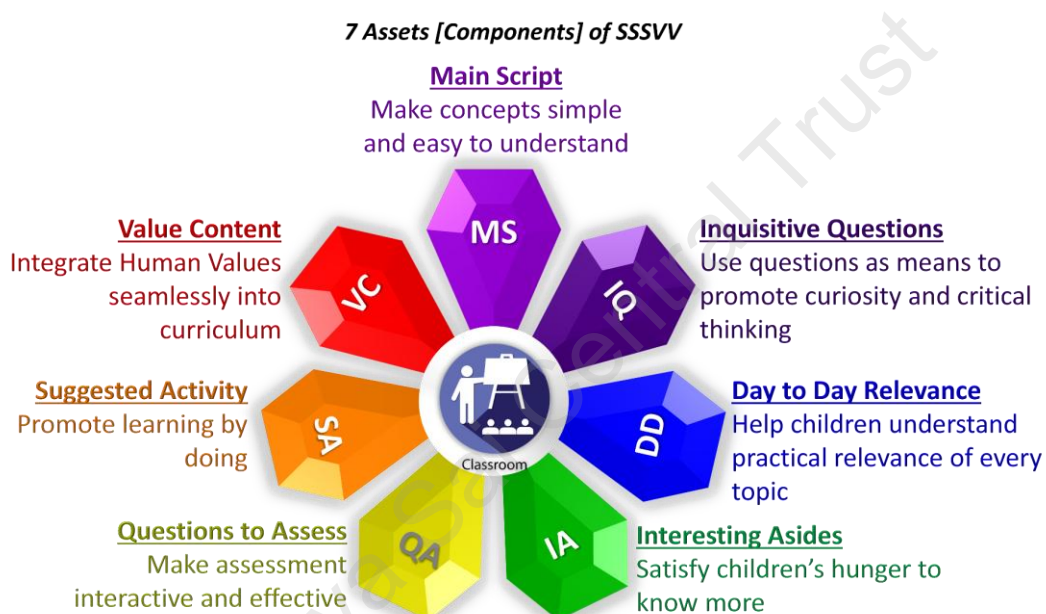


Master Lesson Plan

for

What is Democracy? Why Democracy?

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	What is Democracy? Why Democracy?	English	



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.
SDG(Sustainable Development Goals)	SDG 16: Peace, Justice And Strong Institutions
Technology aids	PPTs
Interdisciplinary Connections	History
Cross-Cutting Themes	Values and Dispositions: Democracy can be applied in daily life by enabling inclusivity Educational Technology: Enriched with PPTs as teaching aids

MS_Ideation Module_What is Democracy_Why Democracy

[Notes to teacher: Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents (TRD), teaching aids (TA) and Learning Aids (LA) for the topic '**What is Democracy? Why Democracy?**' for **Grade IX**.

This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by NCERT.]

Curricular Expectations :

Learners are expected to:

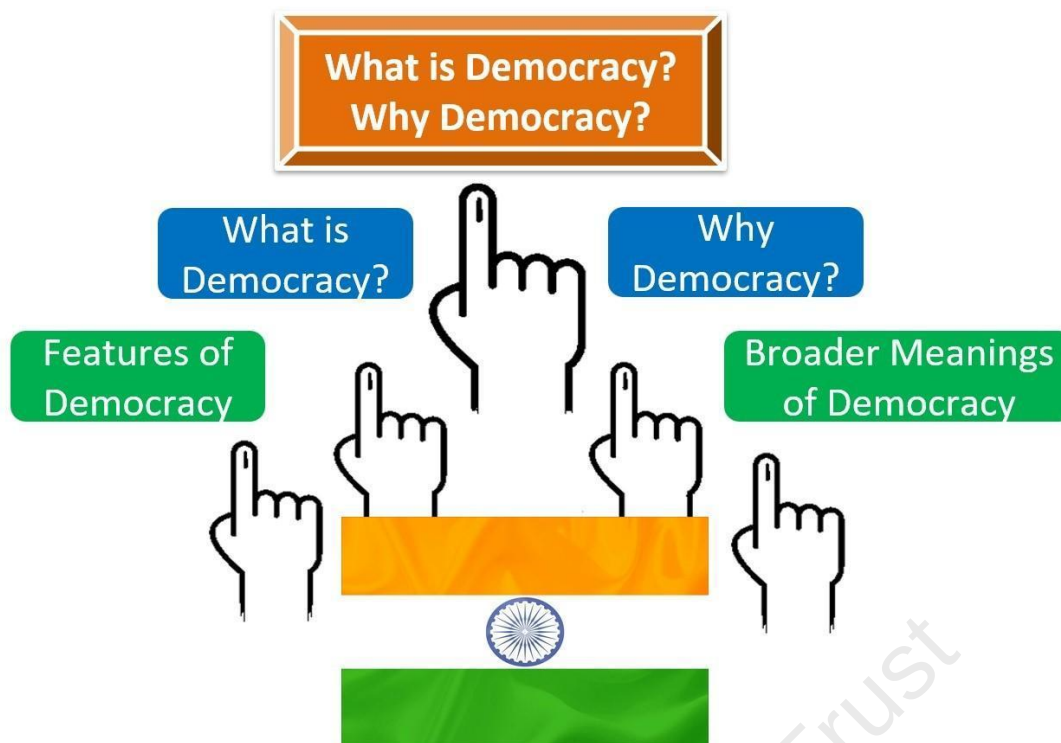
1. Explain concepts like unity in diversity, democracy, development, diverse factors and forces that enrich our cultural heritage.
2. Identify democratic ethos, equity, mutual respect, equality, justice, and harmony.

Learning Outcome:

1. Develop conceptual skills of defining democracy.
2. Understand how different historical processes and forces have promoted democracy.
3. Develop a sophisticated defence of democracy against common prejudices.
4. Develop a historical sense of the choice and nature of democracy in India.

Total Time to transact MLP : 160 minutes, 5 periods

Topics in this Chapter:



Flag: pixabay.com/illustrations/indian-flag-india-flying-flag-flag-1650875/

Attribution: surendraraj11

Voting sign: freepik.com/free-vector/hand-with-voting-sign-election_4480935.htm

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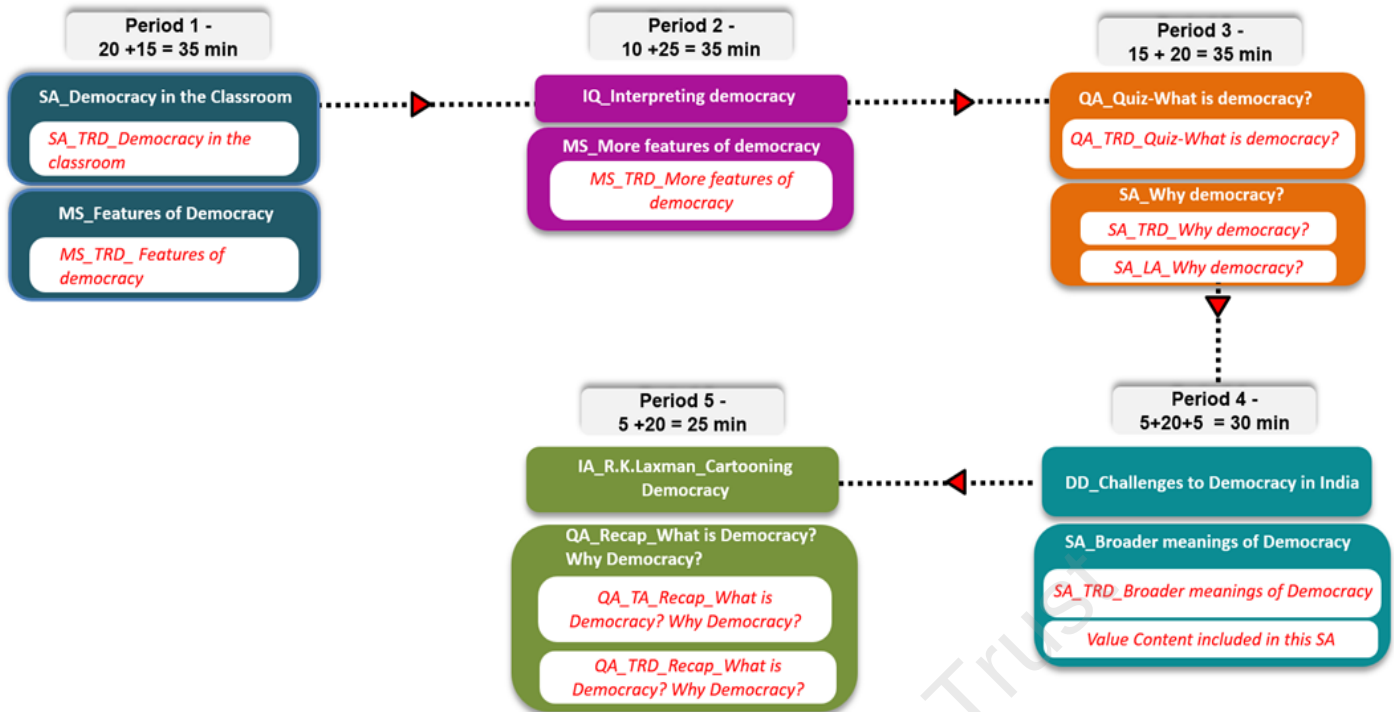
[Notes to teacher: The chapter on What is Democracy? Why Democracy? has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value content are designed towards attainment of curricular expectations.

This lesson plan is designed for 5 periods, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

Lesson Plan Flow

[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

What is Democracy? Why Democracy? - MLP Design flow - Overview



PERIOD 1

Topic : Democracy in the Classroom; Features of democracy

Time : 20 + 15 = 35 mins

Asset Types: SA, MS

Objective: Students will be able to

1. **Explore** the need to have democracy and define its features.
2. **Unfold** the features of a democracy through case studies.

1) SA_Democracy in the Classroom

- Students will participate in an activity - '**Making the Classroom Rules and Policies**', to have a first-hand experience of how a democracy works.
- Refer the document **SA_TRD_Democracy in the classroom.pdf** provided as a Teacher Reference Document (TRD) for further explanation.

2) MS_Features of democracy

Ask students the meaning of democracy and why do we need to define democracy?

Hint: We need a clear definition because people use it for different purposes and most governments claim to be democracies.

- Use this **Multidisciplinary approach (History)** for introducing the concept of democracy
- Introduce the concept of democracy as existed in Athens from 508 until 322 BCE

1. What is a democracy?

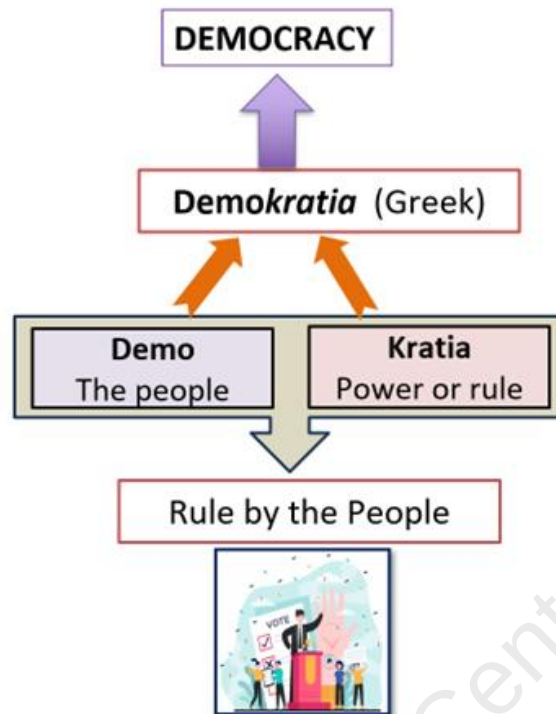
Recall the **early history of Athenian Democracy** and its development.

Ask questions - Example

- Which country gifted the world the concept of democracy?
- What kind of democracy was practised in Athens?
- Who had the right to vote?
- How were decisions taken?

Discuss how the word Democracy was derived from the Greek word, 'Demokratia'.

What is Democracy?



Democracy 1: [freepik.com/free-vector/election-political-campaign_9174571.htm](https://www.freepik.com/free-vector/election-political-campaign_9174571.htm)
 Attribution: pch_vector

1. Define democracy -

- A democracy is a government run by the people
- Each citizen has a say (or vote) in how the government is run
- This is different from a monarchy or dictatorship where one person (the king or dictator) has all the power

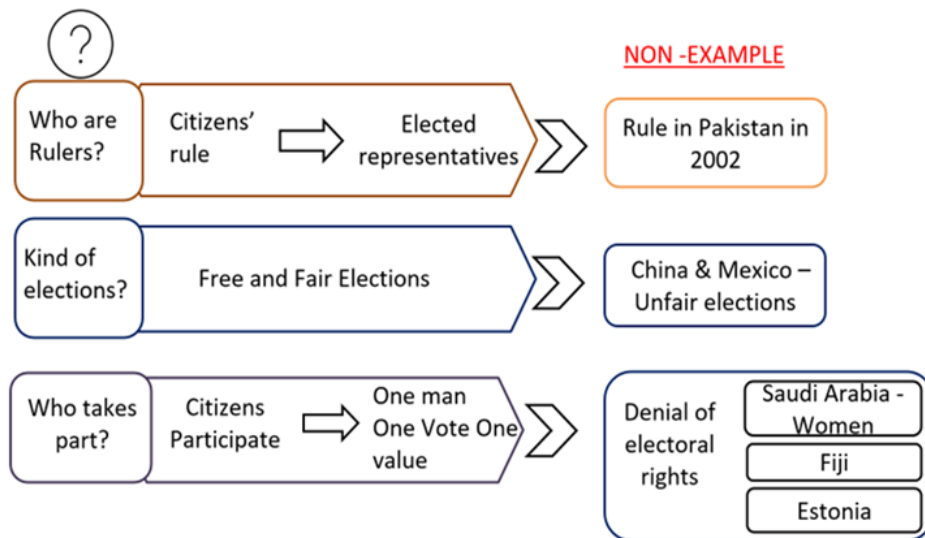
2. Discussion - Examples and Non-examples:

- Discuss the non-examples of the types of government in **Myanmar, Chile, Saudi Arabia**
- Distinguish between a government that is a democracy and one that pretends to be one
- Use the document - **MS_TRD_Features of democracy.pdf** to discuss the cartoons

3. Features of a democracy:

- Elicit from the students each of the features of a democracy
- Draw the GO on the blackboard

Features of Democracy - I



PERIOD 2

Topic : Interpreting Democracy; More features of democracy

Time : 10+25=35 mins.

Asset Types: IQ, MS

Objective: Students will be able to

- 1) **Interpret** the meaning of a democracy through cartoons.
- 2) **Discuss** more features of a democracy through case studies of different countries.

1) IQ_ Interpreting democracy

- Pose questions to the students

I. Definition of Democracy by Abraham Lincoln.

[Notes for the teacher: Write the definition of democracy and its pun on the blackboard.

'Democracy is of the people, by the people and for the people.'

'Democracy is off the people, far (from) the people and (where they) buy the people.'

1) What is your interpretation of the second definition?

Hint:

1. It is a mockery of the original definition of democracy given by Abraham Lincoln.

'Off the people' - Democracy does not belong to the people. Leaders don't address the citizens' problems once they are elected.

'far (from) the people' - At a distance; i.e. Ideal democracy is still distant from reality.

Elections are held regularly but often, many people do not vote or results are manipulated through rigging and unfair means.

'Buy people' - People are swayed by money and other gifts while voting. In democratic elections, money plays an important role to buy votes and win the elections.

Vulnerable people fall prey to such unfair and underhand measures for temporary gains.

Q2) Do you consider the distribution of freebies by party volunteers, just before elections, as fair? Why?

Hint: This is not fair as people are lured to vote for a particular party.

[Notes for the teacher: Students may give varied answers to justify why the elections are fair/unfair and free/not free.]

II. Cartoon - 'Building Democracy'.

[Notes for the teacher: A lot of money is spent by political parties during elections - on election campaigns, buying votes and distributing free gifts to vulnerable citizens.]

1. What do moneybags signify here?

Hint: The role of money in carrying out elections.

2. Could this cartoon be applied to India?

Hint: Multi party system and money power during elections in India.

3. Give suggestions to overcome such challenges in India and ensure real democracy.

[Notes for the teacher: Answers may be varied.]

2) MS_More features of democracy

- This asset has a **Multidisciplinary approach** to discuss case studies of different countries to elicit more features of a democracy
- Give a brief background of the History of the **Chinese Tiananmen Square Massacre**
- Use **MS_TRD_More features of democracy.pdf** to discuss the points
- Draw the GO

Features of Democracy - II

Rule of Law, Respect for rights

- All equal in the eyes of law
- Rule by majority of people
- Individual rights protected



Non-Example

Zimbabwe
Rule of Robert Mugabe
– ZANU PF party

How?

Government works after elections



Rules within:

- Limits set by Constitution
- Citizens' rights

PERIOD 3

Topic : Quiz-What is democracy? Why democracy?

Time : 15+20=35 mins

Asset Types: QA, SA

Objective: Students will be able to

1. **Assess** their progress in unfolding what democracy is.

2. **Infer** the risks of undemocratic forms of government through a debate.

1) QA_Quiz-What is democracy?

- Conduct a quiz to assess the progress of the students in application of the working or denial of democracy, using the - **QA_TRD_Quiz-What is democracy?.pdf**
- Ask the questions given in the Teacher's Reference Document

2) SA_Why democracy?

The teacher can transact the asset using one of the following methods.

Method A) Debate on the topic – 'Is democracy a better form of government?'

OR

Method B)

- Students can have group discussion to identify arguments - 'For' and 'Against' democracy, using the statements given in the **SA_LA_Why Democracy?.docx**
- The procedure for method B is given in **SA_TRD_Why democracy?.pdf**

Summarise the observations of the discussion with the GOs of - **Advantages and Disadvantages of Democracy.**

Use the GO for the **Conclusion - Democracy in reality.**

PERIOD 4

Topic : Challenges to Democracy in India; Broader meanings of democracy

Time : 5+20+5 = 30 mins.

Asset Types: DD, SA with VC

Objective: Students will be able to

- 1) **Discuss** the challenges to Democracy in India
- 2) **Demonstrate** how democracy can be applied in daily life by enabling inclusivity.

1) DD_Challenges to Democracy in India

- Ask the students a question leading to the challenges faced by our Democracy
- Give a few examples of recent cases faced by citizens challenging democracy in our country. Example: -
 - Corruption - Distribution of freebies - citizens coerced or bribed into voting for a specific politician or political party
 - Communalism - When distributing election tickets, political parties consider a person's caste or religion - influencing voters' choice of the candidate
- Sum-up with the challenges faced by our democracy by drawing the GO as below



2) SA_Broader meanings of democracy:

- A group activity may be conducted to demonstrate the broader meanings of democracy as reflected in a student's life
- Use the follow up activity, so that the students relate how democracy can be applied in daily life **by enabling inclusivity**
- Refer to **SA_TRD_Broader meanings of democracy.pdf** which is provided as a Teacher Reference Document
- Please note that **the Value - Inclusivity is integrated with this activity**

PERIOD 5

Topic : R.K.Laxman_Cartooning Democracy; Recap - What is Democracy? Why Democracy?

Time : 5+20 = 25 mins.

Asset Types: IA, QA

Objective: Students will be able to

- 1) **Appreciate** the work of the great cartoonist R.K Laxman.
- 2) **Assess** their discussions on - What is Democracy? Why Democracy?

1) CORRIDOR DOMAIN - IA_R.K.Laxman_Cartooning Democracy

- Share the following information on the renowned cartoonist of India - **R.K Laxman**
- Show the picture of R. K. Laxman with his creation, '**The Common Man**' from the internet
- Students may prepare a poster with his different cartoons and a short write-up about his contribution to the Indian political and social life of '**The Common Man**' and put it up on the notice board in the corridor

-
- **R.K Laxman** is considered by many to be the most talented cartoonist, illustrator and humorist of India
 - His elder brother was the renowned novelist R.K. Narayan, the author of *Malgudi Days*, *Swami and Friends* and many more
 - Laxman was known as the '**Pied Piper of Delhi**'
 - For over 50 years his cartoons were published everyday in the leading English newspaper - *The Times of India*, in the daily cartoon strip '**You Said It**' by **Laxman**, endearing him to all readers
 - His cartoons were generally based on the Indian political and social life of the '**Common Man**' which was his trademark
 - He was awarded the Padma Bhushan, Padma Vibhushan and Ramon Magsaysay Award

2) QA_Recap_What is Democracy? Why Democracy?

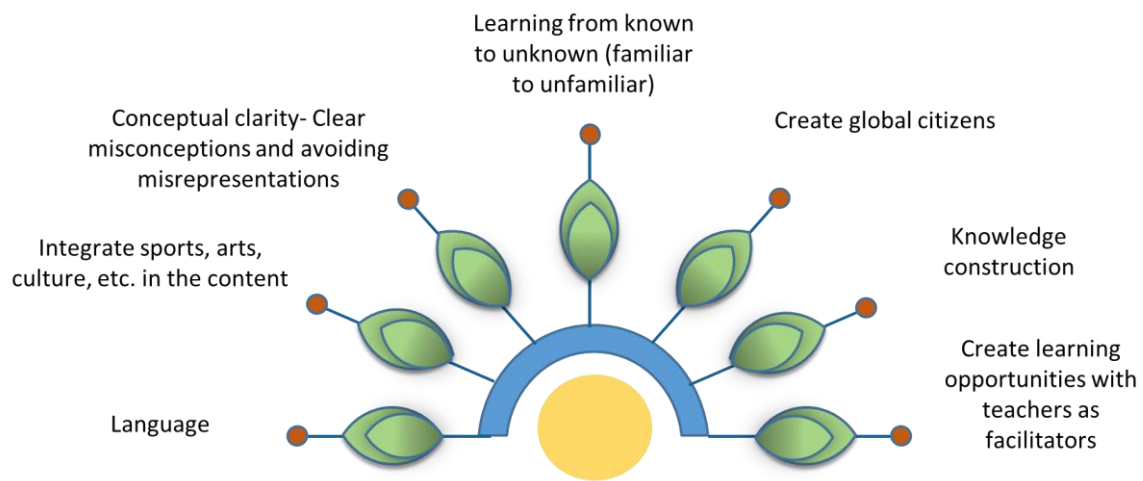
- The teacher may use the PPT – **QA_TA_Recap_What is Democracy?Why Democracy?.pptx** and conduct a picture quiz
- The teacher may refer to **QA-TRD_Recap_What is Democracy?Why Democracy?.pdf** and give the students the questions as home assignments

LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ learning from known to unknown (familiar to unfamiliar)
- ★ activity based learning
- ★ knowledge construction
- ★ conceptual clarity – clear misconceptions and avoiding misrepresentations
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you. Thank you.

Sri Sathya Sai Central Trust



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.