

## Teacher's Guide

### Electoral Politics

#### Part 1

Based on the NCERT Syllabus for Standard IX



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program Developed in collaboration with Young Leaders for Active Citizenship (YLAC)



## Electoral Politics | Teacher's Guide (1/4) Part 1

Class IX

Board – CBSE

Subject – Social Science

Textbook – Democratic Politics- I for class IX (NCERT)

Chapter 4- Electoral Politics

Number of parts – 04

Length – 50-60 minutes (estimated, for a class of 40-45 students)

*Note: Teachers may divide the lesson plan into as many periods as they see fit*

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### **Section I – What are we going to learn and why is it important?**

#### **Learning objectives**

##### **Students will:**

- Understand the meaning of democratic elections and the need for it.
- Understand the Indian system of elections
- Understand the meaning and purpose of reserved constituencies

#### **Learning outcomes**

##### **Students will:**

- Articulate the need for elections in a country
- Articulate the system of elections in India and need for reserved constituencies

##### Key Terms

General Elections	Assembly Elections	Parliamentary Constituencies	Assembly Constituencies	Reserved Constituencies

#### **Materials needed:**

- Projector to show video and case study
- A white chart with the flow chart drawn on it and a chart with guiding questions for the activity – Understanding General and State elections
- Print-outs of activity sheets



## **Section II – How are we going to learn?**

### **1. Why do we need elections?**

Time: 15 minutes

#### **Note to the teacher:**

- In order to achieve this, the teacher will ask students ‘what colour should be used to re-paint the class’ and allow multiple opinions leading to no real consensus.
- Next, the teacher should ask one student to answer the question, without picking a student or allowing students to choose who should answer the question.
- This should be followed by a discussion about the scenario and its fairness. Student are likely to point out that the scenario isn’t favourable as it leads to confusion and doesn’t take everyone’s opinions into account. The teacher should try to bring out these issues from the students.
- As a follow up, the teacher should allow students to choose a representative to coordinate re-painting related decisions. An election should be conducted to determine the student representative from among 2-3 students that the teacher nominates.
- This should be followed by a discussion about the scenario. The teacher should urge students to compare the election scenario with the previous one and identify the advantages of the election process. The teacher should also allow for student to critique the nomination process as not being entirely representative. (This will later help establish that in a democracy like India, anyone can stand for the elections)

#### **Facilitation notes:**

##### **Scenario 1:**

- In the previous chapter we learnt that India is a democracy and in a democracy the people govern through their representatives. Now that we have revised that, let me ask you a question. What colour should we use for our class if we want to re-paint the walls? (Let students speak without raising their hands, as and when they please)

##### *Scenario expectation:*

- *Everyone will share a different opinion and this could lead to a state of confusion with no particular outcome without any structured approach.*
- *Few of these opinions will be the same.*
- I want only one student to get up and answer the question.

(Here, the students might not decide who will answer and this might be a state of confusion as well. )

- Do you think this is a favourable scenario? What are the problems in this scenario? (Take responses)

*[expected student response (not an exhaustive list)]- This is not a favourable scenario because there is confusion. There is no one to make the decision. There is no representative. There is no structure to this discussion.]*

- Do you think this was a democratic process? Why or why not? (Take responses)

(Expected response: No, because in a democracy people govern or rule through their representatives. However, here the decision was made by a representative chosen by the teacher.)

### **Scenario 2:**

- Let's try a different approach. Why don't we choose 1 student to decide on behalf of all students? Let's choose one representative for the class through an election. I'm going to nominate 2 students and you will all vote for either of the two to become the student's representative. (Select any 2 students)
- Now let's take a vote. On a small piece of paper, write the name of the student you want as your representative. Whoever gets the majority of votes will become the representative and decide the colour on behalf of the students.
- Once the representative has been chosen, he/she may should follow a fair process of his/her choice to decide the colour. Now, let's vote!
- (After the counting of votes, announce the winner) Congratulations! I now leave it up to you to decide how you wish to select a colour. (Once the colour has been chosen) What did you think of this scenario, as opposed to one where one student picks a colour of his/her choice without consulting other students of the class? (Take responses and note them on the board. Steer the discussion to arrive at the point below.)
- So even though few of your preferences were not taken, you knew that the process followed by the representative was fair because he/she took the majority vote and that is why you feel your voice was heard. How many of you feel that your voice was heard, please raise your hands? *(All of them would ideally do so.)*
- This is the process of democratic representation. You all first choose your representative to avoid confusion and ensure that all voices are heard. When all voices are heard, it is a fair process.
- The process of choosing your representative was similar to a democratic election that happens in our country.
- Based on your experience of these 2 different scenarios, can you say why we need elections in a democracy? Let's discuss this and then answer the question in our notebooks. (Take responses)
- Expected responses – Helps to avoid chaos and leads to effective decision making, elections give everyone a voice and allows their interests to be represented) Look at the poster. Can you add any points to your answer based on what you see in the poster? (Take responses)
  - (Expected response: Elections allow us to choose our government and the future we want to have



## 2) What makes an election democratic?

### Note to the teacher:

- In the activity, students will be presented with different scenarios that depict undemocratic elections.
- In their notebooks, they must draw the table shown below and write the consequences of the scenarios and their learning from the same.

### Facilitation Notes:

- In the previous activity, we found that elections lead to effective and representative decision making.
- Let's look at elections in greater detail. Let's consider and compare a few different scenarios. Let's quickly draw the table made on the board into our notebooks and go over the scenarios mentioned, one by one.

Let's say that we are trying to choose a student representative once again through an election. However, this time let's say that instead of each person having one vote, the students with less than 75% marks in the last exam do not get to vote. What would happen in such a scenario? (Take responses)

(Discuss each scenario and take responses to fill up the table as shown below)

- (After discussion of all scenarios) Excellent! Our learnings are all features of a democratic election. While we can conduct an election without these features, it will not be a democratic election where all people can participate to choose a leader of their choice.

Scenario	Consequences	Learning
<ul style="list-style-type: none"> <li>- Students with less than 75% marks don't get to vote</li> <li>- Girls are not allowed to vote</li> </ul>		
<ul style="list-style-type: none"> <li>- There is only one candidate</li> </ul>		
<ul style="list-style-type: none"> <li>- The position was given to a candidate who did not have the majority vote</li> </ul>		
<ul style="list-style-type: none"> <li>- The teacher forces students to vote for a particular candidate or he/she would deduct marks</li> </ul>		

Exemplar response:

Scenario	Consequences	Learning
<ul style="list-style-type: none"> <li>- Students with less than 75% marks don't get to vote.</li> <li>- Girls are not allowed to vote</li> </ul>	It will be unfair as not everyone's opinion will be heard. Many students are being denied a voice.	Everyone should have one vote of equal value.
<ul style="list-style-type: none"> <li>- There is only one candidate</li> </ul>	<ul style="list-style-type: none"> <li>- There is no real choice. People who do not like the candidate have no choice but to vote for him/her.</li> </ul>	There is a choice to choose from (for the voters)
<ul style="list-style-type: none"> <li>- The position was given to a candidate who did not have the majority vote</li> </ul>	<ul style="list-style-type: none"> <li>- People will lose faith in the process of elections</li> </ul>	The candidate selected by the majority should be s elected
<ul style="list-style-type: none"> <li>- The teacher forces students to vote for a particular candidate or he/she would deduct marks</li> </ul>	<ul style="list-style-type: none"> <li>- People may feel pressurised to vote for a certain candidate who is not of their choice</li> <li>- The candidate elected will not represent everyone's interest and may listen only to the teacher</li> </ul>	Election should be conducted in a free and fair manner (no use of violence/ power/ money)

### 3. The need for democratic elections

Note to the teacher:

- In this activity, the class should be divided into 2 groups which will be presented two different scenarios. One of the scenarios presents a democratic election process while the other does not.
- Discuss with the students both scenarios to identify democratic elections as the better system based on the points mentioned in the 'De-brief'.

Facilitation Notes:

- Now that we have understood what makes an election democratic, let's try to understand the need and advantages of democratic elections.
- Let's divide the class into 2 groups.
- (After establishing the division, use the script in the table below to read out the scenarios to the class and ask the questions that follow)

<i>Group 1</i>	<i>Group 2</i>
<ul style="list-style-type: none"> <li>• Scenario where the students form the population of India and the Prime Minister is <i>not elected</i> by the people because there are no elections.</li> </ul>	<ul style="list-style-type: none"> <li>• Scenario where the students form the population of India and the Prime Minister <i>is elected</i> by the people and it is a Representative Democracy.</li> </ul>
<ul style="list-style-type: none"> <li>• The Prime Minister recently passed a law called 'One-child policy'. According to this law, all Indian families can have only 1 child else they will have to pay a huge fine to the government.</li> </ul>	<ul style="list-style-type: none"> <li>• The Prime Minister wants to pass a new law called 'One-child policy'. According to this law, all Indian families can have only 1 child else they will have to pay a huge fine to the government.</li> </ul>
<ul style="list-style-type: none"> <li>• How many of you support this policy and are happy with the government's decision? Raise your hands.</li> <li>• The ones who are not happy, what do you think can be done about this? (take a few responses- these will mostly be negative like the citizens will have no choice but to follow the new policy)</li> </ul>	<ul style="list-style-type: none"> <li>• But in order to pass this, he would think about how many people would support his decision because the votes he gets during election, depend on them. If people are not happy, they will not elect him or his party next time.</li> <li>• Thus, here the real power lies in the hands of the citizens who elect their leaders to make decisions on behalf of them.</li> </ul>

**De-brief:** In which situation do you think the citizens will be happier? Why? – Discussion between the 2 groups

In an election, the voters make many choices:

1. They can choose who will make laws for them

2. They can choose who will form the government and take major decisions
3. They can choose the party whose policies will guide the government and law making

**Did you know?**

**Picture below:** India is the biggest democracy in the world. Free and fair elections take place in India where the citizens make a choice between parties and candidates. It is thus a multi-party system (there are many parties)

1. Which was the ruling party in India in 2018? (BJP)
2. Which was the biggest opposition party in 2018? (Congress)



**2. What is our (Indian) election system?**

Activity: Understanding General and State Elections

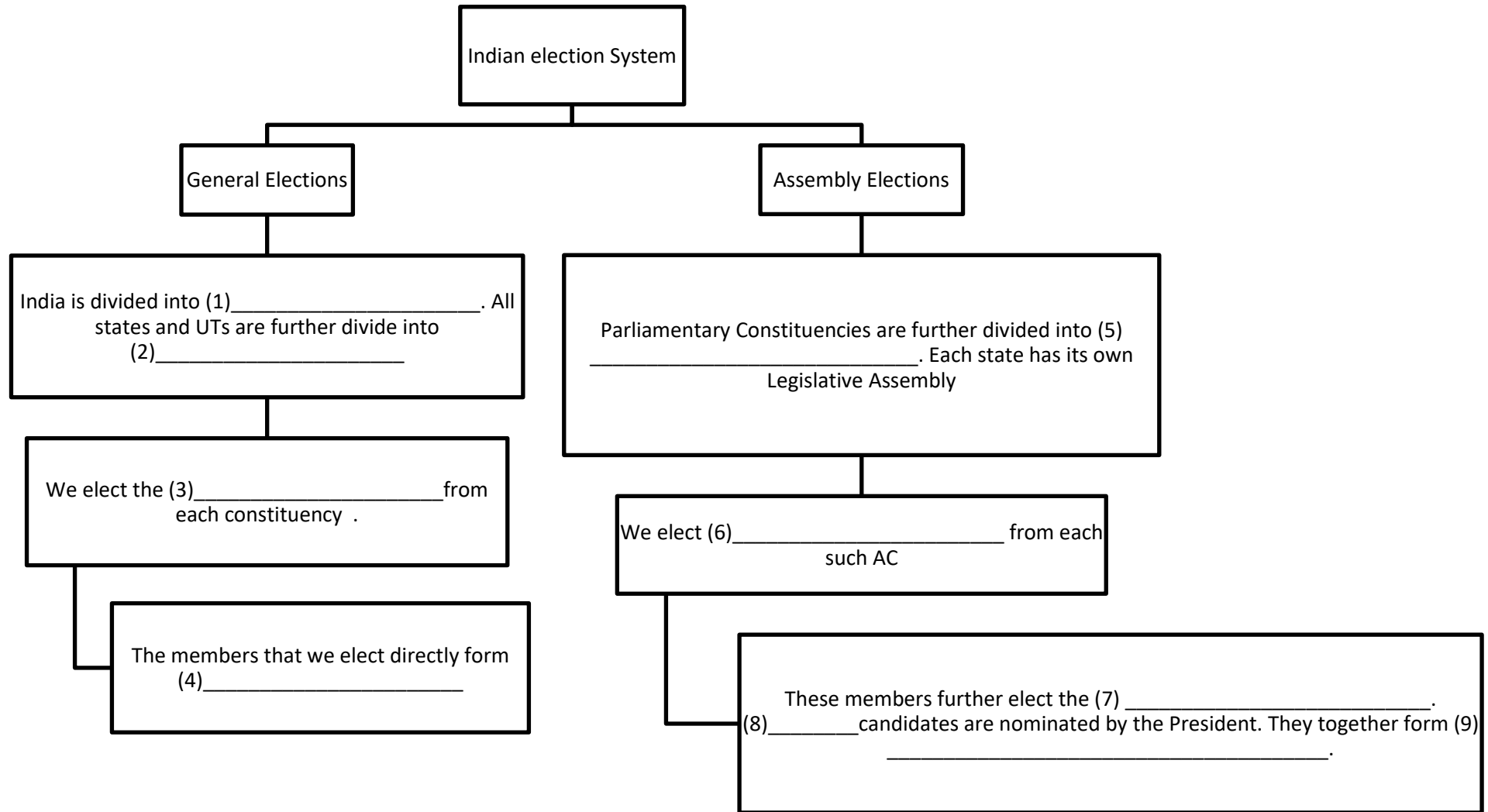
**Time:** 20-25 minutes

**Materials Needed:** Activity sheets for every student, Chart Paper and markers for Teachers

**Facilitation Notes:**

- We will start this part with an activity I am really excited about. You will all get a sheet, which has a flow chart. As you can see in the flow chart there are total 9 blanks. Our task would be to see the video and try to complete this flow chart. I will be pausing the video after every relevant aspect and together we will complete this flow chart step by step.





Let's see the video and try to understand the General and State Elections in India.

**Video: Indian Electoral System demystified**

The video talks about the Indian Electoral system and how the Parliament is formed.



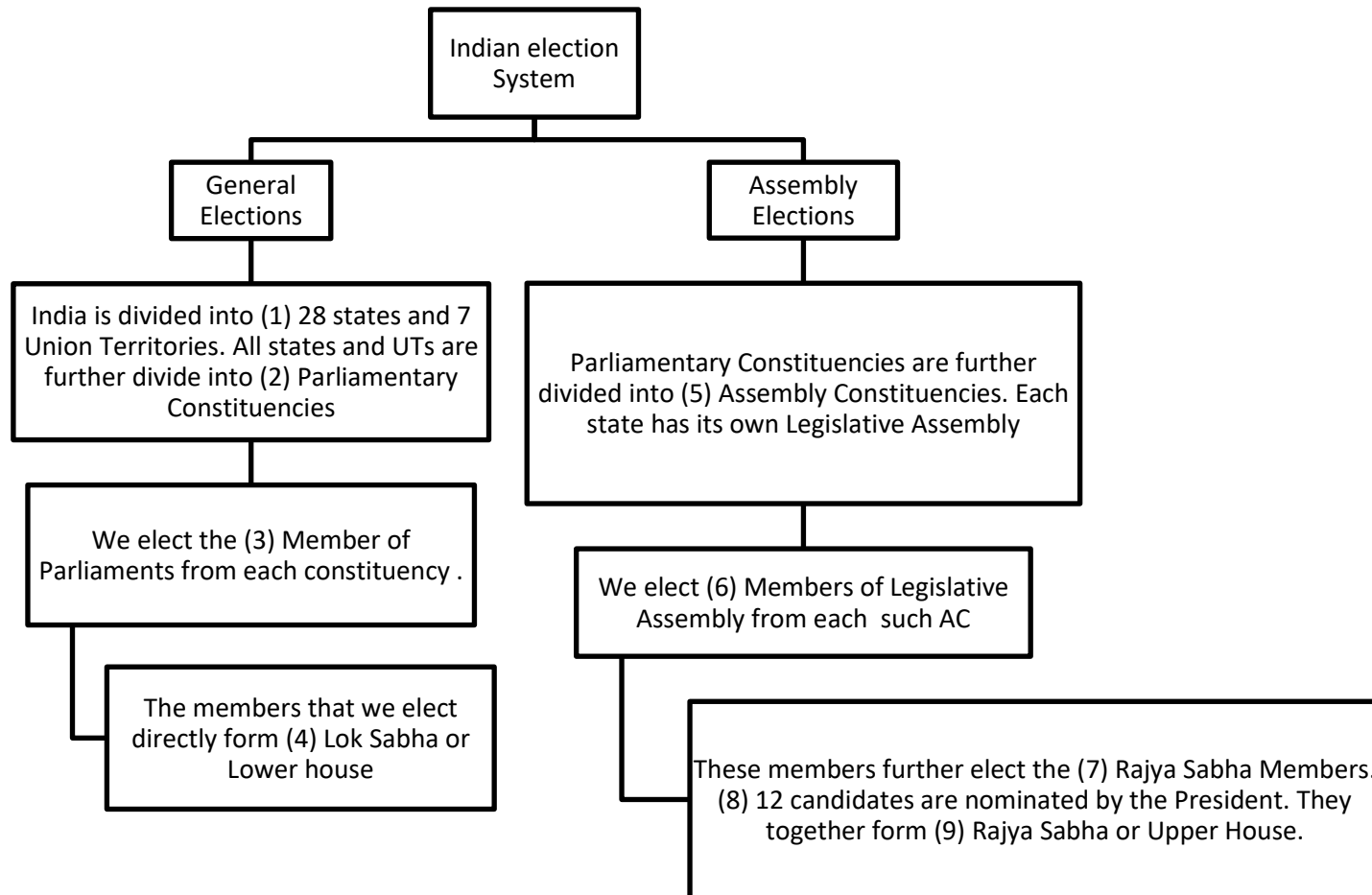
Source: [Indian Electoral System- Youtube](#)

Indian Electoral Process demystified

- Let's start watching. For the first part following are the guiding questions that you need to think about (Teachers can display these questions on a chart)
  1. In how many states and union territories is India divided into?
  2. The states and UTs are further divided into what?
  3. Whom do we elect from each constituency?
  4. The members that we elect directly form which house of the Parliament?
- (Teacher will pause at 1:19) Now let's answer these questions and complete the blanks in our flow chart. (Students will respond to the questions asked and both teacher and student will fill in the blanks for first 4 questions.)
- Now let's watch the second part. For this part following are the guiding questions that you need to think about (Teachers can display these questions on a chart)
  5. What are the Parliamentary Constituencies further divided into ?

6. Whom do we elect from these constituencies?
7. Whom do these members elect?
8. How many candidates are nominated by the president?
9. Which house is formed by members elected by MLAs and candidates nominated by president?

(Following is the ESR for the flow chart)



- Similar process is followed for the elections at local level – urban and rural. The town or village is divided into constituencies and one or more member is/are elected from each constituency.

### **3.What are Reserved Constituencies and why are they important?**

Activity: Analyse the case study and understand why ‘Reserved Constituencies’ are important.

Time: 10 minutes

Note to the teacher:

- In this activity, students will read a case study on two candidates. (It may also be read out to the students).
- The case study describes the socio-economic background of the 2 candidates.
- Students will be asked which of the 2 candidates, based on the information available to them, is more likely to win.
- Students will turn to their partners and answer the question.
- This will be followed by a whole class discussion. This should lead to the understanding that additional provisions in the form of ‘reserved constituencies’ are required to represent the weaker sections of society.

#### **Facilitation Notes:**

I want to share with you some information about 2 candidates contesting the elections. Listen/read carefully to be able to answer the question that will follow.

#### **Case Study**

Amit and Sumit are going to contest in the upcoming elections from the same Parliamentary Constituency for Lok Sabha. Sumit is more qualified than Amit.

Amit belongs to a wealthy family. He is highly influential and has more than enough funds to campaign for the election. He has hired many people and organized large rallies and put up large hoardings.

Sumit on the other hand belongs to a poor Scheduled Caste family and is not influential. He has limited funds to campaign for the election. He wants to improve the lives of many people like him in his constituency. He has many plans for the same and only the support of his friends and family to campaign. He does not have the resources to organize large rallies.

Now turn towards your partner and in the next 2 minutes discuss who do you think has a higher chance of winning the election and why?

(After discussion among partners, teacher will ask students to respond in large group. The expected response would be: Amit has higher chances of winning because he has more money and he is influential as well)



- Do you think it is fair? (Teacher will take 2-3 responses from students. Expected Response: No, just because someone has more money and is more influential should not win. The one who is more qualified and is willing to represent the interests and choices of the people should win)
- Keeping in mind that if weaker sections are not elected to the Parliament and Assemblies, then the voice of the significant section of our population will not be heard. Our constitution reserves some constituencies for Scheduled caste and Scheduled tribe candidates. These are called Reserved Constituencies as from these constituencies only SC and ST candidates can stand for the election.
- Currently in Lok Sabha there are 79 seats reserved for Scheduled castes and 41 for the Scheduled tribes. This number is in proportion to their share in total population.
- This system is also extended at the district level and local level. The proportion of the seats reserved however varies from state to state.
- In order to make sure that there is enough representation of women, one-third seats are reserved in rural and urban local bodies for women candidates.

### Section III- Assessment –

Answer the following questions:

1. What are the Central Government Elections called?

(General Elections)

2. What are the state elections called?

(Vidhan Sabha or Assembly elections)

3. What are Parliamentary Constituencies and Assembly Constituencies?

(The country is divided into smaller areas or units called constituencies, for the purpose of conducting elections. The constituencies made for the purpose of General Elections are called Parliamentary constituencies. Each state is divided into Assembly Constituencies for Assembly Elections)

4. Why do we need Reserved Constituencies?

(Reserved constituencies are constituencies that have been reserved for Scheduled Castes (SC) or Scheduled Tribes (ST). In such constituencies only SCs or STs may stand for elections. Reserved Constituencies ensure that weaker sections of society who may not have the resources to compete against well off candidates, get represented in the government.)



5. What are the various choices that you, as a voter, can make when you cast your vote?

As a voter, I can make the following choices:

I can choose who will make laws for us.

I can choose who will form the government and take major decisions.

I can choose the party whose policies will guide the government and law making.

6. What makes an election democratic? List 5 points (answer from book, also discussed during the class)

1. Everyone should have the right to vote and each vote should be of equal value.
2. Parties and candidates should be free to contest elections and should offer real choices to the voters.
3. Voters should be given a choice to choose their representative at regular intervals.
4. Candidates preferred by people should get elected.
5. Elections should be free and fair so people can choose as they wish.

### **Homework Assignment**

Depict your relationship with any political leader. Given below are some questions related to the relationship. Use these questions to find the message you want to depict through a cartoon/comic strip. The focus of cartoon/comic strip should be on describing the relationship between the citizens and political leaders, not the art.

- a) What are some promises that the political leader has made, which relate to you?
- b) When does this political leader interact with voters/citizens?
- c) Can you relate to the personality of this political leader?
- d) What actions or ideas of this political leader do you appreciate?
- e) What actions or idea of this political leader do you not like?



## Section V – Additional Resources

### **Resources for students**

#### [Election Commission: The Functions \(Electoral System of India\)](#)

This webpage on the ECI website explains the various functions and structures of the electoral system of India, along with relevant data from the 2014 General Elections.

### **Resources for teachers**

#### [Al Jazeera: How the world votes](#)

This interactive webpage gives an insight into upcoming elections around the world. Teachers can use it to share interesting anecdotes, facts and draw comparisons with other electoral systems.

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