



Master Lesson Plan

For

Key Elements of a Democratic Government

Board	Standard	Subject	Chapter	Language	Reference Link	Creation Date
CBSE	STD VI	Social Science	Key Elements of a Democratic Government	English	Key Elements of a Democratic Government	2020-08

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Key Elements of a Democratic Government

1. MS_Objectives_Key Elements of a Democratic Government

Objectives

Enable Students to:

1. Recognize various forms of discrimination and deal with them diligently.
2. Differentiate between equality and inequality in various forms and learn to treat them in a healthy way.
3. Be informed of conditions in South Africa.
4. Correlate the problems of the city of Johannesburg and the methods adopted by them to overcome these.
5. Understand the level of racial discrimination and compare it with discrimination in India.
6. Realize the importance of dignity of labour and the importance of leadership in a Democracy.
7. Discuss the role of the Government and citizens in a Democracy.
8. Apply their understanding in answering questions.
9. Classify the working of the Government and consider for re-election.
10. Comprehend the role of the Government in resolving National conflicts.
11. Appreciate and get motivated by positive activities of the citizens.
12. Differentiate between the Governmental activities on the basis of equality and justice.

Recall, remember and recollect past learning and answer questions

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Democracy	Democratic Governments, C Governments

2. IQ_South Africa and A.N.C.

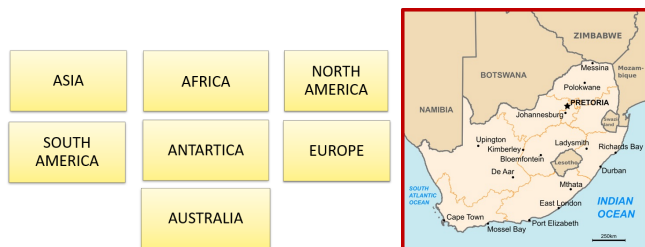
South Africa and A.N.C.

NOTE TO THE TEACHER:

Teacher to elicit answers to a few questions and lead students to the concept of link between India and South

Africa.

Teacher may ask students if any one of them can name the major continents of the World. Teacher to encourage students who mention Africa and continue with other probing questions given below.



Q1. My friend staying in South Africa wanted to visit me in India. Which direction would he travel, if he chose to come by a ship? What are the two oceans on the either side of South Africa?

Teacher to give hints:

a. Eastwards b. Atlantic and Indian Ocean



Q2. All of you have heard of Nelson Mandela. What did he want for the people of South Africa?

Hints:

- **Freedom** from the white people (Europeans) who ruled over them
- **Equality and justice** for the Blacks (natives)
- **Democratic Government**
- **No discrimination** on the basis of colour or race
- **Fundamental human rights for Africans**



Teacher to ask students if they have heard of the famous explorer, Vasco Da Gama. Teacher to prompt students with hints like - Vasco Da Gama was the first European to reach India by sea in 1498.

Q3. What is the connection between Vasco Da Gama, South Africa and India?

Hints:

Discovery of sea route, first explorer who connected Europe with Asia and first person to land in the Kozhikode coast of India.

Teacher to link up response and say:

- Vasco Da Gama set sail from Lisbon in Portugal on July 8th, 1497
- He sailed across the Atlantic Ocean
- He touched the Island of Mozambique after almost three months of sailing
- At the Cape Town, he faced conflicts with the natives
- His fleet of ships reached Kozhikode in the Malabar Coast on May 20th, 1498



Teacher to write these names on the board or show a picture chart of the following:

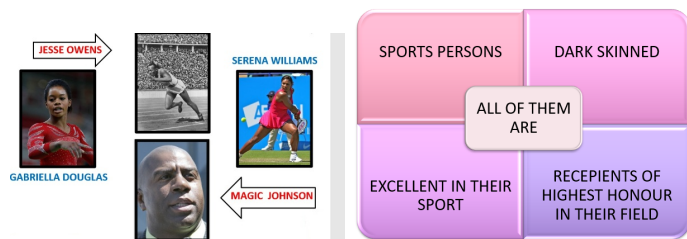
- Lungi Ngidi - South African pace bowler
- Serena Williams - World's No.1 Tennis champion
- Magic Johnson - professional NBA Basket Ball champion

d) Jesse Owens - athlete and 4 times Olympic Gold Medallist

e) Gabriella Douglas - World's No. 1 Gymnast and Olympic Medallist

Q4. What are common to all these personalities?

Teacher to give some clues and wait for responses. Teacher to elaborate the question by stating :



- they are all sports persons
- they are all dark skinned individuals
- they all excelled in their sport and won highest honour in their field

Teacher to conclude that these achievers belong to a dark-skinned race, whose ancestors struggled under the yoke of colour discrimination.

URLs

1. **Africa map** - https://commons.wikimedia.org/wiki/File:Blank_Map-Africa.svg
2. **World map**- <https://pixabay.com/vectors/world-map-continent-africa-151576/>
3. **Freedom**- <https://pixabay.com/vectors/silhouette-hands-handcuffs-freedom-3713820>
4. **2. Justice and equality**- [https://commons.wikimedia.org/wiki/File:Justice_Compassion_Equality_-_WomensMarch_-_WomensMarch2018_-_SenecaFalls_-_NY_\(28029148669\).jpg](https://commons.wikimedia.org/wiki/File:Justice_Compassion_Equality_-_WomensMarch_-_WomensMarch2018_-_SenecaFalls_-_NY_(28029148669).jpg) (By [Marc Nozell](#) from Merrimack, New Hampshire, USA)
5. **Democratic government**- <https://www.publicdomainpictures.net/en/view-image.php?image=272089&picture=hand-raised-for-voting>
6. **2. Human rights**- <https://pixabay.com/illustrations/right-human-rights-human-hands-597119>
7. **3. Racial discrimination**- <https://pixabay.com/photos/discrimination-racism-60512/>
8. **.WORLD MAP**- <https://pixabay.com/vectors/world-map-continent-africa-151576/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Democracy	Democracy in India , Democ

3. IA_Johannesburg

Johannesburg

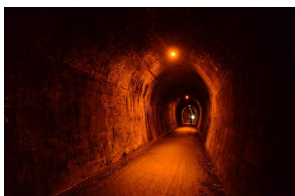
NOTE TO THE TEACHER:

*Teacher to use the map of South Africa or Johannesburg to introduce the '**City of Gold**'.*



*Why is **Johannesburg** called the 'City of Gold'? Can you guess?*

Yes, it has the world's largest gold deposit.



World's Largest Gold Deposit

It is believed that around 1886, scientific studies opened up the fact that the '**Gold Arc**', the vast sedimentary gold deposit, existed in Johannesburg.

*Teacher to narrate - this excessive gold deposit was the cause of the '**Gold Rush**'.*

Several countries sent their people to settle in these areas and prospect gold.



The people and the Government resisted and this led to wars between the local **Boers** and foreigners.

Teacher to ask - where is India's Gold deposit situated? Teacher to wait for responses and state that India's Gold deposit is found in the city of Kolar in Karnataka State.



Kolar in Karnataka State

Unlike Kolar Gold Fields, which was under the Indian Government since 1947, Johannesburg was involved in a number of wars against foreigners, who claimed rights of the gold mines.

Some significant impacts of the Gold Rush on Johannesburg:

- European settlers settled in large numbers in Johannesburg
- Native African mine labourers were being replaced by Chinese, Asians and people from other countries
- New languages were being introduced
- New religions entered the city
- Discrimination of the natives began in the Society



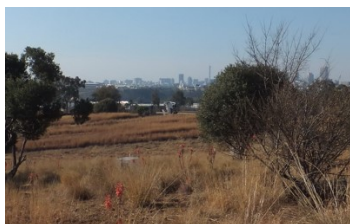
Teacher to emphasize on the situation in South African society, which was divided into the following groups:

- White rulers
- Black natives

- Indian traders
- Asian labourers

The people of Johannesburg city faced several problems, both social and environmental.

Johannesburg was nicknamed as '**Dusty South West**'.



Dusty South West

Johannesburg was the most densely populated city with the largest economic activity area which needed to be transformed.

In 2006, the '**Greening Soweto Project**' was launched to change the landscape of the largest South African township of Johannesburg. The project aimed at making people aware of a clean and green environment.



This gave the city an entirely different look and solved a number of environmental problems.

Teacher to use information about Johannesburg to link students' to understanding the concept of Democracy.

URLs

Map showing Johannesburg- https://commons.wikimedia.org/wiki/File:South_Africa-CIA_WFB_Map.png
(CIA, **The World Factbook**, 2004 (internet version))

Mine: <https://pixabay.com/photos/new-zealand-karangahape-gorge-tunnel-4479839/>

Mine: <https://pixabay.com/photos/tunnel-corridor-brick-the-darkness-957963/>

Johannesburg Market: <https://www.flickr.com/photos/south-african-tourism/8714675594> (**South African Tourism**)

Neighbourgoods Market, Braamfontein, Johannesburg, Gauteng, South Africa)

Discriminative board: <https://www.flickr.com/photos/wojo/4790201625> (By jasonwhat)

Brown fields: https://www.flickr.com/photos/iancochrane_2011/9337757518/in/photostream/ (By Ian Cochrane)

Street with flowering trees:

https://commons.wikimedia.org/wiki/File:Street_lined_with_Jacarandas,_Bryanston,_South_Africa.jpg

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Interesting Asides	Democracy	Democratic Governments, C Governments

4. MS_Aparthied Laws

Aparthied

NOTE TO THE TEACHER:

Teacher to help students comprehend the concept of racialism and its adverse impact.

Teacher to begin by grouping the entire class students under different categories like:

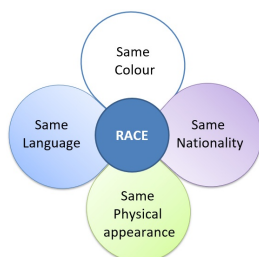
- Girls and boys
- Tall and short
- North Indians and South Indians
- Sports persons and Art persons

Teacher to explain that such groupings are common among humans.

There are such other groupings of a larger section of humans, based on physical appearances like Chinese, Mongolians and Japanese.

Some groups are based on skin colour. These types of groupings are called as **Races**.

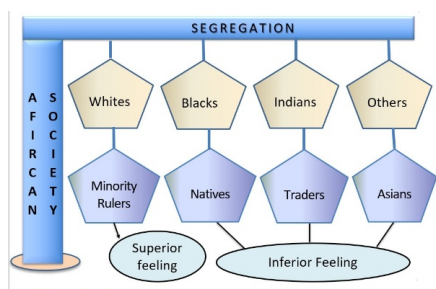
Race, basically signifies people of the same language, nationality and physical appearance.



In Africa, this racism led to segregation of the society into:

- Whites, who were the minority rulers
- Blacks, who were the natives of the land
- Indians, who came into the country as traders
- Coloured Asians, like Chinese and other people

Racialism often led to superior and inferior feelings among people.

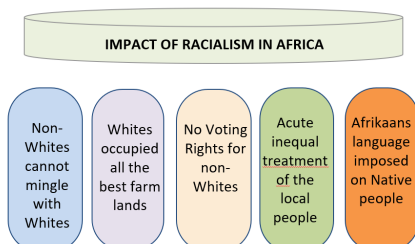


Impact of Racialism in South Africa:

- Non-Whites were not allowed to mingle with the Whites
- Whites occupied and used all the best farm lands
- Non-Whites had no voting rights

- There was acute unequal treatment of the local people

- The **Afrikaans** language spoken by the Whites was forced upon the native people and they could not study their own native language



Teacher to connect how Hector Pieterse, a 15 year old boy was shot dead by the Whites for protesting against the **Afrikaans** language.

Such harsh discriminations led to a struggle against the **Apartheid Laws** in South Africa.

The African National Congress (ANC):

The South African Native National Congress, founded in 1912, defended the rights and freedom of the Blacks.



In 1960, this Congress was banned and many members were imprisoned.

The ANC also had a military wing to defend people against violence of the White rulers.

The systematic oppression of the Blacks in South Africa, forced them to leave their farms and move to cities as labourers, which later led to slavery.

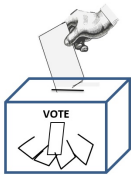
Nelson Mandela:

Nelson Mandela was spearheading the works of the ANC to gain freedom from the Whites' oppression.



MADIBA Father of Nation

- Anti Apartheid revolutionary and political leader
- First black President of South Africa from 1994 to 1999
- First black President to be elected in full representative Democratic election



- The first person to disrobe Apartheid Racial Laws in South Africa
- Mandela spent 26 years in different prisons
- He is referred to as '**Madiba**' or Father of the Nation



• He was the recipient of several awards like -

- i. Sakharov Prize
- ii. Bharat Ratna
- iii. Nobel Peace Prize
- iv. Lenin Peace Prize

In 1994, the South African people gained independence from the White domination and South Africa became a Democratic country wherein people of all races were equal.



URLs

1. Image of Apartheid - <SOURCE URL> <https://www.flickr.com/photos/136371668@N06/21684598286>

"Apartheid era signage in South Africa" by [DJM Photos](#) is licensed under [CC BY 2.0](#)

2. Special committee on Apartheid Meeting image - <SOURCE URL> https://www.flickr.com/photos/un_photo/3312302288

"Special Committee on Apartheid Meets in Dublin" by [United Nations Photo](#) is licensed under [CC BY-NC-ND 2.0](#)

3. Nelson Mandela pic: <https://pixabay.com/vectors/politician-nelson-rolihlahla-mandela-150383/>

4. Nelson mandela voting image - <https://www.flickr.com/photos/35483578@N03/3311469257/> "South Africa Holds First All-Race Elections" by [United Nations Photo](#) is licensed under [CC BY-NC-ND 2.0](#)

5. Hand drawing : <https://pixabay.com/illustrations/vote-ballot-box-hand-suit-3676577/>

6. Ballot box: Own Creation (Chandni Dinesh – email id – babydini@gmail.com)

7. Nelson Mandela picture - <https://www.flickr.com/photos/47179738@N04/9310905097/> "President of African National Congress Addresses General Assembly" by [United Nations Information Service Vienna](#) is licensed under [CC BY-NC-ND 2.0](#) ,

8. South Africa flag: <https://pixabay.com/illustrations/south-africa-country-flag-banner-5323693/>

9. Circular hand image: <https://pixabay.com/vectors/circle-hands-teamwork-community-312343/>

Time to teach	Asset Type	Theme	SubTheme
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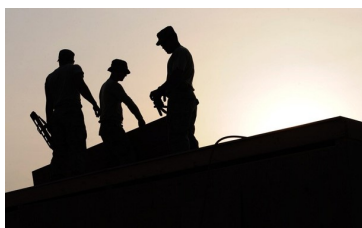
10 Minutes	Main Script	Democracy	Democratic Governments, C Governments
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5. VC_Dignity of Labour

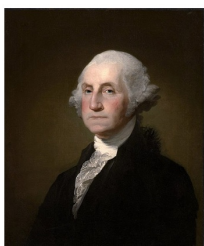
Dignity of Labour

Story Title- Dignity of Labour

In a democratic government, justice and equality are inseparable. A democratic government stands for the people, by the people and of the people. The common man or people factor is the most important factor in a democratic setup. He who respects the common man is considered to be a great leader in a Democracy.



Here is an incident in the life of George Washington revered by Americans as the Father of their country and their First President. Washington believed in serving his country and countrymen with great humility.



During the American War of Independence, General George Washington was the head of the country's army. One day, he was going around on his horse surveying the army camp. A new building was being raised in one corner of the camp.

A captain was ordering six soldiers to raise a long and heavy iron beam to the top of the building. It was too heavy for six men and they were struggling. But the captain remained seated comfortably on his horse, shouting orders.

Washington could not bear this sight. He went up to the captain and told him, "The beam is very heavy. Why

don't you help them a bit?"

The captain said, "This is a soldier's job. Can't you see I am a captain?"

"Oh!" said Washington "I am sorry, I did not know that".

Getting down from the horse, he helped the soldiers till the beam reached all the way up.

Then turning to the captain, he said, "Captain, next time you have such a job and not enough soldiers, send for me. I am your General. I shall gladly come."

Before the stunned captain could say anything, Washington rode on his horse and disappeared.

He had taught the proud captain a lesson in humility. This story teaches us to respect and be kind to all, whatever be their colour, religion or job.

Quotation: Justice and Equality are inseparable in a Democracy.

URLs

<https://pixabay.com/photos/justice-statue-lady-justice-2060093/>

https://commons.wikimedia.org/wiki/File:Gilbert_Stuart_Williamstown_Portrait_of_George_Washington.jpg

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Right Action		Group Activities

6. MS_What is Democracy

What is Democracy

NOTE TO THE TEACHER:

Teacher to draw attention of the class to the role of leaders like Dr. Ambedkar and Nelson Mandela to establish Democracy.



Teacher to ask students how most of our stories of the past begin. Teacher to wait for responses from any student who may say, "long long ago, there lived a King....."

Teacher to elaborate on this and say that most countries in the past, were taken care of by their Rulers or Kings.

Some of these Rulers were working for the good of the people and many of them were not so good.

Our history portrays many such examples of Rulers who are remembered even today for their just and prosperous rule.

Teacher to question student, "Why do we not have Kings anymore?"

Teacher to await multiple responses and then give hints like:

- Kingdoms were small in area and easy to rule



- The British merged such kingdoms together to form larger States and Central territories with a larger population



- All the kingdoms were dissolved after India got its Independence
- The kingdoms were all unified into one country under one governance
- A country or Nation was formed with the entire population coming under a single governance

Teacher to explain conditions of the Indian people under British rule as under:

- People were under the discriminating laws of the British
- They were dominated in all ways
- The British made wealth for their country and impoverished India
- They tried to unite the people for their own convenience
- They suppressed Indians in all ways

The struggle of the people to liberate themselves from the British, made them ready for self rule.

Such a Government where people rule through their elected representatives, is known as a **Democratic Government**.

Teacher to give hints on the features of the Democratic Government:

- A Democratic Government in which all adult citizens use their voting rights to elect leaders



- The elected people form the Government and stay in power for a period of 5 years



- People make decisions in a Democracy through their representatives
- The elected leaders make decisions on behalf of the people
- The needs and interests of the people have to be kept in mind while taking decisions

What is Democracy?

Teacher to stress on the fact that peoples' acceptance of Governmental activities is very important.

People have the power to re-elect a Government or dissolve a Government. This is the real power in a Democracy.



The power of the people limits and checks the Government at all times. Democracy is therefore, Peoples' Government working for their welfare in totality, as a Nation.

URLs

1. Ambedkar - https://en.wikipedia.org/wiki/File:Young_Ambedkar.gif
2. Mandela - <https://www.publicdomainpictures.net/en/view-image.php?image=292126&picture=nelson-mandela-silhouette>
3. <Flag> - <https://openclipart.org/detail/313133/union-flag>
4. Shivaji Maharaj: https://commons.wikimedia.org/wiki/File:Shivaji_British_Museum.jpg
5. Crown: <https://openclipart.org/detail/3465/crown-of-saint-edward>
6. <Vote>

- <<https://ml.m.wikipedia.org/wiki/%E0%B4%AA%E0%B5%8D%E0%B4%B0%E0%B4%AE%E0%B4%BE%E0%B4%A3%E0%B4%82:Electronicvotingmachinewithbucu.jpg>>

7. <Vote hands> - <<https://pxhere.com/en/photo/1453473>>

8. Power> - <https://openclipart.org/detail/318615/gray-fist>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Democracy	Democratic Governments, C Governments

7. QA_Democracy and Peoples Participation

Democracy and Peoples Participation

NOTE TO THE TEACHER:

Teacher to discuss the date of testing, the areas in which students will be tested and the rough master scheme of the test.

Teacher to:

- *plan an assessment of students on the topics covered*
- *to inform the students well in advance about the date of the test*
- *to recapitulate a few areas of difficulty and help all students prepare for the assessment*

Q1. Elections come periodically every 5 years. Do you think this is required? Give 3 reasons.



Hints:

- Periodic elections limit the power of the Government
- It keeps the Government in check by the people
- It reflects the peoples' view of the assessment of Governmental activities

d. It will bring out the popularity of a Government

Q2. What are 3 significant changes in South Africa after 1994?

Hints:

- the country transformed from a system of **Apartheid** to one of **Democracy**
- the election of 1994 resulted in the A.N.C. coming to power in full majority
- Nelson Mandela was elected President of South Africa

Q3. Describe the different races of people who lived in South Africa.

Hints:

- South Africa had people of Black south Africans, who belonged to the country
- The White South Africans, who came from Europe to settle there in order to mine and capture the gold fields
- The Asian South Africans, who came as traders and labourers
- Other Coloured South Africans, from the Asian continent (Chinese and South East Asians)



Q4. What is meant by **Apartheid Laws**?

Hints:

- Apartheid meant separation of people on the basis of race
- The prominent races formed by such separation were the Blacks, Indians and coloured, dominated by the White minority
- Apartheid Laws forbid the groups from mingling with each other
- The Laws separated them in their own areas
- Some groups were forbidden to use common facilities like hospitals, ambulances, trains, buses and bus stops

Q5. Fill in the blanks:

- a. Two important Key ideas of a Democracy are _____ and _____.
- b. Conflicts often lead to _____ and need to be resolved by the _____.
- c. The south African native language was _____, but the people were forced to learn only _____ the language of the whites.
- d. South Africa became a _____ in the year _____ under the first black president _____.
- e. Non Whites were _____ and not given _____ rights.

Hints:

- 1. Equality. Justice.
- 2. Violence, Government.
- 3. Zulu, Afrikaan.
- 4. Democracy, 1994, Nelson Mandela.
- 5. Discriminated, voting.

Q6. Do you think it is important for all humans to be treated equally? Give 3 reasons why.

**Hints:**

- 1. All humans have a right to freedom
- 2. Unequal treatment builds feelings of superiority among a few people
- 3. Such discrimination among people leads to clashes and violence
- 4. Unequal treatment of certain people affects the unity and integrity of the Nation

URLs

Voting : <https://www.flickr.com/photos/publicresourceorg/26914461833> (By Public.Resource.Org)

People of Africa: <https://pixabay.com/photos/africa-people-malawi-african-5274085/>

Europeans: <https://pixabay.com/photos/italian-men-italy-italian-people-656402/>

Labourer: <https://pixabay.com/photos/bricks-labourer-indian-labour-166919/>

Chinese: <https://pixabay.com/photos/people-portrait-man-adult-offense-3146210/>

Human Rights: <https://pixabay.com/illustrations/human-rights-human-rights-symbol-1898886/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Democracy	Democratic Governments, C Governments

8. SA_Different Ways of Citizens Involvement

Different Ways of Citizens Involvement

NOTE TO THE TEACHER:

Teacher to plan for the activity and involve all students giving them tasks and responsibilities.

Aim:

Students will be able to comprehend the fact that Democracy gives several options besides voting, to its citizens to participate in Governance.

Resources/Materials required:

Table, Chair, Paper, Newspaper, Placards and the script to students

Method:

Group activity (Enactment)

Note to Teacher:

1. prepare in advance, selecting students for different roles
2. to have a Prompter for the main character, if the selected student is unable to cope up
3. to distribute the script to students in advance
4. plan for some students to help in making placards for the protesters
5. to choose slogans like :
 - Lower Power Charges!
 - Light up and Cut Down!
 - Revoke! Revoke!
6. To rearrange the class set up and prepare for the activity. Teacher to arrange a table and chair for the sleeping Arya .(another boy throughout the drama till Arya wakes up.)

Procedure:

Teacher to introduce Arya, a young teenage boy, who has fallen asleep while studying and gets a strange dream. He sees a person with a strange costume in front on him.

(character Election enters with the word election written all over his dress.)

Arya: "Hey, who are you? And you look so different.....what is that written on your body? It reads Election".

Election: "Yes, I am called 'Election' and I come once in 5 years. But you know what, I can also come whenever people call me. They usually call me when they want a change of the Government or they the same Government to continue. They know that they have me to support them as a big power."

Arya: "Oh....I see.... who are these now? Why do you come in a group?"

(Election exits and Protestors come in)

Protestors - Group of 6 (Leader): "We are a Group protesting against the Government for raising the Electricity charges all of a sudden. We find these charges too high. The Government ignores the cost of living and affordability of common people."

Arya: "Yes, I remember Mr Swami in our Apartment speaking of this and he mentioned a similar such protest. They were marching on the roads with placards demanding compensation for flood victims. But, do you think that such protests will help people?"

Protestors: " Yes, our protests show the disapproval of Governmental activities. The voice of the people need to be heard and solutions given in a health Democracy. "

(Protestors exit shouting "Revoke! Revoke!")

Arya: "Hi Bharat Bhaiyya....What is that long list in your hand?"

Bharat: "Oh...that is a petition and I am collecting signatures from all youth like me. We plan a signature campaign to show our disapproval of the Government takeover of our playground area for its own use."

Arya: "Oh no! Why is the Government doing such a thing? The playground is so important for us."

Bharat: "Yes, we will get it back from the Government at any cost."

(Enters Sheela)

Sheela: "Hello Arya....I heard Bharat Bhaiyya's loud voice and walked in. Yesterday I saw a group of ladies in front of the Minister's residence shouting slogans. They were staging a Dharna. I heard they were demanding equal wages as men from their employers and wanted the Minister to help them."

Arya: "I feel that it is fair enough. Since they do the same work, they deserve equal salaries. The Government needs to step in and find a just solution."

Sheela: "I think so too and I also saw a person video-taping the event. Probably, he would be a media representative."

Bharat: "The media will spread the news of the Dharna and people will begin discussions on it. But will it help the women to get justice?"

Arya: "It is our right to bring to the notice of the Government or ruling party all our difficulties and injustices. We have the freedom to use peaceful methods to catch the attention of Government authorities."

Sheela: "I think the Government will try to solve issues and correct some wrong decisions that they may have taken."

(Arya wakes up with some sound)

Arya: "Oh....that was an interesting dream! Here, let me take the newspaper to Grandpa"

(Arya opens the Newspaper and reads aloud)

Arya: "What is interesting today in the Letters to the Editor column?"

- "Take action on Tiger poaching
- Ban sticking of posters on walls
- Help migrants
- End our water problem

These are the voices of the public to the Government. It looks like the Government has lots of issues to resolve. Governmental activities are always watched by the people."

Instruction to Teacher:

Teacher to make observations and involve the class by asking:

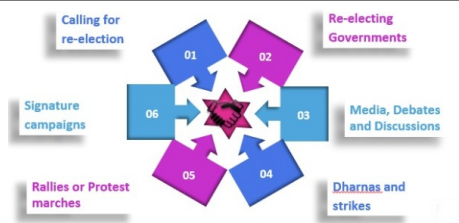
What different ways did the people follow to convey their disapproval of Government activities?

Teacher to wait for responses and then write on the blackboard.

Inferences:

Different ways of Peoples' Participation:

- Calling for re-election
- Re-electing Governments
- Rallies or Protest marches
- Newspapers, Media, Debates and Discussions
- Dharnas and strikes
- Signature campaigns



Conclusion:

Teacher to conclude by applauding all the participants and stating that:



- All these methods show peoples' awareness and interest in the process of Governance.
- It also shows the understanding of people and how unfair and unjust issues can be resolved by their efforts.

URLs

Hand shake - <https://pixabay.com/vectors/handshake-meeting-deal-hand-trade-651818/>

People- <https://pixabay.com/illustrations/stick-people-high-five-teamwork-2324013/>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Democracy	Democratic Governments, C Governments

9. MS_Resolving National Conflicts

Resolving National Conflicts

NOTE TO THE TEACHER:

Teacher to use images, newspaper reports and the map of India (showing rivers), to convey to students the causes of National conflicts.

Teacher to stress on the important and difficult role of the Government. Teacher can cite examples of the present day conflicts like the Chinese attack in the Galwan Valley, migrant issues and conflicts of political parties.

Teacher can link issues with the concept of Governmental methods to resolve them.

Some reasons for conflicts:

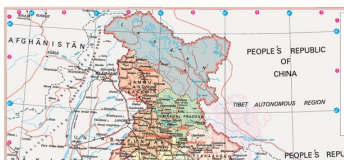
- Cultural and religious differences



- People of different economic backgrounds clashing with each other



- National border issues



Border Conflicts with Pakistan and China

- Resource sharing among States, specially river waters
- Processions and celebrations of particular groups
- Religious movements and Trusts

Teacher to continue and state the impact of such conflicts on the public.

Impact of Conflicts on People:

- Conflicts may lead to violence



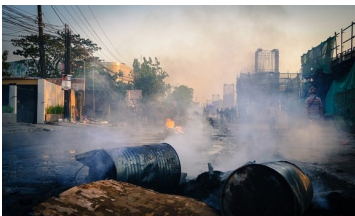
- Fear and tension for people



- Loss of lives and materials



- Destruction of public property



- Long term losses for agriculture and industry
- Bitterness among people and Federal Governments

Teacher to make students understand the great responsibility of the Government to resolve these conflicts.

Steps to resolve conflicts:

Example:

Sharing the waters of River Cauvery was a big conflict between two States - Karnataka and Tamil Nadu. The main issue was the quantity of water to be allowed to flow downstream into the next State. The river has a source in Karnataka and a delta in Tamil Nadu. The issue of sharing water becomes a big problem when the river has less water in it.

In the recent past, one such situation turned into a conflict between the two States. The downstream Mettur Dam of Tamil Nadu could only be filled, if the river water was released from the Krishnaraja Sagar Dam in Karnataka. As both dams are on the same river, conflicts rose between the States. Both States and its agriculturists suffered as the Governments could not meet their needs of adequate water.

The Central Government had to step in and see that a fair distribution was worked out for both States.

Another vulnerable area of National conflicts are wars with neighbouring countries - Indo-Pak Wars, Chinese aggression, Kargil and Saichen conflicts.



In order to resolve conflicts the Central Government has to resort to various methods like:

- Military aggression



- Use of police forces



- Use of defense forces
- Use of security forces
- Use of special task forces like CBI, etc.

The Government has great responsibility in resolving conflicts in a Democracy. It needs to maintain peace and harmony in the country.

URLs

<http://www.surveyofindia.gov.in/pages/display/235-political-map-of-india>

<https://pixabay.com/illustrations/religious-leaders-burma-myanmar-4838911/>

<https://pixabay.com/photos/slum-india-wire-isolated-mumbai-509104/>

<https://pixabay.com/photos/odisha-tribal-women-woman-asia-2368219/>

<http://www.surveyofindia.gov.in/pages/display/235-political-map-of-india>

<https://pixabay.com/photos/car-burning-wreck-fire-accident-872265/>

<https://pixabay.com/photos/peace-graffiti-street-art-art-529380/>

<https://www.flickr.com/photos/28311166@N05/2990267509> by **visualrhetor**

<https://pixabay.com/photos/protest-haze-smoke-dark-4518376/>

<https://www.flickr.com/photos/58419684@N00/5353372759> by **Jaskirat Singh Bawa**

<https://pixabay.com/photos/france-police-security-event-4212403/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Democracy	Democratic Governments, C Governments

10. DD_Students Awareness Rally

Students Awareness Rally

NOTE TO THE TEACHER:

Teacher to use relevant images, examples and newspaper reports to explain how public participation in a Democracy can be carried out.

Teacher to narrate the belief that tiny squirrels worked hard to help in the construction of the Rama Sethu Bridge. Though they were tiny, they contributed their share of labour. Students too can help to bring about awareness among people. They could assist the Government and take interest in its functioning.

The '**Blue Rally**' was organized by the students of the Deens Academy School in Bangalore.



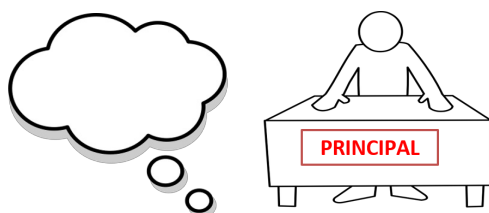
Its main agenda was to bring awareness of water shortage , conservation and prevent the city from going into a drought situation.

Teacher to explain that the Rally was a peaceful method of a large group of people marching on the main streets of a particular locality. A rally is often for a certain specific cause. The posters and placards carried by the participants, clearly indicate the reason for the march.

Blue Rally and work done by students:

Harish, a Class XI student, gathered his classmates and other students, and put forth the idea of the Rally to his Principal.

The Principal thought it was a good opportunity to bring awareness among public.



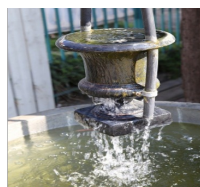
The students sought permission from the local Municipal Authorities and prepared educational videos to be circulated among people to bring about awareness and need to conserve water.

The students prepared placards with messages of saving water and also interacted with a few workers and residents to spread the information.



They recommended 3 things to the Government for better water management:

- Government to make Rain Water Harvesting mandatory
- Stoppage of illegal bore well digging
- Strict enforcement of laws on contamination of lakes

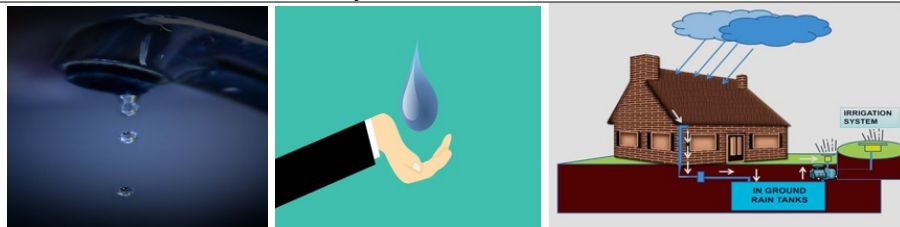


The entire Rally was joined by a few NGO groups and Citizen groups.

It took about 2 hours for the Rally to be completed.

Some important suggestions by the young students:

- Save precious drops of water
- Fix leaking taps immediately
- Minimize water for gardens
- Make Rain Water Harvesting compulsory for all residents



Teacher to sum up and state that students should learn that resources are depleting easily and therefore they need to use them carefully. People have to inform the governments and seek their help to solve issues.

URLs

<https://pixabay.com/vectors/protest-demonstration-communism-155927/>

<https://pixabay.com/photos/school-class-room-children-boys-298680/>

<https://pixabay.com/vectors/thinking-thought-bubbles-153993/>

<https://pixabay.com/vectors/desk-principal-office-153899/>

<https://pixabay.com/vectors/man-person-alert-billboard-placard-160602/>

<https://pixabay.com/vectors/board-hold-woman-one-jacket-2850398/>

Kitchen Sink Tap: <https://pixabay.com/photos/water-drops-sink-tap-kitchen-21070/>

Save Water: <https://pixabay.com/illustrations/drop-hand-water-save-nature-sign-4443549/>

Rain Water Harvesting: SSSVV- Gallery

https://commons.wikimedia.org/wiki/File:Rainwater_harvesting_tank,_India.jpg

BY (Author's name) - [Spiritualfade](#) (talk) Transferred from [en.wikipedia](#)

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<https://pixabay.com/photos/h2o-wet-water-fountain-liquid-3288741/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Democracy	Democratic Governments, C Governments

11. MS_Equality and Justice

Equality and Justice

NOTE TO THE TEACHER:

Teacher to emphasize the importance of equality and justice in the working of a Democratic Government.

Teacher to refer to Apartheid Laws and to emphasize that the White Government had totally unequal laws.



Nelson Mandela - Anti Apartheid Activist

British Laws in India were also discriminatory in the practice of untouchability.

One of the key ideals of a Democratic Government is its commitment to equality and justice.

Equality and Justice are two inseparable sides of the same coin.

Some unequal and unjust issues in India:

- Practice of untouchability



- Practice of child marriage



- Child labour



- Education denied to certain groups
- Gender inequalities
- Inequalities based on economic background



Over the years, the Government has introduced several schemes to improve conditions of certain groups of people.

Some such Schemes are:

1. Pradhan Mantri Jan Dhan Yojana - meant to provide certain services like credit, insurance, pension and savings at reasonable rates to the people



2. Sukanya Samridhi Yojana - meant to help people meet the education and marriage expenses of girl children



**Sukanya Samridhi
Yojana**

3. Rashtriya Swasthya Bima Yojana - meant to provide health insurance for the 'below poverty line' citizens



**Rashtriya
Swasthya Bima
Yojana**

4. National Social Assistance Scheme - meant to give financial assistance to elders, widows, disabled and downtrodden

5. Beti Bachao, Beti Pado - meant to raise awareness regarding protection and education of the girl child



**Beti Bachao,
Beti Pado**

6. The National Child Labour Project Scheme - meant to withdraw children from their workplace and bring them under the care of NCLP. They are given training in specialized skills, education, midday meals and healthcare too.



**National Child Labor
Project Scheme**

The Government has also instituted the 'Naari Shakti' award to recognize and honour Institutions helping women empowerment.

Teacher to sum up and say that the Government recognizes inequalities and injustices that prevail in the Society and makes special provisions for such groups. The Indian Society is basically male-biased and the girl children suffer a lot of injustices. A lot of support has been given by the Government to girl children to undo the injustices. The Government has been consciously trying to bridge inequalities and injustices of all nature.

URLs

- 1 Created using PPT shapes
- 2.Nelson Mandela: <https://pixabay.com/vectors/politician-nelson-rolihlahla-mandela-150383/> -free for use
- 3.Untouchability <https://www.flickr.com/photos/zedzap/42671728100> by **Nick Kenrick**
4. Child marriage - <SSSVV Gallery – Keywords childmarriage
5. Child labor- SSSVV Gallery – keywords Right to Education/child labor
6. Economic Inequalities: <https://pixabay.com/illustrations/poverty-men-arm-wealth-begging-96293/> -free to use
- 7.Pradhan Mantri Jan Dhan Yojana: <http://www.surveyofindia.gov.in/pages/display/235-political-map-of-india>
<https://pixabay.com/photos/coins-banknotes-money-currency-1726618/>
- 8.Rashtriya Swasthya Bim Yojana: <https://pixabay.com/illustrations/insurance-health-health-insurance-1991276/>
- 9.Beti Bachao Beti Pado: <https://www.pxfuel.com/en/free-photo-xdqfe> free for commercial use
- 10.Sukanya Samridhi Yojana <https://pxhere.com/en/photo/1583057> Free for commercial use too.
- 11.National Child Labor Project Scheme: SSSVV gallery : Keywords right to education

Time to teach	Asset Type	Theme	SubTheme
8 Minutes	Main Script	Democracy	Democratic Governments, D Governments

12. QA_Governmental Responsibilities

Governmental Responsibilities

NOTE TO THE TEACHER:

Teacher to prepare for testing and give students detailed instructions of the assignment.

Teacher to :

- *discuss the topics to be assessed*
- *notify the date and time of the assessment*
- *prepare test material in advance*
- *instruct students regarding the marking pattern and the stationery to be brought*

Q1. Make a list of the key elements of a Democratic Government.

Hints:

Democratic Governments concentrate on:

- a. Peoples' participation in the Government
- b. Resolution of conflicts by the Government
- c. Equality and Justice for all



Q2. Elections come periodically. Do you think this is required? Why can't we have one permanent Government?

Hints:

We require Elections for the following reasons:

- a. It reflects the power of the people
- b. It restricts Governments from becoming dictators
- c. It gives people the power to retain the same Government or change the Government
- d. It gives the younger generation a right to exercise their opinions

No country can have a single permanent Government. Power in the hands of a few leaders can lead to corruption and make them move away from peoples' interest to dictatorship tendencies.

Q3. Specify a few ways in which peoples' participation in Government is shown.

Hints:

1. Voting rights of people
2. Peoples' representatives in the opposition party
3. Freedom of speech and expression
4. Adhering to Governmental Laws
5. Opposition of certain Governmental activities
6. Peoples' co-operation with Government policies

Q4. Is it necessary for a Democratic Government to resolve all conflicts? Give reasons.

Hints:

A Democratic Government needs to tackle all conflicts of the people because:

- Conflicts often lead to violence
- Conflicts result in National disturbances and losses
- Government alone has access to legal, judicial and legislative powers
- Government is responsible for the peace, prosperity and justice of its citizens

Q5. What are the steps taken by the Government to ensure equality and justice to its people?

Hints:

1. Government is constantly trying to uplift the downtrodden through its various schemes



2. Government uses the tool of subsidizing certain products for certain groups



3. Government provides uniform justice under its judicial system



4. Government has strict laws against discrimination of any sort among people



5. Government tries to uplift the educational, financial and social living standards of its citizens



Q6. How do you think reducing school fees or exemption of school fees will help girl children?

Hints:

1. More girls will get the opportunity to be educated



2. Parents will be willing to send their girls to schools
3. Awareness will help girls better themselves
4. Education will improve their knowledge and intelligence
5. It would give girls more self confidence and this would benefit future generations

URLs

<https://pixabay.com/photos/hammer-books-law-court-lawyer-719066/>

<https://pixabay.com/illustrations/insurance-home-house-home-insurance-1991226/>

<https://pixabay.com/photos/gas-cylinder-indian-hot-766729/>

Judicial system: <https://pixabay.com/photos/justitia-goddess-goddess-of-justice-2597016/>

Justice: <https://pixabay.com/illustrations/diversity-equality-children-nursery-5392891/>

School: SSSVV gallery

<Girl> - <https://pixabay.com/photos/children-infant-girl-school-306607/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Democracy	Democratic Governments, C Governments

13. MS-Summary_Key Elements of a Democratic Government

Summary

1. Main elements that influence Democratic Governments are:

Peoples' Participation

Resolving Conflicts by the Government

Equal and Just treatment of citizens by the Government.

2. South Africa and its racial population.

3. African Apartheid Policy.

4. African National Congress and Nelson Mandela.

5. Several discriminating atrocities of the Europeans.

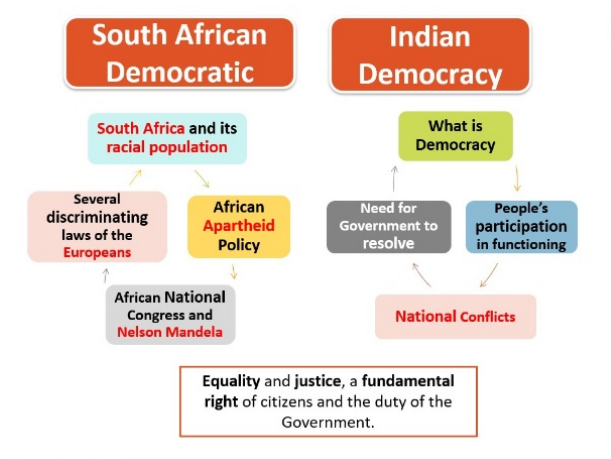
6. What is the role of people in a Democracy and its functioning.

7. Peoples' participation in Democracy.

8. National Conflicts and need to resolve them.

9. Vulnerable areas of conflict in India.

10. Equality and justice, a fundamental right of citizens and the duty of the Government.



Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Democracy	Democratic Governments, C Governments