



Teacher's Guide

Outcomes of Democracy

Part 3

Based on the NCERT Curriculum for Standard X



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)

Outcomes of Democracy | Teacher's Guide (3/4) Part 3

Class X

Board – CBSE

Subject – Social Science

Textbook Democratic Politics-II for class X (NCERT)

Chapter 7 – Outcomes of Democracy

Number of parts – 04

Length – 65- 80 minutes (estimated, for a class of 40-45 students)

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

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

Learning objectives

Students will:

- Identify the need to accommodate social and cultural diversity in a democracy.
- Understand how a democracy promotes acceptance of diversity.
- Appreciate that democracy forms a legal basis for equality and dignity of all citizens.

Learning outcomes

Students will be able to:

- Appreciate that democracy by its very nature works towards being socially and culturally inclusive thereby accommodating and accepting diversity.

Key Terms

Social Diversity	Dignity	Individual Freedom
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Materials needed

1. Projector for screening videos.
2. Chits of paper, one per student for the activity if I lived in a dictatorship.

Section II – How are we going to learn?

1. Opening hook: the world I live in.

Time: 10- 15 minutes

Materials needed: Projector for showing the video

Facilitation Notes:

- Can anyone tell me how many people are there in the world? Just a number. (There are over 7.5 billion people in this world!)
- Okay another one, how many countries exist in the world? (195)
- Does anyone know how many religions are there in the world?
- The truth is that it is not possible to tell how many religions are there in the world because all religions are not even documented.
- Can anyone even imagine, in these 750 crore people, there must be so many opinions, ideas, discontent, differences, and similarities. The way this world is made- its cultures, traditions and marvels are inspiring.
- Let's start today's lesson with a very interesting video I came across.
- As you watch the video, each of you have to note down just one thing. Note down any one unique person you noticed and what was unique about that person.
- **Video: Apple: Diversity and Inclusion**



The video is a short film made by Apple on how the company is promoting diversity and why is it important.

Link: [YouTube](#)

- Take a few responses from students on what they noticed? Anything different about someone.
- While this video talked about the world, let's now see another video that talks about India.
- While seeing this video, I want you all to do a similar exercise.
- Notice one thing about India that you think is new and something you haven't thought about.

- Video: Incredible India: Unity in Diversity

The video shows different clips from across India with a focus on diversity.

Link: [YouTube](#)

- (Take a few responses from students on something unique they noticed about India)



De-brief

- As you already know, India is an incredibly diverse country. We have almost all major religions of the world, 1/6th of the world's population, all types of land forms including mountains, beaches, plains, plateaus etc., 22 scheduled languages, hundreds of cultures and countless traditions.
- I mean think about it, just looking at our major festivals (Diwali, Eid, Durga Puja, Christmas, Navratri, Easter, Gurunanak Jayanti, etc.), you can tell that we are a country full of diversity!
- So my question is similar to what that women said in the previous video: Diversity is not just present but also essential for a country. Why?
- Think about what are the benefits of having different people around. In a country, in a society, or even in a classroom.
- Take 2 minutes discuss with your partners and share aloud your answers. (guide students to think on what are the benefits of diversity from a much larger point of view)
- (In the meantime, the teacher to write the word 'diversity' on the black board)
- Expected answers:
 - They will be more tolerant, more open to other cultures.
 - When everyone is heard to, new ideas are born.
 - Diversity creates a need to push everyone to be more accepting. It promotes peace and unity.
 - Children are exposed to new concepts through diverse friends.
- From our conversations so far, we understand that a world with different people is a better world. But this implies two things:
 - Understanding these people- accommodating their diversity.
 - Respecting and giving freedom to these people- enabling them to thrive in a society that accepts their differences.
- Let's consider both these points and see how a democracy is able to accommodate social diversity and individual freedom.

2. The life of a politician in a democracy

Time: 20-25 minutes

Materials Needed: 4 Prints version of skit scenes (printable versions in appendix)

Note to the teacher:

- This section is meant to be performed as a series of small skits in class. In each scene, a pretend politician is meeting with people. All these people are from different religions, castes, minority groups etc.
- They all bring their problems to the politician. In the way the politician deals with each of these people, it becomes clear that if he wants to stay in power, he needs to keep all of his constituents happy. For this activity to be fun and engaging, select a student who is good at acting, a narrator, and a few other actors. The actors needed are as follows:
 - Main politician
 - Secretary
 - A Christian man
 - A Muslim man
 - A women from a backward caste
 - A Hindu parent who is also a local activist
 - Narrator
- Before the activity begins, the teacher should ask the students to prepare a skit on the following scenes. She can give the students print outs of these scenes to prepare a role play (printable version in appendix)
 - **Scene 1: Desai meets a Christian man**

Mr. George Thomas, a Christian constituent visits Mr. Desai's office. He says that it is Christmas time and the local church has a prayer service on the eve. He invites Mr. Desai and his family. Mr. Desai is in a fix. He is a Hindu man and wants to keep his biggest vote bank of Hindu people happy. But he also cannot offend the Christians, especially not when Mr. Thomas is so influential himself. In fact there are talks that he may become the President of his Resident Welfare Association, the largest colony in Mr. Desai's constituency where people of all faiths live. Mr. Desai is talking to his secretary about this problem after Thomas leaves. Should Mr. Desai attend the prayer?
 - **Scene 2: Desai and the repair work for the mosque.**

The interesting thing about Palampur is that it is almost a perfect representation of India. There are majorly Hindus but a strong and respected community of Muslims. After the earthquake last year, the Muslim mosque got damaged. Mr. Ahmad, the leader of the local Muslim party, has been trying to get money allocated for the repair work for a year and Mr. Desai has been delaying it. An angry Mr. Ahmad comes to Desai's office threatening a strike of all local labour if things are not sorted soon. What should Mr. Desai do?

○ **Scene 3: The beggar from the low caste**

The Prime Minister's secretary, Vinod, is very worried. A recent survey has shown that people of lower castes continue to do much worse than the rest of the population in terms of employment. Things have been bad especially in the last 3-4 years, as the informal economy has suffered due to various reasons. Most people of lower castes work in the informal sector, therefore they have been hardest hit. People of lower castes have a significant vote share in the upcoming elections. Vinod tries to convince the Prime Minister that something needs to be done about this, what arguments will he give?

○ **Scene 4: Mr. Desai and the teacher**

Mr. Desai visited the local school. After his visit he was very happy. The grades are up and students seemed happy. The principal also told him about the upcoming girls' cricket team. As soon as Desai entered his office, an angry parent came storming in, asking him to take action against the school principal. On asking what happened, she told him that the school principal is refusing to give admission to Muslim students in her school- an act which is not just against the law but also immoral. The mother is a Hindu activist and Mr. Desai knows that Palampur is a secular and united city. How must he tackle this situation?

- After showing the problem, the actors will pause and go into the background and the narrator (or the teacher) would ask students what could be the possible reaction of the politician and what could be its repercussions. Students will keep coming up with solutions and pointing flaws at each other's solutions till they arrive at a good solution in each of these cases.
- The debrief ultimately comes back to how in a democracy ensures that everyone is given some degree of importance and that no politician can ever completely ignore any sect of people if they wish to be re-elected.

Materials needed: A white politicians cap if possible.

Facilitation Notes:

- Before we start this section, let's do a small fun activity. How many of you have watched Netflix or Amazon Prime or Hotstar or any of these other sites?

- They are fun, aren't they? There seems to be stuff on it from around the world. I have found some incredible shows to watch on it. But that's not the point. The point is that on Netflix, they came out with a show in which you could choose how the show moves. So using your app, the show would give you options and you could decide what to see next! This way everyone made their own show.
- So ladies and gentlemen of this class, welcome to your own live television show- The show is called the Great Indian Democracy.
- And now let us introduce to you your characters. (As the teacher calls out the names of the characters, the students walk up to the stage. To increase the energy of the class, the teacher asks them to clap and cheer for their friends)
- Okay, everyone settle down. What these actors will now do is that they will perform a scene in front of you. You will see each of these scenes and the scene will end on a cliffhanger. This means that the scene will end at a crucial point. You have to now decide what the characters of the scene do.
- Remember one common theme though- Mr. Desai is an elected politician and he is elected in a city that does not face any major religious or caste tensions. Also, elections are just over a year away and the Prime Minister badly wants to get re-elected. Please also make a note that this is common for every politician in every democracy (if they do not perform well, they will not get re-elected)
- (The students now perform each of the four scenes and the class gives solutions to the problems. While discussing these scenes, the teacher to point at the following points, if they are not covered:
 - Scene 1: Mr. Desai will have to respect the Christian community because they are an important part of Palampur. Even if they are not in majority, they are powerful and can even be in his opposition in the next election
 - Scene 2: Mr. Desai should give money for the mosque. If he doesn't then he will upset the Muslim community. They may be in minority but what if they form supporters with other minorities. At the same time, he will have to ensure that this does not appear as favoritism but rather an impartial act of kindness and duty.
 - Scene 3: Lower caste issues are prevalent across the country. A great way to ensure that not just the lower caste are happy.
 - Scene 4: Mr. Desai should take strong action against the principal. If it appears that Mr. Desai is communal then his rivals can use this against him. They can paint him as a man who gives more importance to divisions than progress and is not good for the entire community, Hindus or Muslims.

De-brief:

- Well done class! That's what I call a political drama!
- But while we had fun in this activity, did anyone understand any important points about a democracy from it?
- Let's take the instances of the Christians and the lower caste? Why do you think the politician has to cater to them? They are not the majority after all.

- This is because in a democracy, situations keep changing. These people may be minority in religion but may have other influences in society. By eliminating a minority, the government will create dissatisfaction. This minority may end up becoming a majority in the future. The Christians may have a lot of money or other influence. Similarly, the lower caste are Hindus, so in another way a majority.
- What about the case of the Muslim leader?
- Mr. Desai cannot afford to offend him either. If Muslims are continuously disappointed in Palampur, they may form alliances with other minorities or convince everyone else to get a better leader who listens to everyone. A democracy ensures that every group gets to be a part of a majority at some point of time.

3. If I lived in a dictatorship?

Time: 20- 30 minutes

Materials needed: Chits of paper- one per student.

Note to the teacher: To make this activity more exciting, you can also go out in the field in the second half of the activity, and get students to stand in a sharing circle (two if the class is too big).

Facilitation Notes:

- The next section hopefully will get everyone thinking about how a democracy is a genius solution to make everyone feel heard. But before we start this activity, I want one thing cleared.
- In this activity and at other points in the lesson plan, we have mostly compared democracy and dictatorship and left the other forms of government out.
- Can anyone tell me why?
- This is because a democracy and a dictatorship are like two opposites. For the purpose of clarity, it makes sense to compare these two extreme ends of government forms. Even if we were to include other forms of government in our discussion, the points made in favour and against a democracy will still stand. The discussion will only become more complex with multiple comparisons.
- (distribute chits of paper, one per student) You all have one chit in front of you. I want you all to hold on to this chit and before we start talking about how a democracy behaves towards diversity, let's talk about the other extreme- a dictatorship.

- Okay, so let's make an imaginary dictatorship in India together. I have written the following questions on the board. Now imagine that if India were a dictatorship, what the situation will be like by answering those questions.
- The teacher will write the following questions on the board and students will collectively make an Indian dictatorship together in a large group discussion moderated by the teacher.

Questions	Salient Features of the Indian Dictatorship
Will India have a ruler by birth or by force?	
Will India have a state religion? What would this mean?	
Will there be restrictions on men or women to marry inter-caste or inter religion?	
Will it be allowed to openly question the government or government institutions?	
How will day-to-day life be affected?	

- (The teacher to ask students to give points on what the Indian dictatorship will look like, let the students use their own imagination)
- Potential answers:

Questions	Salient Features of the Indian Dictatorship
Will India have a ruler by birth or by force?	India will have a ruler by force.
Will India have a state religion? What would this mean?	<ul style="list-style-type: none"> • India will have a state religion • All festivals per that religion will be strict holidays and other festivals will not be given any importance. • There may even be special benefits given to one religion like government schemes or tax cuts etc.
Will there be restrictions on men or women to marry inter-caste or inter religion?	<ul style="list-style-type: none"> • Most likely, there will be more restrictions on women. • They won't be allowed to do certain kinds of jobs. • They may not be allowed to wear certain clothes. • Family laws and marriage laws may be in favour of men.

<p>Will it be allowed to openly question the government or government institutions?</p>	<ul style="list-style-type: none"> ● No one will be openly allowed to question the government. ● News will be biased. ● Reporters may be imprisoned for criticizing the government. ● No one will be allowed to criticize the ruler. ● Students will not be allowed to question their teachers etc.
<p>How will day to day life be affected?</p>	<ul style="list-style-type: none"> ● There may be day-to-day restrictions, especially for women. Restrictions that may limit their freedom to move out of home, work late hours, travel in public transport etc. ● Caste or religion may become restrictive to the extent that people may limit interactions with different sects. ● Students may be taught only certain subjects and ideas in schools.

- This activity is being done in jest. But imagine- there are places like these in the world. Many non-democratic countries are dictatorships where the situation is even worse than what we discussed above.
- (The teacher to give students 5 minutes to note everything down. For this part of the activity, the teacher can either move the furniture back and form a big circle in class or ask the students to step out of class)
- Okay, now that we are all in a circle, I want you all to really think about what would have happened if India was a non-democratic country. And I want you to all think about your own selves. We sometimes take a democracy for granted and keep asking for more.
- You have all been born and are growing up in fairly peaceful and stable times. Think about your likes and dislikes. What makes you different and answer this question in your own heads.
- “If India were a dictatorship then I would not...”
- Take 2 minutes and think. What freedom of yours would have been taken away? Would it impact a big goal you have for yourself or perhaps for your family? Would it mean that other people would see you differently or that you will feel smaller or bigger than your friends?
- (After two minutes, the teacher asks one student to start and then everyone shares what would change in their lives if India was not a democracy)
- (Give students 2-3 minutes to move back to class and be quiet with their thoughts)

Debrief:

- Thank you all for sharing. That was a very honest and candid sharing circle.
- I hope this activity made you realize how the Indian democracy is something so special that we all tend to take for granted.

- By your own admission, we all said that something in our lives would go missing if India was not a democracy.
- We may not be able to be friends with someone, or may feel bad about our caste or religion or worse, may feel constantly under a threat from the government.
- A democracy is a beautiful form of government where every individual is given the freedom to lead a respectful life.

4. How does democracy move forward?

Time: 10 minutes

Facilitation notes:

- As we conclude this chapter, I would like to raise a very important point among all of you.
- As an experiment, sit with your parents and ask them about their opinions on the government, be it central, state or even local.
- Very often you would find them grumbling or complaining. How the taxes are too high. Or there are not enough jobs. The roads are dirty. Electricity supply is very poor.
- It is very rare to find people who are satisfied in a democracy. And this is the most beautiful part of a democracy!
- A democracy keeps putting itself to test. Expectations from a democracy are never met. As soon as one challenge is over, another one comes up.
- And in this manner a democracy keeps bettering itself. People in a democracy are not helpless country men who simply obey. They are active, complaining and even participating citizens who constantly want society to be better for themselves and everyone else.
- A democracy has its greatest success in the fact that its citizens keep pushing it forward.
- As citizens, we all need to be on guard to protect and promote our democratic institutions. For example, we can play a part in holding the government accountable, appreciating and protecting the diversity of the country and engaging constructively with our elected representatives.
- Going back to the discussion in the first lesson of this chapter. It is an incredible gift to be born in a democracy. We need to think about how we can best use it.

Section III –Assessment

Time: 10 minutes

Materials needed: Blackboard and chalk

Facilitation notes:

1. How does a democracy ensure personal freedom over a dictatorship?
2. A democracy creates dis-satisfaction among citizens. Explain this statement in about 50 words.
3. In the context of democracies, which of the following ideas is correct – democracies have successfully eliminated:
 - a. conflicts among people
 - b. economic inequalities among people
 - c. differences of opinion about how marginalized sections are to be treated
 - d. the idea of political inequality
4. In the context of democracies, which of the following ideas is correct – democracies have successfully eliminated:
 - a. conflicts among people
 - b. economic inequalities among people
 - c. differences of opinion about how marginalized sections are to be treated
 - d. the idea of political inequality
5. Identify the challenges to democracy in the following descriptions. Also suggest policy/institutional mechanism to deepen democracy in the given situations:
 - a. Following a High Court directive a temple in Orissa that had separate entry doors for Dalits and non-Dalits allowed entry for all from the same door.
 - b. A large number of farmers are committing suicide in different states of India.
 - c. Following allegation of killing of three civilians in Gandwara in a fake encounter by Jammu and Kashmir police, an enquiry has been ordered.

Section IV – Closure

Time: 5 minutes

Recap by a student and teachers

Time: 5 minutes

Please ensure that all the following points are covered in the recap by the teacher and student.

- A democracy is based on the fundamental concept of equality among citizens. It therefore accommodates diversity much better than any other form of government.
- By putting every citizen on the same political platform, a democracy enables the fight for equality and dignity.
- Additionally, a democracy constantly pushes its own self by creating challenges every time an old one is met.
- It creates scope for citizens to ask for more out of their government and their country. The greatest success of a democracy lies in the fact that its citizens are never satisfied. How will you push your democracy forward?

Section V- Homework

Read the passage below:

“Nannu is a daily wage earner. He lives in Welcome Mazdoor Colony, a slum habitation in East Delhi. He lost his ration card and applied for a duplicate one in January 2004. He made several rounds to the local Food & Civil Supplies office for the next three months. But the clerks and officials would not even look at him, leave alone do his job or bother to tell him the status of his application. Ultimately, he filed an application under the Right to Information Act asking for the daily progress made on his application, names of the officials, who were supposed to act on his application and what action would be taken against these officials for their inaction. Within a week of filing application under the Right to Information Act, he was visited by an inspector from the Food Department, who informed him that the card had been made and he could collect it from the office. When Nannu went to collect his card next day, he was given a very warm treatment by the Food & Supply Officer (FSO), who is the head of a Circle. The FSO offered him tea and requested him to withdraw his application under the Right to Information, since his work had already been done.”



What does Nannu's example show? What impact did Nannu's action have on officials? Ask your parents their experiences when they approach government officials to attend to their problems.

Section V – Additional Resources

Resources for teachers

1. Article: How to improve democracy?

This opinion article talks about how a jury system can improve a democratic society.

Link: [Brookings](#)

2. Article: You can use your skills and ideas to fix a democracy

The article details how civic action can be used to create pressure for better governance

Link: [Ted.com](#)

Resources for students

1. Video: The perfect country

This video brilliantly explains what a perfect country can potentially look like.

Link: [YouTube](#)

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