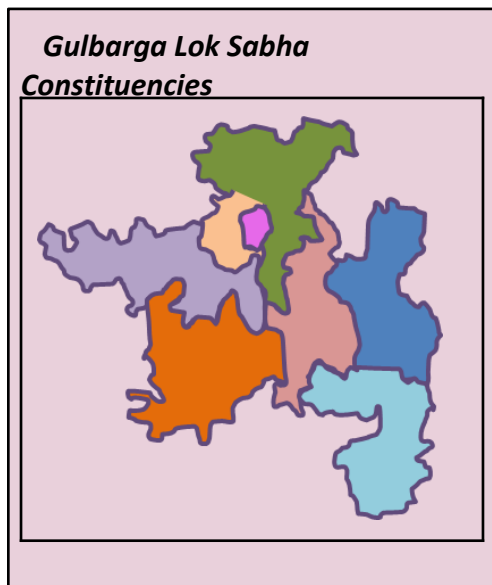
On the day of activity -

Activity 1 -

The teacher may show the following images – one the political map of Karnataka and the other, Gulbarga district showing its Lok Sabha constituencies



Map of Karnataka: SSSVV Gallery



Map Gulbarga: PPT shapes

Activity 2 - Two students will volunteer to work on the smart board/black board.

- Teacher divides the seats/rows of the students to represent localities in their city/village
- Students belonging to a particular locality will sit together in their respective rows/seats
- Volunteer 1 will draw an imaginary map on the board and will write the names of the 'localities' on the map
- Volunteer 2 will draw another map to show constituencies in their city/village
- They will count the no: of students of each locality and mark the constituencies on the map
Hint: Localities with greater 'population' (number of students) will have more constituencies and localities with lesser population will have fewer constituencies
- Other students can guide the volunteers
- They can compare both the maps of their locality – the 'administrative units' and 'constituencies'

Observation: An administrative unit is different from an electoral constituency.

Conclusion: Constituencies are drawn up based on population.

Follow-up activity: Discussion questions

Notes to the teacher: The teacher may ask the following questions for the students to discuss. Question 4 may be given as a home assignment.

Q1. Why is the boundary of Gulbarga Lok Sabha constituency not the same as the district boundary of Gulbarga (Kalaburagi)?

Q2. How many Assembly constituencies are there in the Gulbarga Lok Sabha constituency?

Q3. Is it the same in your own Lok Sabha constituency?

Q4. Draw a similar map for your own Lok Sabha constituency. (Home assignment)

Troubleshooting: The teacher can guide the students at each stage.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Suggested Activity	Democracy	Democracy in India

Sri Sathya Sai Central Trust

MS_Reserved Constituencies

Objective: The students will be able to justify the need for having reserved constituencies.

Teaching Aids: PPT

Notes to the teacher: The teacher can show the following image/illustration and ask the students a few questions.



Tribal Huts: flickr.com/photos/nevilzaveri/3421697920/in/photolist

Attribution: Nevil Zaveri

Tribal woman: flickr.com/photos/84861363@N00/120734008 (by Chandan Singh)

Attribution: Chandan Singh

Question: Should a person belonging to a town/city represent those who live in a tribal village? Why?

As the students debate, the teacher explains the 'meaning' and 'need' for **reserved constituencies**.

Reserved Constituencies - Meaning

- The Constitution gives every Indian citizen the right to elect representatives or stand for elections as a candidate
- The Constitution makers felt that people belonging to weaker sections might not get elected in the Lok Sabha/State Legislative Assemblies in an open electoral competition.
- Therefore, a new system called **reserved constituencies** for the weaker sections was created
- A few constituencies are reserved for people who belong to the Scheduled Castes (SC) and Scheduled Tribes (ST)
- In a SC/ST reserved constituency, only those belonging to the SC/ST communities can contest elections

Need for Reserved Constituencies

- Those who possess power and resources could prevent candidates belonging to weaker sections from winning elections

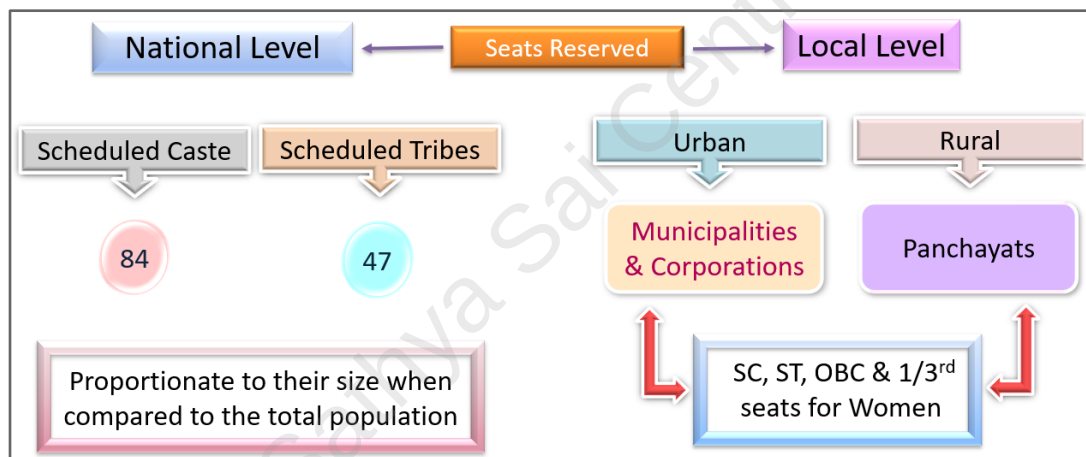
- This would make our State Assemblies and the Parliament **less democratic**

Reserved Constituencies

- At present, 84 seats are reserved for the Scheduled Castes and 47 for the Scheduled Tribes in the Lok Sabha (as on 26 January, 2019)
- This number is in proportion to their size when compared to the total population.
- Reserving seats for them does not necessarily take away the legitimate share of other social groups

District and Local level positions

- Reserved seats were extended for weaker sections at the local/district levels where other weaker sections were also included (Other Backward Classes - OBCs)
- For instance, in rural local bodies such as the Panchayats and urban local bodies such as Municipalities and Corporations
- 1/3rd seats are also reserved for women candidates in both urban and rural bodies



Time to teach	Asset type	Theme	Sub Theme
8 minutes	Main Script	Democracy	Equal right to vote

QA_Lok Sabha Constituencies

Objective: The students will be able to analyse why constituencies differ from state to state.

Teaching Aids: PPT

Notes to the teacher:

- The teacher may instruct the students to come prepared for the assessment
- Questions 1-3 may be answered orally in class
- Question 4 may be given as a home assignment

Question 1: What is an electoral constituency?

Answer:

- It is an area for which a representative is elected
- For electoral purposes, the country is divided into areas, called constituencies
- Voters living in that area elect one representative

Question 2: Fill in the blanks

- General elections are held in _____ (Assembly/Lok Sabha) constituencies. **Lok Sabha**
- State elections are held in _____ (Assembly/State) constituencies. **Assembly**
- Each constituency represents _____ (1, 2, 3) seat/s. **1**

Question 3: Match the 'principles' with the 'features' of our electoral system:

Principles		Features	
1	Universal adult franchise	A	Anyone can form party/become a candidate
2	Weaker sections' representation	B	All citizens above 18 years – right to vote
3	Open political competition	C	Each constituency roughly same population
4	One vote one value	D	Reservation of seats for SCs/STs

Answer: 1 – B; 2 – D; 3 – A; iv – C.

Delhi has 7 constituencies

States / Union Territories and Constituencies					
Andhra Pradesh	25	Madhya Pradesh	29	Tripura	2
Arunachal Pradesh	2	Maharashtra	48	Uttar Pradesh	80
Assam	14	Manipur	2	Uttarakhand	5
Bihar	40	Meghalaya	2	West Bengal	42
Chhattisgarh	11	Mizoram	1	Andaman and Nicobar	1
Goa	2	Nagaland	1	Chandigarh	1
Gujarat	26	Odisha	21	Dadra & Nagar Haveli	1
Haryana	10	Punjab	13	Daman & Diu	1
Himachal Pradesh	4	Rajasthan	25	Jammu and Kashmir	5
Jharkhand	14	Sikkim	1	Ladakh	1
Karnataka	28	Tamil Nadu	39	Lakshadweep	1
Kerala	20	Telangana	17	Puducherry	1

Question 4: Study the following map and answer the questions that follow:

Notes to the teacher: The table is self explanatory, students can research the topic and answer the above questions.

Question 4.

A) How many Lok Sabha Constituencies are there:

- In your state
- In your neighbouring states

B) Name the states that have >30 constituencies

C) Why do we see such large disparities in numbers among states?

D) Why do we have reserved constituencies?

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Questions to Assess	Democracy	Democracy in India

MS_The Electoral Roll

Objective: The students will be able to describe how the voters' list is compiled.

Teaching Aids: PPT

Teaching Learning Material (TLM): A voter's slip.

Notes to the teacher:

- The teacher may introduce the asset by showing the voter's slip to the students and asking them to identify what it is and where it is used
- The teacher waits for the students' responses before explaining the topic
- The image given below is a Voters list from where a voter's slip can be cut out with your name and picture



Voters list: flickr.com/photos/publicresourceorg/27450558481/in/photostream/
Attribution: Public.Resource.Org

Answer: It is a slip that contains information about:

- voter's name
- polling station
- date of elections
- time of elections

The teacher then explains what a voter's list is and its importance.

Voters list - meaning

- Once constituencies are demarcated, the next phase is to find who can or cannot vote. This is done much before the elections
- A list that includes the names of all voters is prepared and circulated. This is called an **Electoral Roll**, commonly known as the **Voters List**
- It is a significant step in achieving the 'Universal adult franchise'

Universal Adult Franchise

- This refers to the concept that it is everyone's right to get only one vote with an equal value
- Every Indian citizen above the age of 18 can vote irrespective of their caste, religion and gender
- Everyone should get their right to vote irrespective of their economic or social status and deserve an equal say
- Nobody can be denied this right without a valid reason

When can the Right to Vote be denied?

Sometimes, the right to vote can also be denied. It is usually done so when a person is:

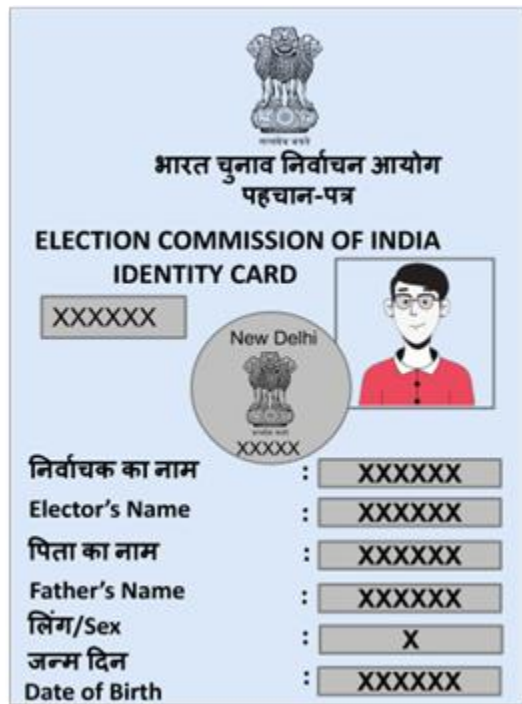
- is of unsound mind or
- is a criminal

Upgrading the Voters list

- It is the government's responsibility to update the voters list. It does this:
 - a. adding new names of eligible voters
 - b. removing names of those who are dead or considered ineligible
 - c. revising the voters list every 5 years

EPIC (Election Photo Identity Card)

- This is a new identity card distributed to all voters to be carried while casting a vote
- This eliminates the possibility of someone else voting in your place
- Voters can also present other ID proofs like driving licence or ration card, other than the EPIC, which is not mandatory



The image shows a template for an Election Commission of India Identity Card. At the top is the National Emblem of India with the motto 'Satyameva Jayate'. Below it, the text reads 'भारत चुनाव निर्वाचन आयोग' (Bharat Chunaav Nirvaachan Aayog) and 'पहचान-पत्र' (Pehchan-Patra). The English text 'ELECTION COMMISSION OF INDIA' and 'IDENTITY CARD' follows. A placeholder 'XXXXXX' is shown next to a circular emblem featuring the National Emblem and the text 'New Delhi'. To the right is a placeholder for a photograph of a man in a red shirt. Below these are fields for personal information in Hindi and English, each with a placeholder 'XXXXXX' or 'X':

निर्वाचक का नाम	:	XXXXXX
Elector's Name	:	XXXXXX
पिता का नाम	:	XXXXXX
Father's Name	:	XXXXXX
लिंग/Sex	:	X
जन्म दिन	:	XXXXXX
Date of Birth	:	XXXXXX

National Emblem: commons.wikimedia.org/wiki/File:Emblem_of_India.svg

Attribution: Government of India

Man: freepik.com/free-vector/different-looking-people-avatar-pack_7081818.htm

Attribution: freepik

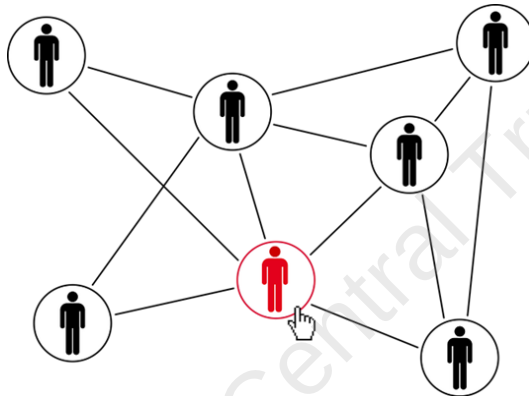
Time to teach	Asset type	Theme	Sub Theme
7 minutes	Main Script	Democracy	Equal right to vote

DD_Nomination of candidates

Objective: The students will be able to draw a parallel between nominating a school captain and a political candidate.

Teaching Aids: PPT

Notes to the teacher: The teacher may begin by asking the students a couple of hypothetical questions. S/he waits for their responses before discussing how a candidate gets nominated.



Best candidate: pixabay.com/vectors/choice-rh-hr-candidate-best-eq-4518660/
Attribution: ernesto_hummersqueal

Q. How would you choose a school captain to represent the school senate and what qualities would you look for? (students may come up with any number of responses)

- Patience
- Team spirit
- Ability to motivate

Q. Similarly, what qualities should we look for in a leader (district/state/country)?

- Vision
- Good track record or competence
- Ability to deliver on promises

Notes to the teacher: The teacher explains that political parties too look for qualities when they nominate/choose their candidates.

Who is a candidate?

- Democracies ensure the people get 'real choice' and therefore anyone can contest elections
- Anyone who can be a voter can also contest elections. However, there are a few restrictions, such as:

The candidate -

- a. should be 25 years of age

- b. should not be a criminal
- Political parties nominate their candidates and give them the **party symbol** and support in contesting elections
- When a political party nominates a candidate, it is called a **party ticket**

Nomination form and security deposit

- Every person willing to contest an election has to fill a 'nomination form' and pay a certain amount as 'security deposit'

Supreme Court's declaration

- Every candidate has to make a legal declaration containing the following details:
 - a. criminal cases pending against them
 - b. assets and liabilities of the candidate and his/her family
 - c. educational qualifications
- These have to be made public so that voters can cast their votes wisely

Time to teach	Asset type	Theme	Sub Theme
6 minutes	Day-to-day Relevance	Democracy	Election system in India

SA_Election Campaigning

Objective: Students will be able to create political slogans.

Teaching Aids: PPT

Aim: To compose catchy slogans to attract voters.

Resources Required:

Projector
Chart paper
Colours
Pens,
pencils

Setting for the Activity: The activity will be performed in the classroom.

Type of Activity: It is a project.

Time: The activity will be planned over a couple of days.

Instructions - 6 minutes

Displaying posters and banners - 5 minutes

Post activity discussion - 4 minutes

Preparation of Activity: Prior preparation

Notes to the teacher: The teacher gives a brief introduction about **election campaigns** a day or two before the activity.

Purpose of election campaigns - to have a free discussion about which party or candidate will make a better government/policy.

When does campaigning take place - two-week period between the announcement of the final list of candidates and polling date.

How does campaigning take place - meet voters, rallies, advertise on media through debates - (though preparations begin months prior to elections)

Focus - on one issue and create slogans to attract voters

Examples of slogans

- Garibi Hatao - Congress party led by Indira Gandhi (1971 Lok Sabha elections)
- Save Democracy - Janata Party under Jayaprakash Narayan (1977 Lok Sabha elections in the wake of emergency)
- Land to the Tiller - West Bengal Assembly elections (1977)
- Protect the Self-Respect of the Telugus - Telugu Desam Party of N. T. Rama Rao (Andhra Pradesh Assembly elections, 1983)

Regulations:

To ensure free and fair elections, our **election law** stipulates certain regulations.

No party or candidate can:

- bribe/threaten voters
- ask for votes in the name of caste/religion

- use government money for campaigns
- spend more than ₹25 lakhs in a Lok Sabha constituency and ₹10 lakhs in an Assembly constituency

Model Code of Conduct

Parties have also agreed to a Model Code of Conduct, where no party can:

- Use a place of worship
- Government vehicles
- Aircraft and officials
- Ministers cannot lay foundation stones or announce major projects once elections are announced

Notes to the teacher: The teacher divides the students into groups, Each group:

- comes up with a name for their political party
- creates an election slogan on an 'issue' that their party will focus on

Role of the Teacher: Observer

Procedure:



Protest: [freepik.com/free-vector/protest-action-emblem_4430719.htm](https://www.freepik.com/free-vector/protest-action-emblem_4430719.htm)
Attribution: macrovector_official

On the day of activity

- The groups will announce the name of their party and slogan
- The party leader pitches his/her party asking for votes in 2-3 sentences

Observation: Students are able to devise slogans on current/relevant 'issues' to pitch their party.

Conclusion: Students devise slogans and discover the do's and don'ts while campaigning for an election.

Follow-up activity:

Question and Answer session -

Notes to the teacher: The teacher may ask the students to answer the following either orally or write down as homework.

1. In the previous elections, how did parties campaign?
2. Name the parties and candidates (MP, MLA, ward member) from your constituency and what were the slogans/issues they focussed on.
3. Write down the level of elections (National, Assembly, Panchayat)

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Suggested Activity	Democracy	Election system in India

MS_Polling and Counting of votes

Objective: The students will be able to visualise how voting and counting take place.

Teaching Aids: PPT

Notes to the teacher: The teacher may show a flow chart and ask the students to complete it.

- i. Drawing constituencies
- ii. Preparing the voters list
- iii. Nomination of candidates
- iv. Election campaigning

The teacher explains that we have reached the final step in the election process, **voting and counting of votes**.

The Election Day

- Election day is when the voters cast or 'poll' their vote
- Those who are on the voter's list go to the polling booth, which is usually a local school or a government office
- Election officers identify the voter by checking their voter's slip or EPIC and put a mark on their finger
- Each candidate has an **agent** present in the booth to keep a check

The Ballot Paper

- Previously, voters used ballot paper to cast their votes
- Voters would leave a stamp against the names of their candidate who they want to vote for
- A ballot paper is a sheet of paper containing the names of candidates along with their party name and symbols

Electronic Voting Machines

- Electronic voting machines or EVMs have replaced the ballot papers.
- The machine displays:
 - a. the names of candidates
 - b. their party symbols
 - c. even independent candidates' symbols sanctioned by the election commission
- The voter only has to press the button against the name of the candidate that s/he has chosen
- The EVMs are now sealed and kept in a secure place

Counting of votes

- On a stipulated date, all the EVMs and votes are counted
- In a general election, votes are counted in all constituencies on the same day
- To ensure that counting is done properly, agents of candidates are stationed at the counting centres
- In every constituency, the candidate that gets the maximum number of votes is declared winner
- Within hours, the media reports the winners' names and announce which party will form the next government



Election day : flickr.com/photos/publicresourceorg/27488255516/in/photostream/
Attribution: Public.Resource.Org
Counting : flickr.com/photos/publicresourceorg/27423948822/in/photostream/
Attribution: Public.Resource.Org
Press: flickr.com/photos/publicresourceorg/27488258296/in/photostream/
Attribution: Public.Resource.Org

Notes to the teacher: Teacher's toolkit: Organise and Reflect - Exit Ticket: The teacher may ask the students to prepare a table showing the General election/Assembly election results of their constituency.

Election Results in Your Constituency

CANDIDATE	PARTY	VOTES POLLED	% OF VOTES

Time to teach	Asset type	Theme	Sub Theme
7 minutes	Main Script	Democracy	Equal right to vote

VC_A Matter Of Choice

Objective: The student will be able to appreciate that ‘conscious practice of discrimination is important to help make the right choices’.

Teaching Aids: PPT

Teaching Learning Material: Stopwatch for managing time
(Most mobile phones have this facility)

Concept- Value Connection

In an election the voters make many choices:

- They can choose who will make laws for them
- They can choose who will form the government and take major decisions
- They can choose the party whose policies will guide the government and law making. It is not just in an election, but many times, everyday day, we make choices. To choose wisely and well, one needs the ability to discriminate between confusing and apparently similar choices. Our activity today is to help us to become more aware of the choosing process

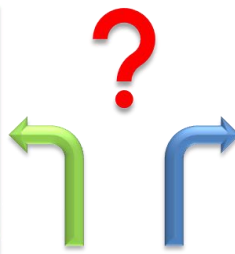
Activity - Debate



Medical student: pixabay.com/vectors/cartoon-checkup-clinic-comic-2027771/
Attribution: OpenClipart-Vectors

A situation is described to the students:

- You are a medical student who has just graduated
- Along with a few friends you have applied for post-graduation in a foreign university and have been selected
- On the same day that you get your selection intimation, you have also received a job offer at a prestigious city hospital near the village you come from



College: [freepik.com/free-vector/university-college-building-education-student-flat-campus-design-graduation-university_10600619.htm](https://www.freepik.com/free-vector/university-college-building-education-student-flat-campus-design-graduation-university_10600619.htm)

Attribution: macrovector

Asian rice field: [freepik.com/free-vector/asian-rice-field-terraces-mountains-cartoon-illustration_13495204.htm](https://www.freepik.com/free-vector/asian-rice-field-terraces-mountains-cartoon-illustration_13495204.htm)

Attribution: upklyak

Hospital: [freepik.com/free-vector/people-walking-sitting-hospital-building-city-clinic-glass-exterior-flat-vector-illustration-medical-help-emergency-architecture-healthcare-concept_10613398.htm](https://www.freepik.com/free-vector/people-walking-sitting-hospital-building-city-clinic-glass-exterior-flat-vector-illustration-medical-help-emergency-architecture-healthcare-concept_10613398.htm)

Attribution: pch.vector

Arrows and Question mark: PPT arrows and icon

You now have two choices before you:

- a. You accept the post-graduate training offer from the foreign university
- b. You accept the job offer from the local hospital

The class is split into two groups, each of them makes a choice, either to:

- Group A: accepts the foreign university post-graduation offer
Group B: accepts the local hospital job offer

- The class is given 5 minutes to discuss the pros and cons and draw up a list of their reasons for their choice
- Each group is then given 2 minutes to make their presentation to the class

Discussion Questions

- Was it a simple decision to make?
(Students may respond based on their assessments – there is no right answer)
- What do you think would happen if some more factors are given to you as information –
e.g. the foreign university gives you a scholarship; or you have a very sick parent or grandparent at home who needs your care?

Notes to the teacher:

- This is a group activity with students debating the pros and cons of a choice. There is no right or wrong choice
- It is just that, every choice has to be made with full awareness and discrimination

Points to Ponder/reflect



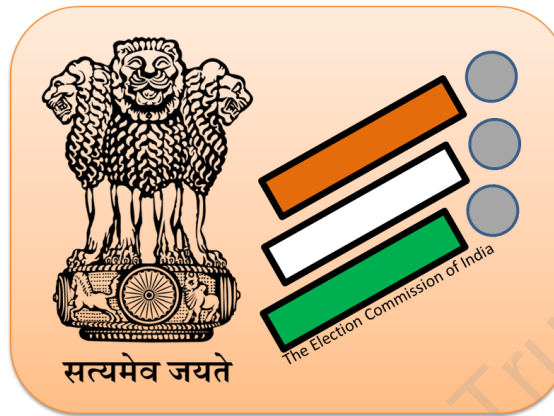
Choice: [freepik.com/free-vector/yes-no-concept-illustration_19466285.htm](https://www.freepik.com/free-vector/yes-no-concept-illustration_19466285.htm)

Attribution: storyset

- Every day puts us in many situations where we make a choice – sometimes as simple as choosing between water and a soft drink or between one colour shirt and another.
- Every choice brings its own consequences
- We make choices based upon information available to us, our own requirements and desires and the needs of the moment
- Since each of these vary from person to person, or even, from time to time for the same person, there can be no right or wrong choice
- The choice however should be made
 - a. with awareness
 - b. with best intentions to benefit self and others or
 - c. at the very least, ensuring that it will avoid hurting oneself or others.

Time to teach	Asset type	Theme	Sub Theme
10 minutes	Value Content	Truth	Discrimination

MS_The Election Commission



Ashoka logo: commons.wikimedia.org/wiki/File:Emblem_of_India.svg
Attribution: Ministry of Home Affairs, Public domain, via Wikimedia Commons
Election Commission: Created using PPT shapes

Objective: The students will be able to enumerate the powers of the Election Commission.

Teaching Aids: PPT

Notes to the teacher: The teacher may list a few functions and ask the students to guess/name the 'body' that enjoys these powers.

Functions

- Registers political parties
- Allots party symbols
- Recognition to national/state parties
- Sets limits on poll expenses
- Update of voters list
- Issues model code of conduct

Answer: The Election Commission

The teacher then explains that – In India, elections are conducted by a powerful body, the Election Commission (EC).

Why have an independent EC?

- to conduct free and fair elections
- to ensure that election officers are not influenced by the ruling party or the government

The Election Commission

- Like the judiciary, the Election Commission in India is an 'independent' body
- The President of India appoints the Chief Election Commissioner (CEC)
- But the Chief Election Commissioner is not answerable to the President or the government
- Nor can the ruling party remove the CEC

Powers of the EC:

Unlike other countries, the Election Commission of India has extensive powers. It:

- takes decisions on virtually every aspect of elections – from announcement of election to the declaration of results
- implements the Code of Conduct and awards punishment to party/candidates for any violation
- during the election period, it issues guidelines for the government to follow (such as misuse of power to win elections or transfer of government officials)
- Government officers on election duty work under the EC and not the government

Growing powers of the Election Commission

- It is evident that the Election Commission has expanded its powers in the past 25 years.
- It reprimands (takes to task) the government and administration for their lapses.
- A repoll is ordered in some booths or the entire constituency when election officials find out that polling was unfair.
- Ruling parties may not like the orders of the EC but are obliged to obey as it is independent and powerful



Notes to the teacher: The teacher may add the contribution of TN Seshan, the 10th Chief Election Commissioner, who made the Election Commission independent and powerful.

T. N. Seshan: flickr.com/photos/brahmakumaris/36240941356

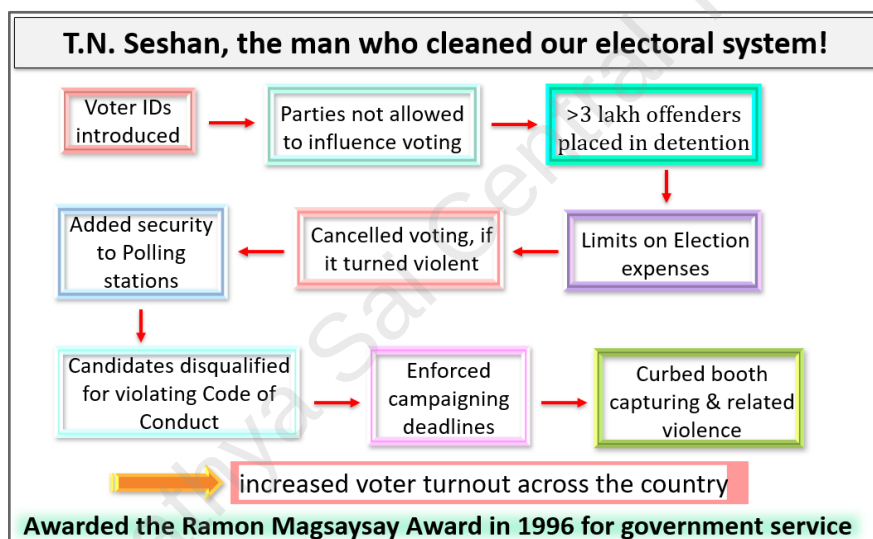
Attribution: Brahma Kumaris

Golden Frame: rawpixel.com/image/9758893/photo-image-frame-art-vintage

Attribution: ID : 9758893

The Seshan effect -

- voter IDs introduced
- drew up very strict code of conduct
- curbed malpractices like bribing voters, appealing to their caste/communal feelings
- parties can no longer take voters to polling stations and influence their voting
- forced ministers off dais if campaigning period ends
- put a limit on election expenses
- disqualified candidates if they did not follow the code of conduct
- curbed booth capturing and polling day killings
- placed more than 3 lakh in preventive detention
- All of these put together led to an increase in voter turnout across the country



Reference:

en.wikipedia.org/wiki/T._N._Seshan

Time to teach	Asset type	Theme	Sub Theme
8 minutes	Main Script	Democracy	Election system in India

QA_Popular Participation

Objective: The students will be able to examine the level of voter participation in elections.

Teaching Aids: PPT/Worksheets

Teaching Learning Material (TLM): CHALK/DUSTER

Notes to the teacher:

- The teacher may instruct the students to come prepared for the assessment
- Questions 1-5 may be answered orally in class
- Question 6 will be a fun activity

Question 1: The government can deny the right to vote in certain situations. List those rare circumstances.

Answer: The government can deny the right to vote to:

- criminals and
- persons with unsound mind

Question 2: Fair or Unfair electoral practices.

Notes to the teacher: The teacher marks two corners of the classroom:

- 'Fair electoral practises' and
- 'Unfair electoral practices'

S/he may read out a few sentences and ask the students to gather at the appropriate corners.

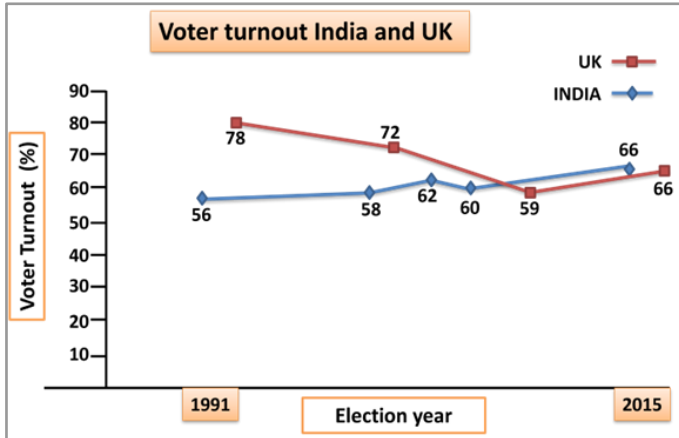
- a. A minister flags off a new train in his constituency a week before polling day. (**Unfair**)
- b. A candidate promises she will get a new train for her constituency if she is elected. (**Fair**)
- c. Party supporters gather voters in a temple and ask them to vote for their party. (**Unfair**)
- d. Party supporters distribute blankets in a slum in return for votes. (**Unfair**)
- e. Inclusion of false names and exclusion of genuine names from voters' list. (**Unfair**)
- f. Rigging polls. (**Unfair**)
- g. Ruling party using government vehicles and helicopters for campaigning. (**Unfair**)

Question 3: Voter turnout - India and the World

Notes to the teacher:

- The teacher divides the class into two teams
- Each team is given a graph to analyse

Team 1: India and UK



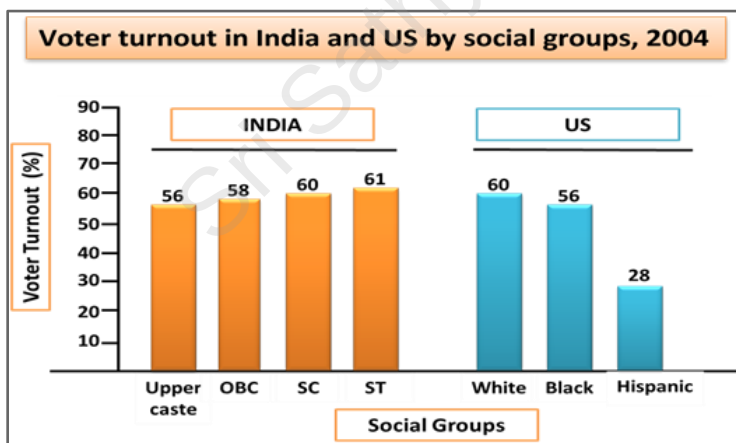
Graph: Created using PPT shapes

Team 1 findings

As per the chart given above:

- Voter turnout in the UK was greater than India in 1991.
- It reached a low of 59% before voter turnout increased.
- In India, on the other hand, we started with 56% (1991).
- There was a steady increase till 62% and a mild dip, which later turned around.
- By 2015, both India and the UK stood at 66%.

Team 2: Social groups - India vs the US



Graph: Created using PPT shapes

Team 2 Findings:

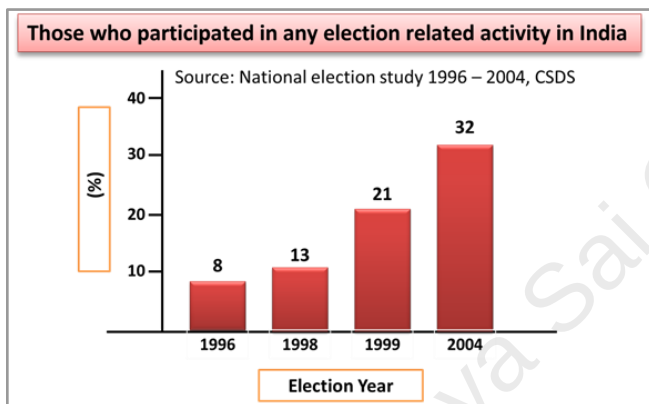
- In general, voter turnout among the poor and underprivileged in India is far greater than the US.
- The graph shows that STs far outnumbered the others at 61% whereas among the Upper castes, it was 56%.
- In comparison, the US figures show that the Whites were dominating at 60%, the Blacks were a close second at 56% and the Hispanics were far below at 28%.

Question 4: Voter interest.

Notes to the teacher:

The teacher:

- shows the bar graph
- states a few facts and
- asks a question or two



Graph: Created using PPT shapes

- Voter interest has increased over the years and so has election related activities
- During 2004 elections, more than one-third voters took part in campaign related activities
- More than half were **aligned** to one party or the other
- 1 out of 7 voters is a political party **member**

Q. Why are youngsters attracted to election related activities?
(Students can come up with any number of responses)

Question 5: Your vote counts.

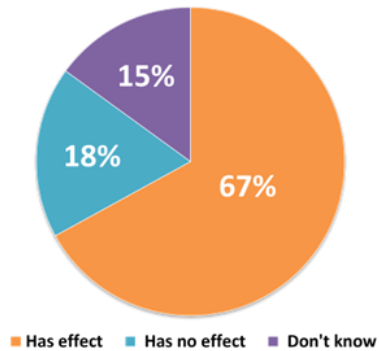
Notes to the teacher: The teacher asks the students to answer with a show of hands – Does your vote make a difference?

Options:

- Has effect
- Has no effect

The teacher may show the pie chart about a study made in 2004 and adding that:

- Common man in India attaches great importance to elections
- Elections can steer policies in their favour



Pie chart: PPT charts

Question 6: Model Code of Conduct (Holiday/recess project)

Notes to the teacher: A chart paper is put up in class/corridor and students draw cartoons on 'Model Code of Conduct'.

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Democracy	Election system in India

MS_ Election Outcomes

Objective: The students will be able to conclude that election outcomes are usually accepted.

Teaching Aids: PPT

Notes to the teacher: The teacher describes a scenario and asks the students what they would do.

It is the last over in a cricket match; you are a valuable batsman. You have been declared 'out' by the umpire. You are not so sure. Your team is convinced you are 'not out', as you could play the winning shot. The umpire insists he is right. What would you do?

Once the students have given their responses, the teacher may continue by stating that this plays out during elections too. Often, candidates that lose, complain about elections being rigged. (e.g. there is foul play in counting of votes.)

Election outcome - sign of free and fair elections

- When elections are 'fair', the party/candidate that is popular wins
- Otherwise, the outcome often goes in favour of the powerful
- In other words, the ruling parties never lose elections as they are in power and can manipulate election results
- When elections are rigged, the losing party never accepts the result and demands a repoll

How does India fare?

- It is common for the ruling party to lose in India, both at the national and state level
- If we observe the election outcomes from the past 25 years, this has been the case for every two out of three elections
- This is not the case in the US, where the incumbent or 'sitting' elected representative rarely loses an election. (The US President cannot stand for elections **after the second term**, therefore the party usually wins the second term.)
- In India, on the other hand, at least half of the sitting MPs or MLAs lose elections
- Voters do not elect candidates who indulge in malpractices like spending money on 'buying votes' or those with criminal connections
- Election outcomes are rarely disputed; mostly the defeated parties accept the outcomes as the 'people's verdict'

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Main Script	Democracy	Election system in India

IA_Great March of Democracy

Objective: The students will be able to take delight in learning how elections take place in the world's largest democracy.

Teaching Aids: PPT and Video

Notes to the teacher: The teacher may introduce the asset by showing a couple of images asking students to write/guess Instagram captions for the pictures.



Camel: flickr.com/photos/ninara/49259653816 Attribution: Ninara
Boat: pixabay.com/photos/varanasi-india-ganges-spirituality-3907405/
Attribution: Image by EkanshSaxena
Road: pixabay.com/photos/road-lonely-travel-journey-6036633/ Attribution:
Michael Gault
Elephant ride: unsplash.com/photos/four-person-riding-elephant-during-daytime-QU36RaoCM-Q
Attribution: Devaiah Mallangada Kalaiah
Trek in Himalayas: pixabay.com/photos/nepal-trek-langtang-trekking-4109496/
Attribution: travelphotographer

Notes to the teacher: While the students are coming up with interesting captions, the teacher may briefly describe how elections are a mammoth exercise in the country. S/he may also show a video on how this is undertaken.

India - the largest democracy in the world

- Having 1/8th of the world's population as voters, we are the largest democracy.
- Elections are held over weeks in several stages – preparations begin weeks before 'voting day'
- Officials have to reach far corners of the country as the law stipulates that 'a voter should not have to travel more than 2 kms to vote'
- Polling stations are therefore set up in coastal plains, the deserts, the mountains and even jungles

- As India's terrain is diverse, they have to carry EVMs on camels, elephants, bikes, carts, helicopters, trains and even trek through jungles!

Notes to the teacher: The teacher may show a video here on the sheer magnitude of Indian elections.

Reference:

[npr.org/2019/04/11/712107668/polls-have-opened-in-the-worlds-largest-democracy-fun-facts-on-india-s-election](https://www.npr.org/2019/04/11/712107668/polls-have-opened-in-the-worlds-largest-democracy-fun-facts-on-india-s-election)
mea.gov.in/articles-in-indian-media.htm?dtl/22775/Conducting+Elections+in+the+Worlds+Largest+Democracy

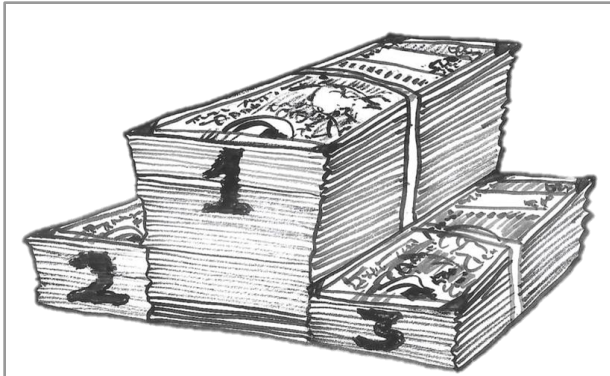
Time to teach	Asset type	Theme	Sub Theme
10 minutes	Interesting Asides	Democracy	Democracy in India

MS_Elections_Challenges

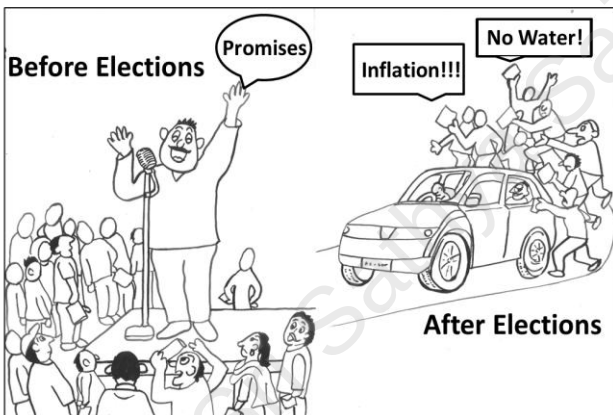
Objective: The students will be able to analyse if elections are free and fair.

Teaching Aids: PPT

Notes to the teacher: The teacher may project two images and ask the students to share their views.



Money: SSSVV Mediabank



Politician: SSSVV Mediabank

Possible answers:

- The first image depicts **money power**
- The second shows politicians' behaviour before and after elections - **False promises**

Once the students have given their answers, the teacher gives an analysis of Indian democracy

Elections in India:

- Indian elections are generally **free and fair** where the party that wins forms the government
- Barring a few exceptions when candidates use **money power** and **unfair means**, elections here are mainly 'democratic'

- However, we need to analyse further



Waiting to cast vote: flickr.com/photos/8212496@N06/27450550791
Attribution: Public.Resource.Org - "Photo W-0430L".

Deeper questions:

- Do people vote based on real knowledge? (are they carried away by caste/religion)
- Do voters really have a **choice**? (candidates can be equally inefficient)
- Does every candidate get a **level playing field**?
- Can an ordinary citizen win an election?
- These questions will help in finding out the challenges/limitations in Indian elections

Indian elections - challenges:

- Candidates/parties that are **affluent** may not always win but they enjoy unfair advantage over smaller parties or independents
- Sometimes, candidates with criminal connections are able to get a 'ticket' by using their **force/power**
- We also find **families** dominating certain political parties - tickets are distributed among their relatives
- Voters do not get real **choice** when policies/practices of major parties are similar
- **Smaller parties** and independent candidates therefore lose out to larger parties

Universal challenges

- The challenges mentioned above are not just restricted to our country, other democracies too face these limitations
- Concerned groups of citizens/social activists and organisations demand reforms to electoral systems everywhere

Notes to the teacher: To conclude the teacher may ask the students to ponder over the question. How can an ordinary citizen overcome these limitations/challenges?

Time to teach	Asset type	Theme	Sub Theme
6 minutes	Main Script	Democracy	Equal right to vote

QA_Recap_Electoral Politics

Objective: The students will be able to revise the chapter.

Teaching Aids: PPT

Notes to the teacher:

- The teacher may instruct the students to come prepared for the assessment
- The answers can be oral or written
- Question 6 could be an activity if time permits



Voting sign: [freepik.com/free-vector/hand-with-voting-sign-election_4480935.htm](https://www.freepik.com/free-vector/hand-with-voting-sign-election_4480935.htm)
Attribution: starline

Question 1: Fill in the blanks:

Shweta: Yea, it's the Lok Sabha elections! I'm looking forward to it.

Rakesh: But you are not yet ____ years of age to vote. **(18)**

Shweta: My aunt is contesting from our _____. **(constituency)**

Rakesh: That's news. Does she stand a chance to win?

Shweta: The current _____ did not fulfill the promises given to his voters. **(incumbent)**

Rajesh: Yes, I know, saw this on the news. The MP won because of poll _____. **(rigging)**

Shweta: This time, the Election Commission has ensured a _____. **(level playing field)**

Rajesh: As the stakes are high and election fever has reached a peak, we expect higher voter

_____. **(turnout)**

Words: constituency, incumbent, 18, rigging, turnout, Model code of conduct, level playing field,

Question 2: Give reasons.

- a. The voter's list must be up to date.

Answer: People may have moved to a different place

- b. The ruling party cannot use government vehicles during campaigning.

Answer: All candidates should get a fair chance.

c. Independent candidates too are given symbols by the Election Commission.

Answer: Illiterate voters can identify a candidate with his/her symbol.

Question 3: Few election commissions have such wide-ranging powers as the Election Commission of India. Comment.

Answer: The Indian Election Commission is indeed very powerful for the following reasons:

- The President appoints the Chief Election Commissioner (CEC)
- The CEC is not answerable to the President nor the government
- The EC is in charge of every phase/aspect of elections
- It implements the Code of Conduct – violators are punished
- Government is not allowed to misuse its powers during elections
- Election officials work under the EC

Question 4: Indian elections – strength/weakness

Notes to the teacher: The teacher reads out a few statements and the students are to say if they are a 'strength' or 'weakness' of our election system.

- a. The 17th Lok Sabha has 14% women members. (S)
- b. 475 members have more than ₹ 1 crore. (W)
- c. The Election Commission refuses to take the government's advice on the announcement of elections. (S)
- d. The Chief Minister lost the elections and tweeted: "I respect the people's verdict". (S)
- e. 43% Lok Sabha members have criminal charges against them. (W)
- f. EC orders repoll in 350 more booths. (S)
- g. News headline – "Photo I-cards are not mandatory in certain areas". (W)
- h. HC asks EC to bar 'criminal' netas. (S)
- i. A pamphlet is distributed warning voters if they do not vote for a particular party, there will be violence. (W)
- j. After announcing the elections, the EC accepts a new state DGP. (W) (Can't appoint new officials after announcing elections)

Question 5: Air one's opinion.

Notes to the teacher: The students form two teams, each team picks one topic and gives their opinion for a minute, discussing all aspects of the topic.

Topics:

- Should candidates have educational qualifications?
- Are elections too expensive for our country?

Question 6: Find the correct sequence.

Notes to the teacher: *The teacher writes the following chits*

- Counting of votes
- Election campaign

- Releasing election manifestos
 - Making of voter's list
 - Casting of votes
 - Declaration of results
 - Ordering re-poll
 - Filing nomination
 - Announcing election schedule
- Chits can be duplicated so that all students can pick one
 - They form lines according to the 'correct' sequence

Answer:

- Making of voter's list
- Announcing election schedule
- Filing nomination
- Releasing election manifestos
- Election campaign
- Casting of votes
- Counting of votes
- Declaration of results
- Ordering re-poll

Reference: [en.wikipedia.org/wiki/17th_Lok_Sabha#:~:text=The%2017th%20Lok%20Sabha%20has,crore%20\(US%242.7%20million\).](https://en.wikipedia.org/wiki/17th_Lok_Sabha#:~:text=The%2017th%20Lok%20Sabha%20has,crore%20(US%242.7%20million).)

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Democracy	Election system in India

MS_Summary_ Electoral Politics

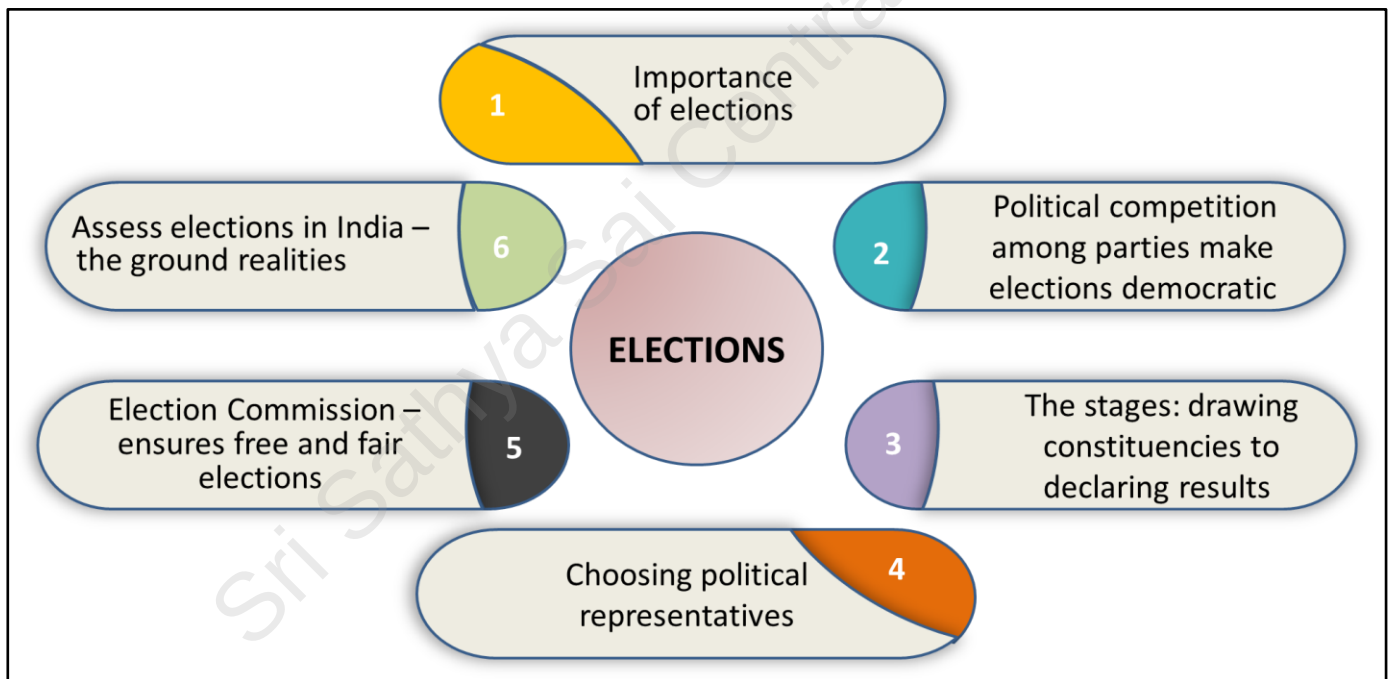
Objective: The students will be able to summarise the chapter - Electoral Politics.

Teaching Aids: PPT

Notes to the teacher: The teacher can draw the mind map or write the main points of the summary on the blackboard.

In this chapter we have learnt:

- why elections are necessary in a democracy
- how political competition among parties makes elections **democratic**
- about the stages in elections - drawing constituencies to declaring results
- how political representatives are chosen
- that the Election Commission uses its powers in ensuring **free and fair** elections
- to assess elections in India – what should happen versus ground realities



Time to teach	Asset type	Theme	Sub Theme
2 minutes	Main Script	Democracy	Election system in India



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

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.