

**Chapter 4 –
Development and
Implementation of
Lesson Plans
based on 5E
Approach**

Chapter 4

Development & Implementation of Lesson Plans based on 5E Approach

4.1 Introduction

This chapter gives an account of the development and implementation of the Lesson Plans (LP) to teach Social Science to the Standard IX CBSE English medium students. The intervention was designed as per the Constructivist approach which is a student centric approach giving primacy to the learner in the instructional process.

4.2 5E Model of Teaching Approach

The 5E Model (e.g. Engage, Explore, Explain, Elaborate and Evaluate) of Bybee (2009) of Constructivist approach was used to develop the Lesson Plans by the Researcher for the Experimental group. This 5E Model is basically to ‘Engage’ students through meaningful activities, ‘Explore’ new ideas, ‘Explain’ and understand new concepts, ‘Elaborate’ the concept and meaning and finally to ‘Evaluate’ the unit taught. Each of the ‘E’s are explained hereinafter:

Step 1: Engage

This phase is the introductory phase. The ‘engage’ activities emphasize on connecting past knowledge, conceptions and experience with the present. Students are engaged mentally, in the teaching-learning process, to the content that is delivered in the class. In the process, it organizes students’ thinking towards the learning outcomes of the current activities.

Step 2: Explore

In this phase, students identify and develop concepts, processes and skills. They explore different concepts and develop a basis for new knowledge.

Step 3: Explain

In this phase, teacher explains the concept that the students were exploring. She also explains the major concepts through various examples and experiences. It develops students’ skills and deeper understanding. Students are given opportunities to demonstrate the new skills they acquire.

Step 4: Elaborate

The teacher elaborates the concept by challenging and extending students’ conceptual understanding and skills. Students gain from these learning experiences and in the long run, their overall development takes place.

Step 5: Evaluate

This phase encourages students to assess their understanding and abilities and allows teacher to evaluate their progress. Students are given different assignments and told to present them in the class. The students' skills are then evaluated, an outcome of the learning experiences. Further, evaluation tests are also conducted to assess students' progress.

4.3 Development and Implementation of Lesson Plans (LP)

Lesson Plans (LP) for the following three (3) lessons of Democratic Politics of India of Standard IX CBSE English Medium were developed.

Lesson 1: What is Democracy, Why Democracy (total 3 LP)

Lesson 2: Constitutional Design of India (total 4 LP)

Lesson 3: Electoral Politics in India (total 3 LP)

Thus, total ten (10) Lesson Plans (LP) were developed by the Researcher based on the 5E Constructivist approach to teach Social Science, covering the above lessons.

The content for the lesson plans has been taken from the CBSE, Std. IX, Social Science (Political Science) textbook.

The Researcher also developed Reaction Feedback Questionnaire (Ref. Appendix 5) to capture the reaction feedbacks of the students on the Constructivist approach, as experienced by them.

Lesson Plans (LP), Scholastic Achievement Test Papers and Reaction Feedback Scales were prepared by the Researcher with knowledge, understanding and application based short questions. These were validated by the experts as listed in Appendix 6.

Master Plan for the development and implementation of Lesson Plans is given in Figure 4.1, hereinafter:

Figure 4.1

Master Plan for Development and Implementation of Lesson Plans (LP)

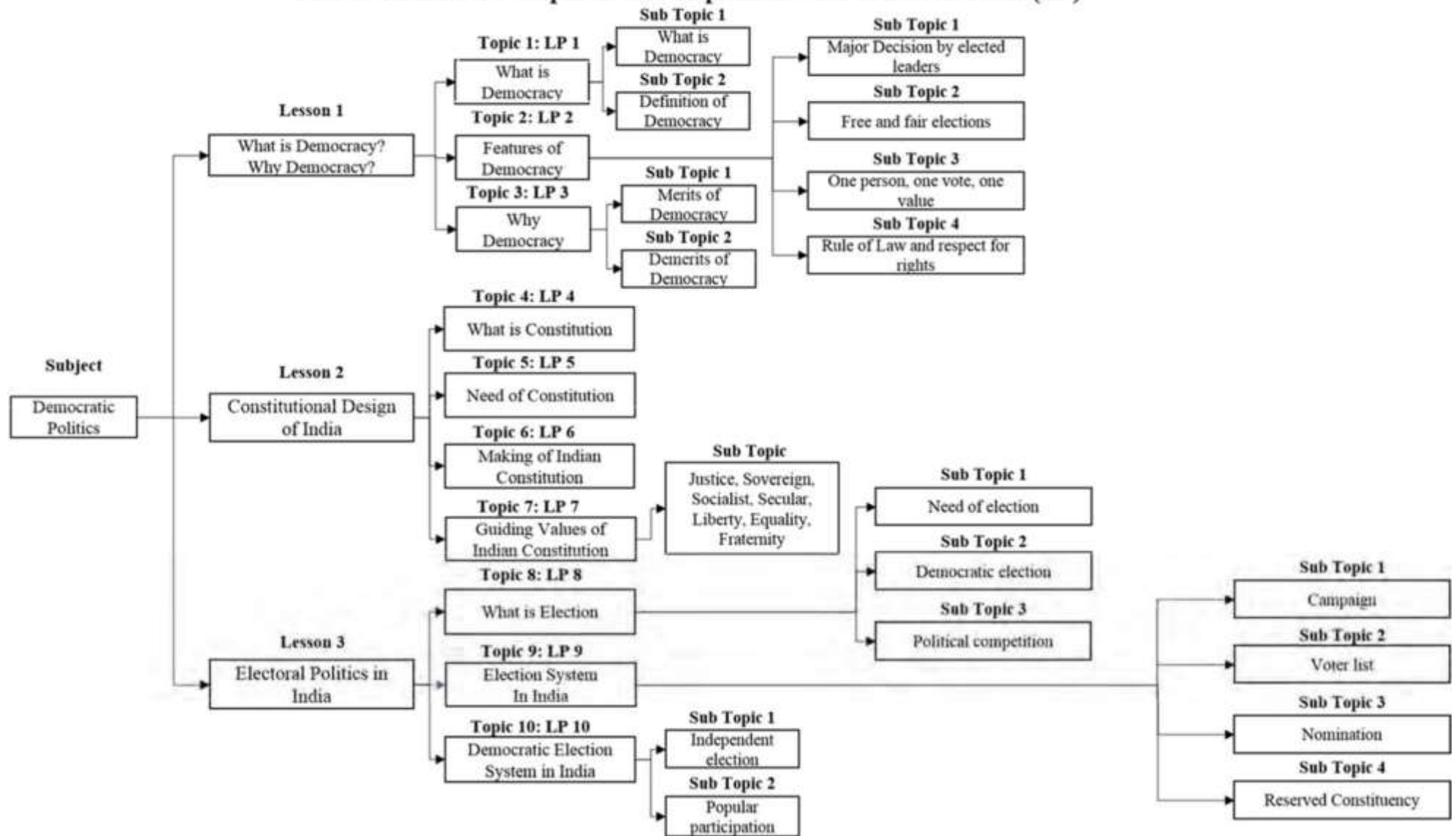
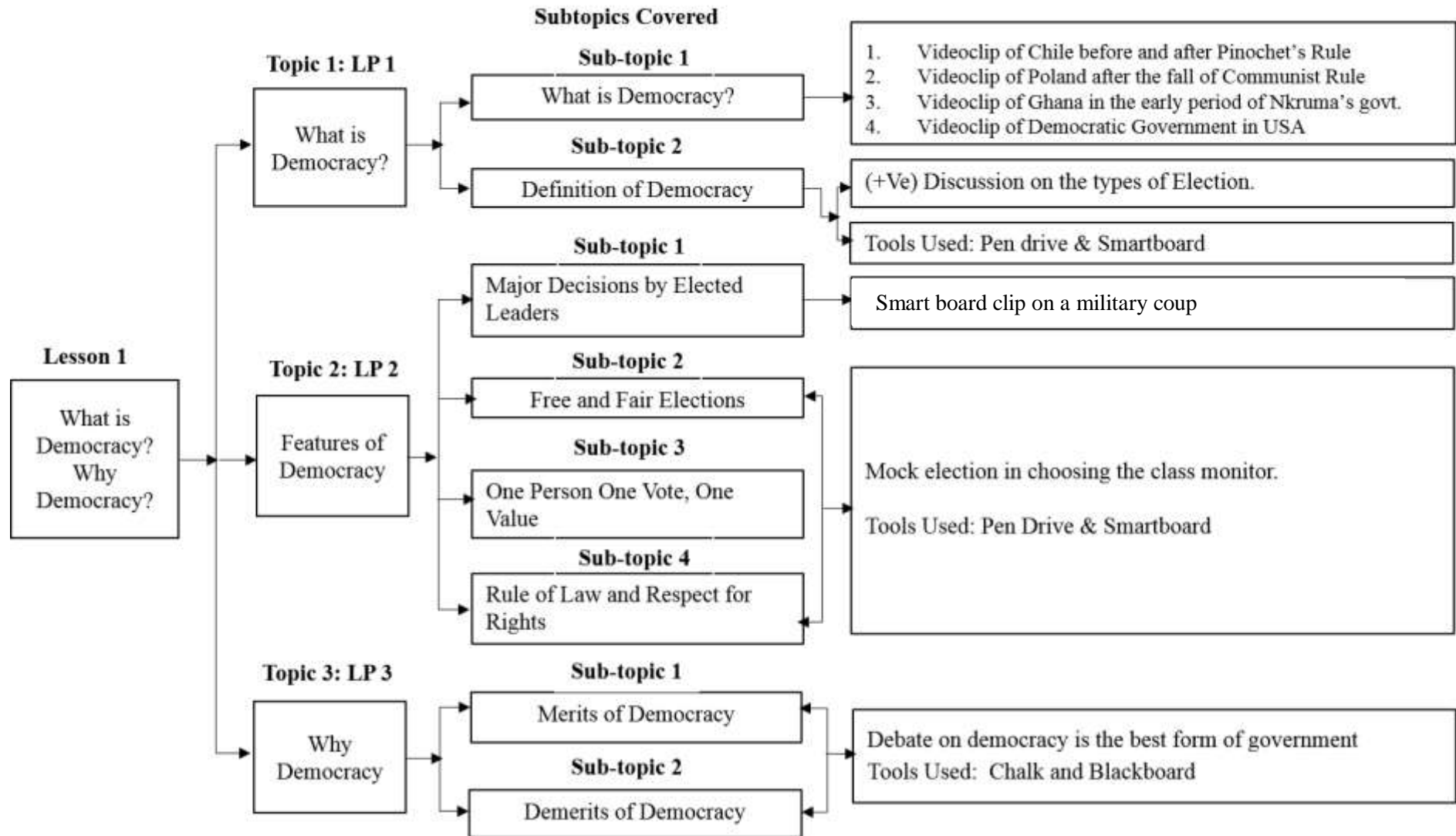


Figure 4.2

Development and Implementation of Lesson Plans (LP 1 to LP 3) for Lesson 1



4.3.1 Lesson 1: What is Democracy, Why Democracy

i) LP 1: What is Democracy

This covers two sub-topics –

- (i) What is Democracy
- (ii) Definitions of Democracy

Instructional Objectives:

- Students will be able to raise questions as basis for explaining concepts
- Students will be able to explain the meaning of democracy.
- Students will be able to describe the features of democracy.
- Students will be able to apply the meaning of democracy to the present government system of India.
- Students will be able to justify why democracy is people's government.

5E Design of LP 1

Step 1: Engage

Students will be told about the democratic rules of different countries. Various video clippings on democratic governments of different countries will be shown on the smart board. Then the students will sit in pairs and discuss on the usefulness of democracy.

Subsequently, students will be engaged in another case study - the restoration of Democracy in Poland in 1980. Poland was ruled by the Polish United Workers Party (Communist Party) that ruled in several countries of East Europe, at that time. In these countries, no other political parties were permitted to function. On 14th August 1980, the protesters started protests against the government in favor of their rights. After lot of protest and struggle, Poland had its first Presidential election in October 1990, in which more than one party contested. Walesa was elected the President of Poland (CBSE, Std IX Textbook, Pol.Sc., p 5)

The students will be able to discuss on the types of government related to above case studies as they are reasonably aware of the Indian Government system and hence will be able to relate the case studies to their personal experience.

Step 2: Explore

The students will thoroughly discuss the topic in groups. The Researcher will provide

more information to induce the students to explore the topic. Each student will be given opportunity to share their views. They will also share some examples of democratic governments, which they will come across and find interesting.

Different countries have different perspectives on democratic government.

The students, after reading the case study on democracy in Poland, will realize that during Communist Party rule in Poland, no democratic views were permitted.

The government did not allow strike or protest by the common people. Strike was illegal and trade unions independent of ruling party were not allowed. The discussion was meant to arouse their curiosity with respect to the concept of 'Democracy'.

Step 3: Explain

The Researcher will explain the content to the students. After the explanation, the Researcher will ask students the following questions:

Based on the information given on below, how would you classify each of these countries? Write 'democratic', 'undemocratic', or 'not sure' against each of these.

- a) Country 'A': People who do not accept the country's official religion, do not have a right to vote.
- b) Country 'B': The same party has been winning elections for the last 20 years.
- c) Country 'C': Ruling party has lost in the last three elections.
- d) Country 'D': There is no independent Election Commission.

After doing the case study, the teacher will explain the concept of democracy to the students. The students will be asked to frame the definition of Democracy according to their understanding of the concept.

Step 4: Elaborate

Students will be provided with additional study materials and a few questions to be solved, as below:

Here is some information about four countries. Based on this information, the students will be asked to classify each of these countries? They will write 'Democratic', 'Undemocratic' or 'Not sure', against each of these.

- a) Country 'P': The Parliament cannot pass a law reducing the power of the Judiciary.
- b) Country 'Q': The Parliament cannot pass a law about the army without the consent of the Chief of Army.
- c) Country 'R': The country's leaders cannot sign any treaty with another country

without taking permission from its neighboring country.

- d) Country 'S': All the major economic decisions about the country are taken by officials of the Central Bank which the minister cannot change.

The Researcher will further give an activity to elaborate the definition of Democracy.

Activity:

The students will read the following sentences and comment on the effectiveness of democracy:

- a. Democracy gives every man the right to be his own oppressor ____
- b. Democracy consists of choosing your dictators after they've told you what you think it is, you want to hear _____
- c. Man's capacity for justice makes Democracy possible, but man's inclination to injustice makes Democracy necessary _____
- d. Democracy is a device that ensures we shall be governed no better than we deserve_
- e. All the ills of Democracy can be cured by more democracy_____Students will be able to explain Democracy in simple terms.

Step 5: Evaluate

Students will be given the following questions to answer:

Are the following statements in keeping with democracy as a value? Why?

- a. Father to daughter: "I don't want to hear your opinion about your marriage. In our family, children marry where the parents tell them to".
- b. Teacher to students: "Don't disturb my concentration by asking me questions in the classroom".
- c. Employee to the officer: "Our working hours must be reduced according to the law".

Students will be given assignments to evaluate their understanding of the definition of Democracy.

1. Define Democracy.
2. Which of the following does not lead to the spread of Democracy?
 - a) Struggle by people
 - b) Invasion by foreign countries
 - c) End of colonialism
 - d) People's desire for freedom

Implementation of LP 1: What is Democracy?

Materials used: Smart Board, Pen, Pencil and Paper.

Implementation: The video clip of a military coup was shown in the class.

After seeing the video, there was a discussion on the video clip. Various questions were asked and discussed; finally, the students felt that in a democracy, the final decision-making power must rest with those elected by the people.

To explain the features of democracy, the Researcher conducted a mock election in the class to select the class monitor. As the Researcher was conducting the election, she explained all the features of democracy to the students.

Lesson Plan – 1



1. Researcher explains & elaborates democratic rule.
2. Students explore their views on Democracy.
3. Researcher evaluates the students.

ii) LP 2 – Features of Democracy

This covers the following four sub-topics:

- Major decision by the elected leaders
- Free and fair elections
- One person, one vote, one value
- Rule of law and respect for rights

Instructional Objectives:

- Students will be able to describe various features of democracy.
- Students will be able to list down the features of democracy.
- Students will be able to compare the features of democracy with that of non- democracy.
- Students will be able to justify that democracy is better than non-democracy.

5E design of LP 2

Step 1: Engage

Students will be shown a video clip of a military coup. Students will sit in groups (total 6) with 5-6 students in each group to facilitate sharing of their ideas. They will discuss amongst themselves about military coup and how it is different from a democratic government. After the discussion, one student from each group will speak on the characteristics of 'democratic government'.

Step 2: Explore

Students will write the important points and discuss amongst themselves. Students will be randomly selected to share their views on characteristics or features of democracy. They will also share that in democracy; most of the decisions are taken by the elected leaders, whereas in military rule, the decisions are taken by one individual only. They will also carry out a comparative study on the features of democracy and non-democracy. Mock election will be done in the class to choose the class monitor. This activity will be based on free and fair election. Each individual will have one vote and they will follow the rules laid down by the teacher.

Step 3: Explain

The Researcher will explain the students the content of the features of Democracy. She will explain one feature at a time, in detail. At first, she will explain that the major decisions are taken by elected leaders. After explanation, she will ask the following questions to the students:

1. After understanding what a military coup is, can we say that the rulers

- were elected by the people?
2. Could the so-called elected representatives take the final decision in the Government?
 3. “In a democracy, the final decision-making power must rest with those elected by the people.” Explain.

The Researcher will further explain the features of democracy like free and fair electoral competition.

While explaining this, the Researcher will give examples of countries where elections take place and discuss the different practices followed in different countries.

For example, in Mexico, elections were held after every six years to elect the President. But, until 2000, every election was won by PRI (Institutional Revolutionary Party). Opposition parties did participate in the elections, but never won (CBSE, Std IX Textbook, Pol. Sc., p 27).

With the above example, the Researcher will explain that in a democracy, no unfair means can be used to win elections. A democracy must be based on a free and fair election where those currently in power have a fair chance of winning or losing.

Next, she will explain the concept of one person, one vote and one value. To explain this feature, she will give the following examples (on the denial of equal right to vote): In many countries

- Women do not have the right to vote.
- Citizenship rules are made in such a way that people belonging to minority sections may find it difficult to get the right to vote.

In Fiji, the electoral system was such that the vote of an indigenous Fijian had more value than that of an Indian Fijian.

The Researcher will explain that democracy is based on the principle of political equality i.e. one person, one vote, and one value.

The Researcher will explain the features – rule of law and respect for rights. She will give the examples of the country like Zimbabwe where since independence; the country has been ruled by ZANU-PF, the party that led the freedom struggle.

According to the democratic government, the citizen and the political leaders are required to follow the rule of law and have respect for rights.

Step 4: Elaborate

Students will be provided with additional study materials and a few statements which they will have to justify as below:

1. Rulers elected by the people take all major decisions.
2. Elections offer a choice and fair opportunity to the people to change the current rulers.
3. This choice and opportunity is available to all the people on equal basis.
4. The exercise of this choice leads to a government bound by basic rules and citizens' rights.

Step 5: Evaluate

The students will be given the following questions for which they will write answers in the class:

1. "A democracy must be based on a free and fair election." Explain.
2. State the main features of a truly democratic government.
3. Give three instances where equal rights to vote were denied.
4. Explain the different strategies that political parties use to win the election.
5. "A democratic government rules within limits set by the constitutional law and citizens' right." Explain.

Implementation of LP 2: Features of Democracy in the Classroom

Materials used: Pen, Pencil, Notebook, Smartboard and Pen drive

Implementation: The students were shown the video of a military coup. After seeing the video, the Researcher asked the students to reflect on the same - Students gave their views.

Researcher compiled all the students' views and wrote on the blackboard. Then she narrated the features of democracy. After narrating the features of democracy, she asked the students to read newspapers. After reading newspapers, they collated the features of democracy and views on the same and made collage on A4 size paper

Lesson Plan – 2



- 4: Students discuss the topic.
5. Students exploring & Sharing.
6. Researcher evaluates

iii) LP 3: Why Democracy

This covers two subtopics:

- Merits of Democracy
- Demerits of Democracy

Instructional Objectives:

- Students will be able to refer to previous information to construct meaning.
- Students will be able to explain the qualities of democracy.
- Students will be able to analyze the merits of democracy.
- Students will be able to assess the demerits of democracy.
- Students will be able to differentiate between the merits and demerits of democracy.
- Students will be able to justify that merits of democracy are more compared to demerits of democracy.

Step 1: Engage

Learning acquired from LP 1 (What is Democracy) and LP 2 (Features of Democracy) will make the students more knowledgeable on Democracy that will help them to get engaged in LP 3. Students will be grouped in pairs and will discuss on the usefulness of democratic government and the positive as well as negative qualities of democracy.

Step 2: Explore

Ten minutes will be given to the students to discuss and then, one student from each pair of students will be randomly called to write on the chalkboard about their views and findings on the positive or negative qualities of democracy. Points already written on board will not be repeated, only the new ones will be added. After writing all the qualities, students will themselves separate those qualities under merits of democracy and demerits of democracy.

Step 3: Explain

Researcher will then explain arguments against democracy and arguments for democracy. She takes up each argument and explains the same, in detail. At first, she will explain arguments against democracy e.g.:

1. Leaders keep changing in a democracy. This leads to instability.
2. Democracy is all about political competition and power play.
3. Many people are required to be consulted in a democracy that leads to delays in decision-making.

4. Elected leaders may not be aware of the best interest of the people; that may lead to bad decisions.
5. Democracy may lead to corruption for it is based on electoral competition.
6. Ordinary people don't know what is good for them.

After explaining the arguments against democracy, the Researcher will explain the arguments for democracy:

1. A democratic government is a better government because it is a more accountable form of government.
2. Democracy improves the quality of decision-making.
3. Democracy provides a method to deal with differences and conflicts.
4. Democracy enhances the dignity of citizens.
5. Democracy is better than other form of government because it allows us to correct its own mistakes.

Researcher will explain that democracy leads to frequent changes in leadership. Sometimes, this can set back big decisions and affect the government's efficiency. The teacher will give an example to show the merits of democracy. China's famine of 1958 – 61 was one of the most severe famines in world history. Large number of people died in this famine. India did not have such a severe famine. Economists think that this maybe the result of different government policies in the two countries.

Step 4: Elaborate

Students will be provided with additional information on merits and demerits of democracy and asked to explain in their own words that democracy cannot get us everything and is not the solution to all problems. It is clearly better than any other alternative that we know. It offers better chances of a good decision. It is likely to respect people's own wishes and allows different kinds of people to live together. It allows a way of correcting its mistakes and offers more dignity to all citizens.

Step 5: Evaluate

The Researcher will conclude the topic by asking the following questions to the students. Give arguments against democracy.

1. Give arguments in favor of democracy.

2. Despite being a better form of government, democracy does not prove a magical solution for all problems. Do you agree? Explain with any three agreements.
3. “It is the citizen of a country, who makes good or bad democracies”. Justify the statement by giving three suitable reasons.
4. Once elected by the people, what kinds of duties are needed to be performed by the office bearers?
5. How can democracy enhance the dignity of the citizens?
6. “Democracy is better than other forms of governments because it allows us to correct its own mistakes”. Do you agree with it or not? Explain.

Implementation of LP 3: Why Democracy, in the Classroom

A detailed discussion took place in the class at the beginning of implementation of LP3 based on the concepts learnt in LP1 and LP 2. After LP 3 was completed, another exhaustive discussion was conducted where learning of the complete Lesson 1 was discussed by the students with the Researcher’s facilitation. The Researcher asked the students if they thought democracy was the best form of government. Some of the views expressed by the students are given below:

- Rahul: We live in a democratic country. All over the world, people want democracy. So, it is obvious that democracy is the best form of government. There is no need to debate.
- Priya: We should not accept something just because it is famous, and everyone accepts it.
- Yash: Yes, it is a wrong path. What has democracy brought to our country? More than half a century of democracy and there is still so much of poverty.
- Maahira: We have poverty because the population in our country is large. So, democracy has nothing to do with it.
- Yash: Whatever, how does it make a difference? The point is that this cannot be the best form of government. Democracy is all about chaos, instability, corruption and hypocrisy.
- Aditi: So, what should we have? Go back to British rule or go back to monarch’s rule?

Jasnil: We need a strong leader who will have all the powers and he should be able to do whatever is needed in a country's interest. He can remove corruption and poverty from the country.

Rupa: That is called dictatorship. But, if the person who is the leader himself is corrupt, then, what will happen?

Jasnil: I am speaking only of the honest, sincere and strong leader.

Rupa: You are comparing a real democracy with an ideal dictatorship. We should compare an ideal with an ideal and the real with real. Many dictators in their real life are corrupt, selfish and brutal. The worse thing is one cannot get rid of autocracy.

The Researcher facilitated the discussion and, finally it was unanimously concluded that democracy is the best form of government.

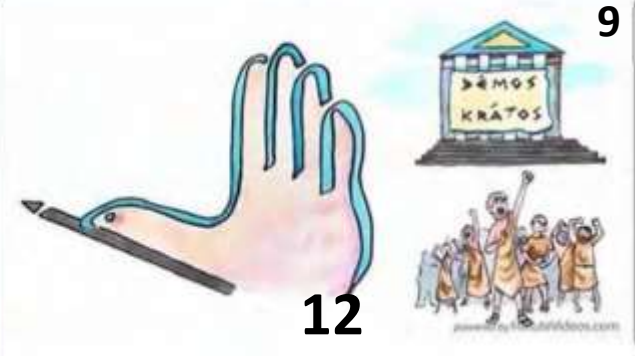
Lesson Plan – 3



7



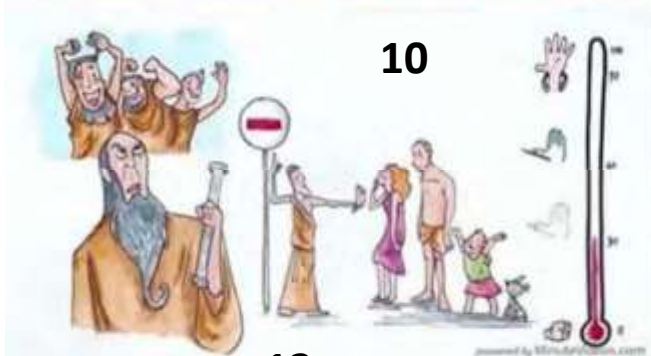
8



9

12

11



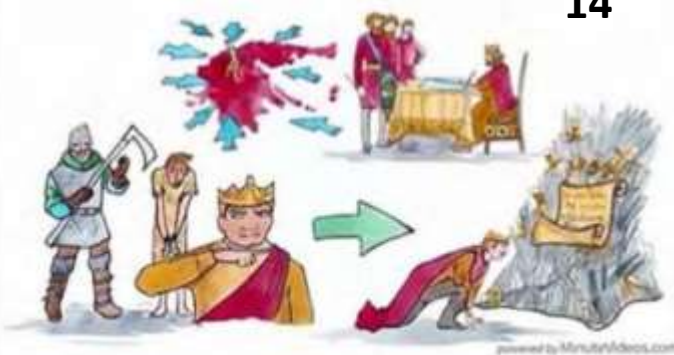
10



14



13



15

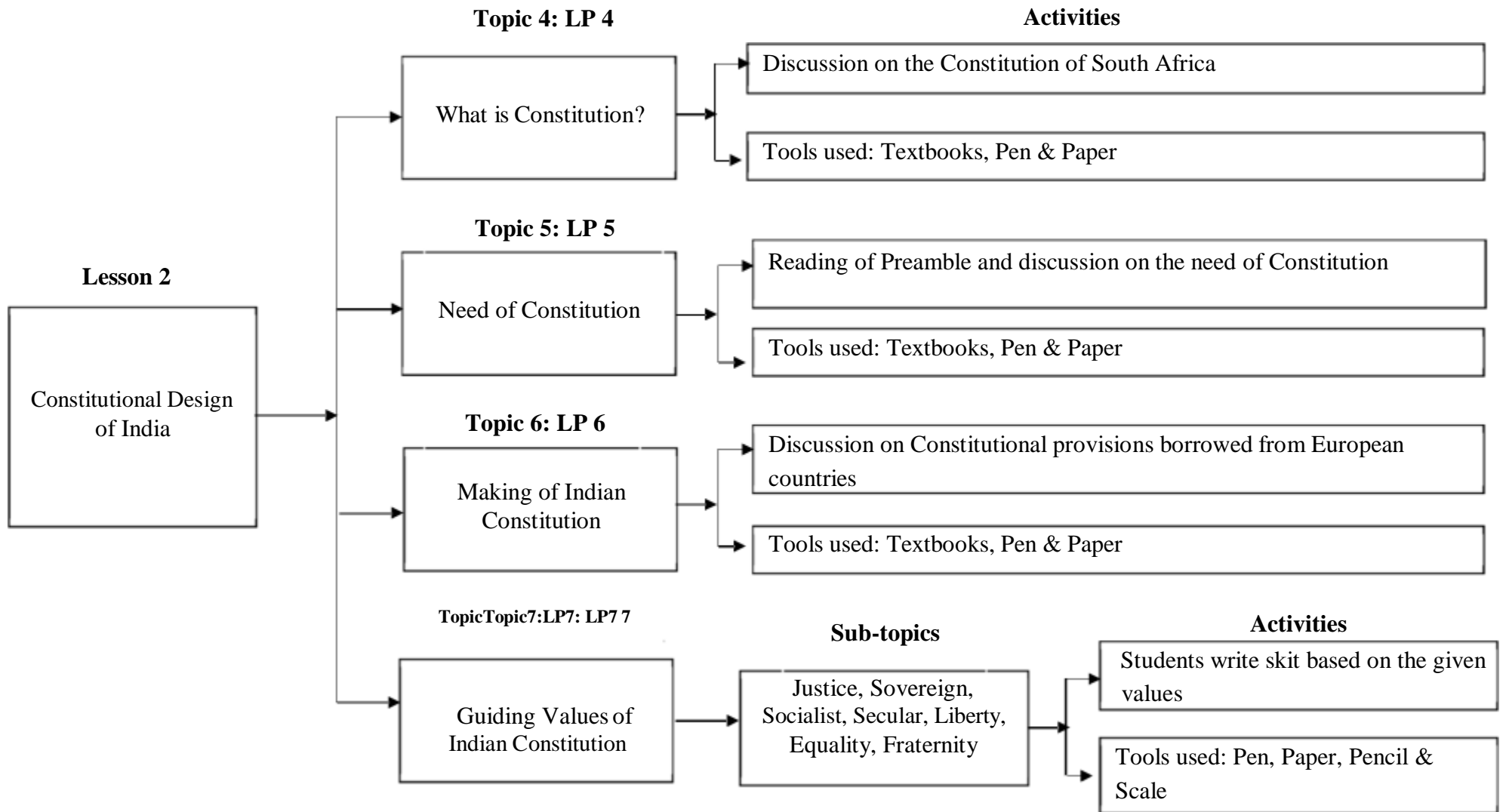


1

7 : Students engaged in Discussion. 8-15: Researcher's evaluation on arranging process of democracy in serial order.

Figure 4.3

Development and Implementation of Lesson Plans (LP 4 to LP 7) for Lesson 2



4.3.2 Lesson 2: Constitutional Design of India

This lesson deals with the definition of Constitution, why do we need a Constitution? How are Constitutions drawn up? Who design them and in what way? What are the values that shape the Constitution? What are the functions of Constitution?

i) LP 4: What is Constitution

In order to run a democratic country, we need to have certain rules and regulations that the citizens and government need to follow. Otherwise, whoever gets elected to run the country will impose his/her own rules. This will go against the principles of democracy. The Constitution of a country is a set of written rules that are accepted by all people living together in a country. All the rules together are called the Constitution which is the supreme law of the country. The Constitution determines the rights of citizens, the power of the government and how the government should function. We also learn about the fundamental values that are incorporated in the Constitution.

Instructional Objectives:

- Students will be able to reflect on their previous knowledge and explain the process of Constitution making.
- Students will be able to work collectively and generalize.
- Students will be able to list down the basic rules of the Constitution.
- Students will be able to develop respect for the Constitution.
- Students will be able to answer open ended questions and give reasonable justifications.

5E Design of LP 4

Step 1: Engage

Students will be given few instances where countries attained independence like India, Myanmar, Pakistan and decided to run in a democratic manner. What are the requirements to run a democratic country? Based on their previous knowledge acquired during the previous lessons, the students will reflect on it and come out with answers citing rules and regulations required. They will also give the answers on free and fair election.

Step 2: Explore

Students will investigate the subject collaboratively with other students and find

out the rules and regulations required to run a democratic country. If they need any additional information, the Researcher will provide the same from time to time. They will also find out the countries where already democracy exists. They will explore the content of the constitution.

Step 3: Explain

Researcher will take up the case study of South Africa to explain the content to the students. The system of racial discrimination was unique in South Africa. The white Europeans imposed this system on South Africa and became the local rulers. This system is known as apartheid that divided the people into whites and blacks, with the white rulers treating all non-white people as inferior. Since 1950, the blacks fought against the apartheid system. They launched massive protest marches and strikes. The African National Congress (ANC), many workers' union and the Communist Party joined to oppose apartheid system. The protest and struggles against apartheid increased. The discriminatory laws were repealed. The legendary leader Nelson Mandela was imprisoned. Finally, at the midnight of 26th April 1994, the new national flag of Republic was hoisted marking the newly born democracy in the world. The apartheid government came to an end paving way for the formation of multi-racial government. Nelson Mandela became the first President of new South Africa (CBSE, Std IX Textbook, Pol. Sc., p41)

After explaining the case study of South Africa, the Researcher will explain the importance of democracy and the need for Constitution, in order to run democracy.

Step 4: Elaborate

The Researcher will ask students to elicit additional information on South Africa's democratic government; how the blacks built a new South Africa based on equality of all races, men and women on democratic values, social justice and human rights. The party that ruled through oppression and the party that led the freedom struggle sat together to draw up a common Constitution. After two years of discussion and debate, one of the finest Constitutions of the world was born. The Constitution gave its citizens the most expensive rights available in any country (CBSE, Std IX Textbook, Pol. Sc., p 41-42).

Step 5: Evaluate

After Researcher's explanation and elaboration, assignments will be given to see the progress in students' knowledge, understanding and application. The following questions will be given to students:

1. Who was Nelson Mandela? What attributes made him so popular?
2. What does Apartheid mean? Compare with today's scenario and explain
3. How were non-whites treated in South Africa?
4. What was ANC?
5. When did Apartheid end in South Africa?
6. Who formed the Constitution of new democratic South Africa?
7. When was the Constitution of South Africa completed?
8. Does the case study of South African struggle remind you of the Indian National Movement? Elaborate on the following points:
 - Nature of colonialism
 - Relationship between different communities
 - Leadership: Gandhi / Mandela
 - Party that led struggle: African National Congress / Indian National Congress
 - Methods of struggle

Implementation of LP 4: What is Constitution, in the Classroom

Materials used: Smart Board, Pen, Pencil, Paper

Implementation: The Case Study of South Africa's racial discrimination was taken for discussion. Students found that the whites treated the non-whites as inferiors. The students debated on the topic "Racial discrimination brings division in the society". After their debate and discussion, they concluded that in order to run a country in a democratic manner, the country needs proper rules and regulations in a written form. These rules and regulations are, in totality, called Constitution. They also discussed that India since 1947 became a democratic country. India also has a written Constitution and it is one of the largest democratic countries in the world.

Lesson Plan – 4



16. Researcher explains the case study of South Africa's racial discrimination.
17. Students evaluates in pairs.

ii) LP 5: Need of Constitution

The case study of South Africa's independence is a good example to understand why we need a Constitution and what do Constitutions do. In order to live together, the black majority and white minority, they wanted substantial social and economic rights. These rights and privileges are given in the Constitution. So, the Constitution is a very important instrument to run a democratic government.

Instructional Objectives:

- Students will be able to use previous information to ask questions and make judgments.
- Students will be able to explain the ways the Indian Constitution was framed.
- Students will be able to describe the importance of Constitution for a country.
- They will be able to infer the need of the Indian Constitution.

- They will be able to justify the necessity of Constitution in a democratic country.
- Students will be able to answer open ended questions and give reasonable justifications.

5E Design of LP 5

Step 1: Engage

Students will be given the example of South African Constitution and how the minority and the majority got together to frame the Constitution. Knowledge from the prior lessons will help them to appreciate the various issues connected to the subject. Students will find out how the minority whites and majority blacks protected their privileges and demands, got together and framed the Constitution.

Step 2: Explore

Students through group discussion and critical review of the subject will find that Constitution making is not unique to South Africa. Every country including India has diverse groups of people belonging to various religion, society, caste, creed, economic strata, etc. All over the world, people have differences of opinions and interests. Whether it is democratic or not, most countries in the world need to have the basic rules. These rules are not only for governments, it can be applied in any association or organization. That is why all have their own Constitutions whether it is a club or a cooperative society or a political party.

Step 3: Explain

The Researcher will explain that the Constitution of a country including India is a set of written rules that are accepted by all people living together. They are the supreme laws that are required to be followed by the people as well as government. The Researcher, while explaining, will take the example of one incident. Any club or any society in the students' locality will have certain Code of Conduct or basic rules. These rules are based on the principles of democracies. Ultimately, the Researcher will conclude that Constitution or rules and regulations are required to run any organization (political or non-political).

Step 4: Elaborate

The students will further elaborate the topic and give few examples including that of India. This coupled with the prior knowledge will help the students to comprehend the subject. The Constitution generates a degree of trust and coordination that is required for different people to live together.

It also tells us the rights of the citizens. Finally, it also expresses the aspirations of the people about creating a good society. After all, the countries that are democratic will have Constitutions that are written. With this knowledge, the students will be able to apply the principles of Constitution in their daily family and social life.

Step 5: Evaluate

After completion of explanation and elaboration, the Researcher will give few assignments, to evaluate the progress of students. The following are the questions given to students for answering:

1. What is the set of basic rules called?
2. Why Constitution is considered the supreme law?
3. One of the following statements is not true. Find it.
 - i. A Constitution generates a degree of trust.
 - ii. A Constitution specifies how the government will be constituted.
 - iii. A Constitution lays down limits on the powers of the government.
 - iv. A Constitution invariably means that a democratic government is formed.
4. One of the following statements is correct. Find it.
 - i. A Constitution does not specify who will have power to take which decisions.
 - ii. A Constitution does not tell what the rights of the citizens are.
 - iii. A Constitution does not express the aspirations of the people about creating a good society.
 - iv. A Constitution generates a degree of trust and coordination.
5. Which of the following statements is correct?
 - i. All countries that have Constitutions are not necessarily democratic.
 - ii. All countries that are democratic will have Constitutions.
 - iii. Democracy can work without Constitution.
 - iv. Constitution cannot work in dictatorship.

Implementation of LP 5:

Need of Constitution, in the Classroom Materials used: Textbook, Pen, Paper, Smart board and Dictionary

Implementation: The Preamble was downloaded by the Researcher and was shown on the smart board. Students read the Preamble. They used dictionary to

find the meanings of sovereign, socialist, secular, democratic, republic, justice, liberty, equality and fraternity. They also acquired the knowledge that the

Lesson Plan – 5



Constituent Assembly adopted the Constitution of India on 26th November 1949.

- 18: Teacher's explains the need of the Constitution.
19–20: Students engaged in the discussion on the majority & minority discrimination in South Africa.

iii) **LP 6: Making of Indian Constitution**

Now the students are aware that in order to run a democratic country, rules and regulations are required. These rules and regulations, through which the democratic government of India runs is called Constitution. The written documents of rules of different countries are called by different names. As our country became independent in 1947, the Constituent Assembly was formed, and they met to deliberate on the Constitution.

Instructional Objectives:

- Students will be able to elicit information to ask questions and arrive at conclusions
- Students will be able to describe the functions of the Constitution.
- Students will be able to explain how India set up a Constituent Assembly to formulate the Constitution for the country.
- Students will be able to understand the importance of the Constitution.
- Students will know that the new Constitution was adopted on January 26, 1950.
- Students will be able to justify the importance of Constitution for the nation.
- Students will be able to answer open ended questions and give reasonable justifications.

5E Design of LP 6

Step 1: Engage

The students will be given the following activity which they were supposed to do as homework.

- Speak to your grandparents or some elderly people in their locality and ask them if they have any memory of India's partition or independence or the making of the Constitution. What were their hopes about the country at that time? Students will share all the information in the class and will then engage themselves in the discussion. Even if students have seen any movie related to partition of India and independence of India, they could also share their experiences.

Step 2: Explore

After the discussion, the students will explore the facts through the library books and Internet and they will find that after independence of India in 1947, the Constituent Assembly was formed, and it took almost 32 months to draft the Constitution and on 26th January 1950, India became Republic and adopted the Constitution. People of India emerged from the status of subjects to that of citizens.

Step 3: Explain

The Researcher will explain the functions of the Indian Constitution. It includes the universal adult franchise, right to freedom and equality. It also protects the rights of minorities. In 1928, Motilal Nehru and eight other Congress leaders drafted a Constitution for India. Our leaders were inspired by the ideal of French Revolution, the practice of parliamentary democracy in Britain and the Bill of Rights in the US. The Socialist Revolution in Russia had inspired many Indians to think of shaping Indian system on social and economic equality. Yet, India did not first copy the foreign Constitution, at each step; they questioned, debated and finally wherever it suited our country, adopted those provisions from foreign countries. All these factors contributed to the making of the Indian constitution. The drafting of the documents called the Constitution was done by an assembly of elected representatives called the Constituent Assembly. The Constituent Assembly, that wrote the Indian Constitution, had 299 members in it. India adopted the Constitution on 26th November 1949, but it came into effect on 26th January 1950. The Constitution did not reflect the views of the members only, but it expressed a broad consensus of its time. The Constituent Assembly represented the people of India. The Constituent Assembly was elected from all regions of the country. Even Constituent Assembly was elected by universal adult franchise. They worked in a systematic, open and consensual manner. Every document and every argument presented in the Assembly were recorded and preserved. They are called Constituent Assembly Debates.

Step 4: Elaborate

The students will debate on the functions and making of the Constitution. They will also discuss that India imbibed many functions or provisions from different countries wherever required. These were incorporated into our Constitution after due discussions, deliberations and debates.

From British Constitution, we imbibed

- First part, the post system.
- Parliamentary form of government.
- The idea of the Rule of Law.
- Institution of the speaker and his role.
- Law making procedure.

From United States' Constitution, we imbibed

- Charter of Fundamental Rights.
- Power of Judicial Review.
- Independence of the Judiciary.

From Irish Constitution, we imbibed Directive Principles of State Policy. From French Constitution, we imbibed the Principles of Liberty, Equality and Fraternity.

From Canadian Constitution, we imbibed

- quasi-federal form of government (a federal system with a strong central government)
- idea of Residual Powers

Step 5: Evaluate

After completion of explanation and elaboration, the Researcher will evaluate the performances of the students by asking few questions. They are as follows:

- 1) Read the following statements about a Constitution. Give reasons why each of these is true or not true.
 - a) The authority of the rules of the Constitution is the same as that of any other law.
 - b) Constitution lays down how different organs of the government will be formed.
 - c) Rights of citizens and limits on the power of the government are laid down in the Constitution.
 - d) A Constitution is about institutions not about values.
- 2) State few functions of the Indian Constitution.
- 3) What is Constituent Assembly? How were they appointed?

Implementation of LP 6: Making of Indian Constitution, in the Classroom

Materials used: Reference book, Internet, pen, paper and smart board

Implementation: Students were given the preamble of the Indian Constitution and they had to read and understand the meaning of each word. They used dictionary to find out the meaning of the words. They also discussed in groups the different functions of the Constitution. The Constitution of India was framed by the 'Constituent Assembly'. The students were given the task of finding out, through internet, that if any member of the Constituent Assembly was from Gujarat. They had to find out detailed biography of the personality.

Lesson Plan – 6

21



22



23



21: Teacher explains the functioning of the Indian Constitution.

22-23: Students evaluate by presenting the answer.

iv) **LP 7: Guiding Values of Indian Constitution**

On completion of the previous topic, students understood the need and functions of the Constitution. Now they will read the Preamble of the Indian Constitution and understand the values that we provided in the Preamble. We, the people of India, have solemnly resolved to constitute India into a Sovereign, Socialist, Secular, Democratic Republic and to secure to all its citizens:

Justice, social, economic and political;

Liberty of thought, expression, belief, faith and worship

Equality of status and of opportunity; and to promote among them all

Fraternity assuring the dignity of the individual and the unity and integrity of the Nation

In our Constituent Assembly this twenty-sixth day of November 1949, do hereby adopt, enact and give to ourselves this Constitution.

Instructional Objectives:

- Students will be able to describe the fundamental values of the Indian Constitution and how it provides a good framework for the conduct of citizens' life and that of the government.
- Students will be able to appreciate the values of the Constitution
- Students will be able to justify that the Constitution is a living document that undergoes changes.
- Students will be able to differentiate between a government that follows Constitution and a government that does not follow.
- Students will be able to list down the basic rules in the Constitution.

5E Design of LP 7

Step 1: Engage

Knowledge acquired through the previous lessons will help the students to connect themselves to the present topic. Students will be given assignment to write skit based on the values or philosophies mentioned below:

Sovereign, Socialist, Secular, Democratic Republic, Justice, Liberty, Equality and Fraternity.

Few skits will be read in the class. The discussion will be on the values, based on the skit written by the students.

Step 2: Explore

Students will explore from the Internet and reference books about the skit they have written. They will discuss the different values they have considered to write the skit. They will relate those values with the philosophy of the Constitution. They will also discuss on the values that inspired and guided the freedom struggle and formed the foundation for India's democracy. These values are also embedded in the Preamble of the Indian Constitution.

Step 3: Explain

The Researcher will further explain the philosophy of Constitution in detail. She will take each value in detail and explain it.

Justice

Citizens cannot be discriminated on the grounds of caste, religion and gender. Social inequalities have to be reduced. Government should work for the welfare of all, especially of disadvantaged group.

Sovereign

People have supreme right to make decisions on internal as well as external matters. No external power can dictate the Government of India.

Socialist

Wealth is generated socially and should be shared equally by society. Government should regulate the ownership of land and industry to reduce socio-economic inequalities.

Secular

Citizens have complete freedom to follow any religion. But there is no official religion. Government treats all religious beliefs and practices with equal respect.

Liberty

There are no unreasonable restrictions on the citizens in what they think; how they wish to express their thoughts and the way they wish to follow up their thoughts in action.

Equality

All are equal before the law. The traditional and social inequalities have to be ended. The government should ensure equal opportunity for all.

Fraternity

All of us should behave as if we are members of the same family. No one should treat a fellow citizen as inferior.

Step 4: Elaborate

The students will discuss in pairs and elaborate the philosophy of the Constitution. They will explain that a Constitution is not merely a statement of values and philosophy, it embodies these values into institutional arrangements. Constitution has been changed from time to time according to the need of the hour. These changes are called Constitutional Amendments. All laws do not have moral content, but many laws are closely connected to our deeply held values. For example, a law might prohibit discrimination of persons on grounds of language or religion. Such a law is connected to the idea of equality. Such a law exists because we value equality so there is a connection between laws and normal values. Therefore, we must look upon the Constitution as a document that is based on a certain moral vision.

Step 5: Evaluate

The Researcher will give some assignments to test the ability of students:

- (1) Given below are some of the guiding values of the Constitution and their meaning are given in not correct order. Match and rewrite the value with its meaning correctly.

Value

Meaning

- | | |
|---------------|---|
| a) Sovereign | i) Government will not favor any religion |
| b) Republic | ii) People have the supreme right to make decisions |
| c) Fraternity | iii) Head of the State is an elected person |
| d) Secular | iv) People should live like brothers and sisters |

- (2) Choose the correct answer:

- a) Secular means:
- Wealth should be shared equally
 - No external power can dictate the government of India
 - There is no official religion
 - The government takes a long-term view on all matters
- b) Liberty means:
- Government should take steps to reduce socio-economic inequalities
 - The head of the State is an elected person

- iii. Government should work for the welfare of all
 - iv. There are no unreasonable restrictions on the citizens in what they think
- c) Fraternity means:
- i. No one should treat a fellow citizen as inferior
 - ii. The head of the State is an elected person
 - iii. Government should work for the welfare of all
 - iv. There are no unreasonable restrictions on the citizens in what they think

Implementation of LP 7: Guiding Rules of Indian Constitution, in the Classroom

Materials used: Internet, Books, Pen, Paper and Pencil

Implementation: The students formed groups. Each group had 4-5 students. They were given these values – Justice, Sovereign, Socialist, Secular, Liberty, Equality and Fraternity. They had to write a skit based on any one value given above. After writing the skit, they had to enact the skit in the class. Once the skit enacting of the groups were over, the students had to discuss and understand the values that they got from the skit. The skit write-up and enacting were very interesting. The students engaged very much, and they appreciated each other's skit. The talent and creativity of the students in writing the skit and enacting showed their perfection in their activity. Overall, it was very interesting and enjoyable class.

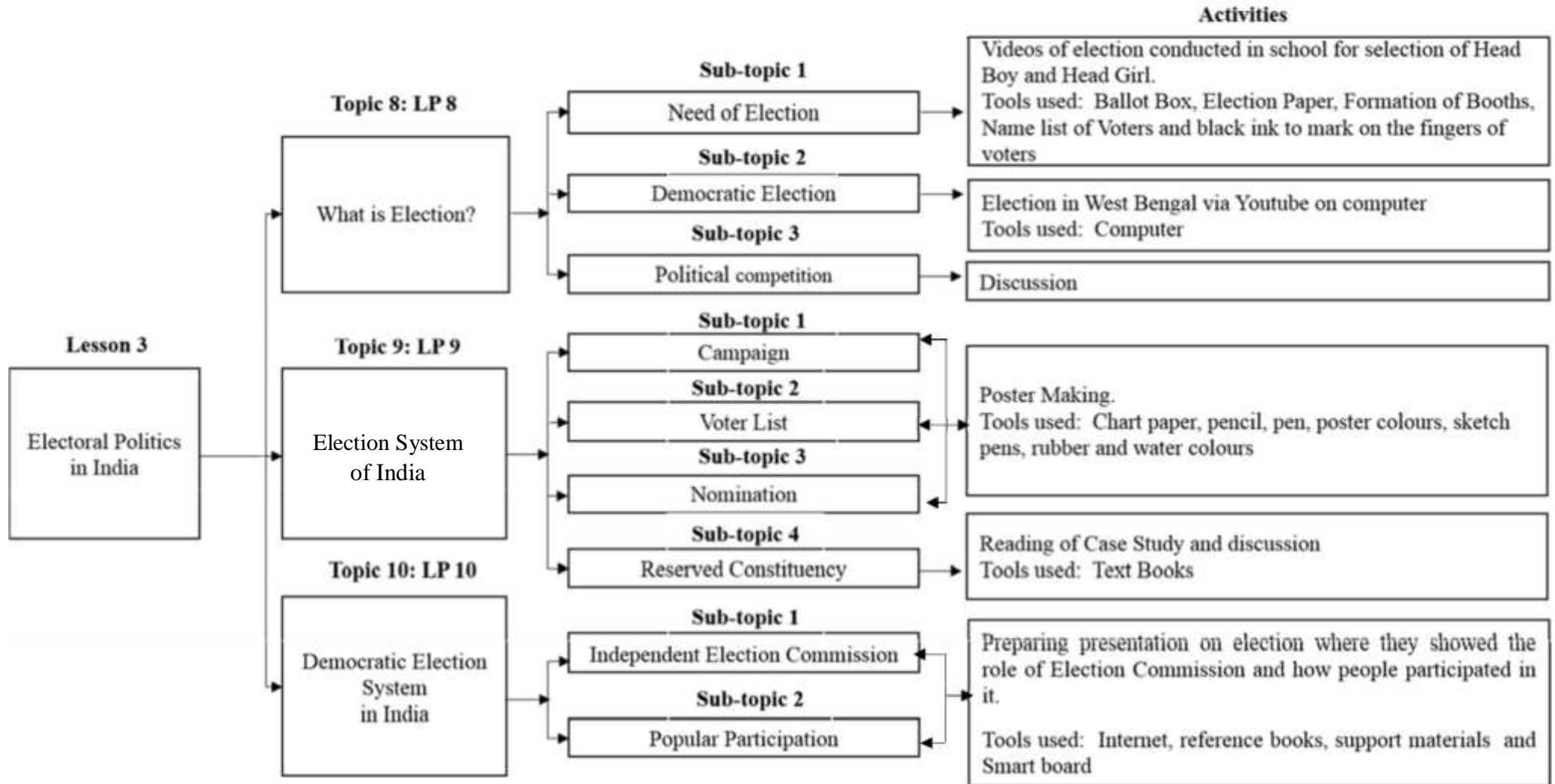
Lesson Plan – 7



24 – 31: Students engaged in skit presentation.

Figure 4.4

Development and Implementation of Lesson Plans (LP 8 to LP 10) for Lesson 3



4.3.3 Lesson 3: Electoral Politics in India

Introduction

A large democracy like India should be a representative democracy. It should be people's representative, and this could be chosen by a system of election. Elections give people a chance to choose their representatives at regular intervals and change them if they wish to do so. Election should be meaningful, democratic, free and fair. Elections are a manifestation of political aspiration and competition. Many people aspire to be a part of the governance machinery. In India, elections are held in central and state legislatures in every 5-year interval. The whole procedure of elections in our country has been laid down in the Constitution. To ensure that the elections are held in free and fair manner, the whole process is kept under close observation of the Election Commission of India, an independent body.

i) LP 8: What is Election

Elections are held in democratic countries to ensure that democratic representatives rule the country; the Constitution has laid down the process of election. The whole process of elections is to be held in a free and fair manner. The whole process is conducted by the Election Commission of India. It is a political contest for getting people's support. Whoever party gets the majority support, forms the government.

Instructional Objectives:

- (1) Students will be able to use previous information to make judgment about the electoral system of India.
- (2) Students will be able to describe the reasons for choosing the electoral system.
- (3) Students will justify the need for a citizen's participation in electoral politics.
- (4) Students will be able to judge whether the election process is free & fair
- (5) Students will be able to justify the different processes involved.
- (6) Students will be able to give responses/explanations to show their understanding.

Step 1: Engage

Students will be shown the videos of elections conducted in the school for selection of Head Boy and Head Girl and other Prefects of different Houses. After seeing the whole videos of election process, students will discuss amongst themselves about the ways the election is conducted. How free and fair it should be and how one person has only one vote. Students will observe all the processes during the election conducted in the school.

Step 2: Explore

After they discuss about the characteristics of the election, they will find out the complete process of election from the books, elders and Internet. They will find out about the booth, Presiding Officer, the ballot box and finally how people go in line to the booth to cast their vote. After the voting is done, the ballot box is sealed and later the ballot box is opened in front of the Director and each vote will be counted. The boy, who gets the maximum vote will become the Head Boy and the girl who gets the maximum vote will become the Head Girl and rest will become the prefects of different Houses according to the number of votes they got in descending order.

Step 3: Explain

With the knowledge acquired till the previous stage, the Researcher will explain the national and state elections in detail. An election is a contest organized among different political parties for getting people's support. The party which gets the majority support of the people, comes to power and forms the government. In a representative democracy, election is a mechanism by which people can choose their representatives at regular intervals and can change them if they wish to do so. In an election, the voters make many decisions.

They can choose persons who will make laws for them.

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

They can choose the party whose policies will guide the government in making suitable laws.

Step 4: Elaborate

After the Researcher's explanation, the students will further investigate the process of election and explain the same in the class. Election reflects truly and solely the will of the people. In an election, everyone should be able to choose the desirable candidate. Every person has one vote and every vote has equal value. Parties and candidates should be free to contest elections. Election is held regularly after every five years and there should be real choice of candidates for the voters. The candidate preferred by the people get elected. Election should be conducted in a free and fair manner where people can choose as they really wish. The democratic representatives are accountable to people.

The Researcher will further elaborate that elections are means to gain power and a position of influence in the government. Since the number of representatives to be elected is very small compared to the large population of the country, there is severe competition among the aspirants.

The Researcher will give the example of Assembly Elections and show the video clipping of such elections. After seeing the video, the students will discuss among themselves the election pattern discussed by the teacher and the video they will see.

Step 5: Evaluate

The Researcher will discuss the content of the election and then she will ask few questions to assess the students' understanding of the content. The questions are as follows:

- (1) What is an election?
- (2) Why do we need elections?
- (3) Which of the following statements about the reasons for conducting elections are false?
 - a) Election enables people to judge the performance of the government.
 - b) People select the representatives of their choice in an election.
 - c) Elections enable people to evaluate the performance of the judiciary.
 - d) People can indicate which policies they prefer.
- (4) Which of these is not the good reason to say that Indian elections are democratic?
 - a) India has the largest number of voters in the world.
 - b) India's Election Commission is very powerful.
 - c) In India, everyone above the age of 18 years has a right to vote.
 - d) In India, the losing parties accept the electoral verdict.

Implementation of LP 8: What is Election, in the Classroom

Materials used: Smart Board, Books, Internet, Pen, Paper and Pencil Video clipping of the following were shown in the class:

1. Democracy – A short introduction
 - (1) Making of a coup
 - (2) Pinochet's rule over Chile
 - (3) Communism in Poland
 - (4) Dr. Kwame Nkrumah's rule in Ghana

(5) State Assembly elections in 2016

After watching the above video clippings, time was given to the students to reflect in these videos and find out the requirement of election. They came out with their views about Democracy and election. They are the two sides of a coin.

They had to answer:

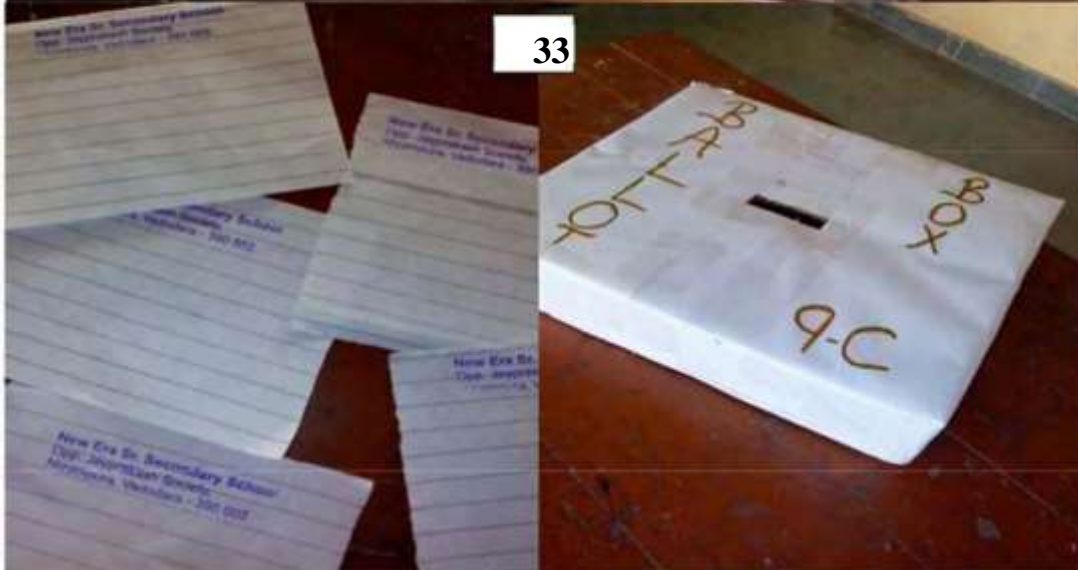
- Can we have democracy without holding election?
- Can we hold election without having democracy?

They had discussions in the classroom on both these questions by using examples from whatever they have learnt so far in the video clippings. Then they had to answer the following questions:

- (1) Who is eligible to vote?
- (2) Who is eligible to contest?
- (3) Who is to supervise an election?
- (4) How do the voters choose their representatives?
- (5) How are the votes to be counted and representatives elected?

They were also told to collect newspaper clippings about elections in India and any other country and make a collage of it.

Lesson Plan 8



32 - 34: Students engaged in watching the videos of election conducted in school.

ii) LP 9: Election System of India

The Election System in India includes campaigning, forming Electoral Constituencies, Reserved Constituencies, Voters' List, nomination of candidates and election campaign.

The Election Systems of India are of two types: One is the general election

– Lok Sabha and Vidhan Sabha elections are held regularly after every five years.

The other one is by-election, which takes place when the election is held only for one constituency to fill the vacancy caused by the death or resignation of a member.

Instructional Objectives:

- (i) Students will be able to describe the electoral constituencies in India.
- (ii) Students will be able to explain the concept of reserved constituency.
- (iii) Students will be able to appreciate citizens' increased participation in electoral politics.
- (iv) Students will be able to analyze the election results and explain the basis of selection of the winner.
- (v) Students will be able to describe the following terms:
 - Nomination of candidates
 - Campaigning
 - Polling

Step 1: Engage

The Researcher will induce the students into a serious discussion on the Election system of India with the help of a few examples on the process, political parties, campaigning, voting, counting, declaration of results etc. Students will be given chart papers, colors and pencils and will be told to draw posters for the campaign of the election. The students will form group of four to five students. They will prepare slogans and manifesto for the election. They will also discuss and decide the names of their party and nominate the candidate who will stand in the election. While drawing the poster, the students will discuss among themselves the need and requirement for the election in a democratic way. In a democratic election process, people vote, and their preferences decide who will win the contest.

Step 2: Explore

Students will do the research work through internet and other sources on Electoral Constituencies, Reserved Constituencies, voters' list, nomination of candidates, election campaign and polling and counting of votes.

- Electoral Constituencies – the country is divided into different areas for purposes of elections. These areas are called electoral constituencies.

- Reserved Constituencies – Indian Constitution has a special system of reserved constituencies for weaker sections of the society.
- Voters' List – List of candidates eligible to vote is prepared before the election
- Nomination of candidate – Person who wishes to contest election has to fill a nomination form.
- Election Campaign – Political leaders try to focus public attention through slogans, speeches and posters.
- Polling and Counting of Votes – The 'election day' and the 'result of the election day'. After the students' research work, students find out the meaning of the components of election system in India.

Step 3: Explain

The Researcher will explain the election system of India taking each component of election in detail --

The country is divided into 543 constituencies for Lok Sabha elections. The representative elected from each constituency is called Member of Parliament or MP. Similarly, for assembly election, each State is divided into a specific number of Assembly Constituencies. The elected representative is called the Member of Legislative Assembly or MLA. Sometimes, these constituencies are counted as seats.

The reserved constituencies are reserved for the weaker sections of the society. For example, some seats are reserved for people who belong to the Scheduled Caste (SC) and Scheduled Tribe (ST). In an SC reserved constituency, only someone who belongs to the Scheduled Caste can stand for election. In Lok Sabha, 84 seats are reserved for the Scheduled Caste and 47 for the Scheduled Tribe (as on 1st September 2012). In Panchayats, Municipalities and Corporations, the seats are reserved for other backward Classes (OBC). Similarly, one-third seats are reserved in rural and urban local bodies for women candidates.

The voter list is officially called Electoral Roll. It is the list of candidates who are eligible to vote. In India, all the citizens above 18 years old, regardless of his or her caste, religion or gender, has the right to vote. It is the responsibility of the government to get the names of all the eligible voters put on the voters' list. In last few years, a new system of Election Photo Identify Card (EPIC) has been introduced.

Anyone who can be the voter can also become a candidate in election. A candidate must be minimum 25 years of age. Parties nominate their candidates, who get the party symbol and support. Party's nomination is called 'party ticket'. Every person

who wishes to contest an election needs to fill up a 'Nomination Form'. Every candidate needs to make a legal declaration, giving full detail of:

- (a) Cases pending against the candidate, if any.
- (b) Details of assets and liabilities of the candidate and his or her family.
- (c) Educational qualifications of the candidate.

Step 4: Elaborate

- The students will further study the election system of India. They will find election campaign is very important and critical activity as the common citizens are not aware of the policies of the various parties. So, it is through the campaign of the political leaders that they come to know what kind of work the leaders will do if they are elected. Campaign takes place for the period between the announcement of the final list of candidates and 48 hours before the polling. Campaigning can be done through addressing meetings, slogans, visiting the houses of the voters, advertisement in newspapers, radio, television. One of the slogans were "Garibi Hatao" in the Lok Sabha election in 1971. "Save Democracy" was the slogan given by Janata Party in the Lok Sabha election of 1977.
- Last phase of election system is polling and counting of votes. The final stage of an election is the day when the voters cast their votes. Every person has one vote. They go to the polling booth in their locality where his or her name is in the list of voting candidate and cast the vote. After the polling is over in all the states in Lok Sabha Election, on a pre-announced day, the result is declared. This completes the full election process.

Step 5: Evaluation

The following questions will be asked to students to test their knowledge:

1. What is an Election?
2. State the existing provisions regarding reserved constituencies in India?
3. What is an Election Photo Identity Card?
4. What is the importance of symbols in elections?
5. What is a General Election?
6. What is Electoral Roll? Who is eligible for getting an entry to an Electoral Roll?
7. What is a Secret Ballot?

Implementation of LP 9: Election System in India, in the Classroom

Materials used: News Papers, Internets, Chart papers, colors, pens, papers, pencils and erasers.

Implementation: Students prepared posters for election campaign. In the class, they formed political parties. Total five political parties were formed. They gave names of their respective party. One student from each party was nominated as the party leader. Each leader campaigned for the election spelling out his party's manifesto. Next, election was conducted in the classroom during one period. Ballot box was made of old cardboard box. All students exercised their franchise. The ballot box was then sealed. In the next period, the ballot box was opened, and in front of the representatives of the parties, the votes were counted. The leader who got the maximum votes was elected as the winning party leader in the class.

Lesson Plan 9



35-37: Students explore through research work and preparation of election in School.

iii) **LP 10: Democratic Election System in India**

Election is an important constituent of a democracy. Members are elected through election. The entire election process can be briefly stated as follows:

1. Notification of election dates
2. Notification of election calendar
3. Selection of candidates
4. Election manifesto
5. Election campaign
6. Polling of votes
7. Counting of votes and declaration of results
8. Election petition

Instructional Objectives:

- Students will be able to understand the significance of the Election Commission
- Students will be able to identify free and fair electoral practices in the country
- Students will be able to understand and describe the role of independent Election Commission
- Students will be able to analyze the nature of people's participation in an election
- Students will be able to appreciate the election system as a valid process for choosing leaders in a democratic country.
- Students will be able to provide reasonable responses to related events.

Step 1: Engage

After going through lessons, LP 1 to LP 9, students will have acquired good knowledge in Democratic Politics of India. As a starting point for commencing LP 10 in the classroom, students will be given assignment in holding mock election in the class to elect four class representatives. They will discuss amongst themselves and nominate four students as the candidates for the class representatives. They will then develop the plan for the election.

After the election, the ballot box will be sealed. On a prescribed day, the ballot box will be opened, and votes will be counted. The candidate who will get the maximum votes will be selected as the class representative.

Step 2: Explore

The four parties will start preparing for campaigning. They will take inputs from the teacher, internet sources and television etc. and prepare posters and develop slogans

involving their manifesto. They will involve other students in the class in making posters. After the poster making, the ballot box is made, and the day of the election is fixed. On the scheduled day, the election will take place, and this will be through one person one vote principle and through secret ballot box.

The students will have some taste of the actual election and the feelings of the winners and losers. The whole class election will be conducted very smoothly. A group of students will take the responsibility of conducting the election.

Step 3: Explain

The Researcher will explain the election in India. In order to conduct election, an independent Election Commission (EC) is appointed. It enjoys the same kind of independence that the judiciary enjoys. The Chief Election Commissioner (CEC) is appointed by the President of India. EC takes decisions on every aspect of conduct of elections from announcement of election to the declaration of results.

It implements the code of conduct and punishes any candidate or party that violates it. During election period, EC can order the government to follow some guidelines. When, on election duty, government officers work under the control of the EC. If the election officials come to the opinion that the polling was not fair in some booths or constituency, they can order a repoll. Another way to check the quality of the election process is to see the people's participation in election. It is measured by voter turnout figure. Turnout means the percentage of eligible voters who cast their votes.

Step 4: Elaborate

The students will elaborate on the outcomes of the election result. It will also depend on the acceptance of election outcome. If elections are not free and fair, the outcome will always tend to favor the powerful. The general public may not accept the result and it will lead to dissatisfaction among the people which is not good for democracy. Despite a few shortcomings, considering the vastness of Indian democracy, the election system has been very successful. It is continuously improving with application of technology.

Step 5: Evaluate

After completing the topic, the Researcher will evaluate the students by asking the following questions:

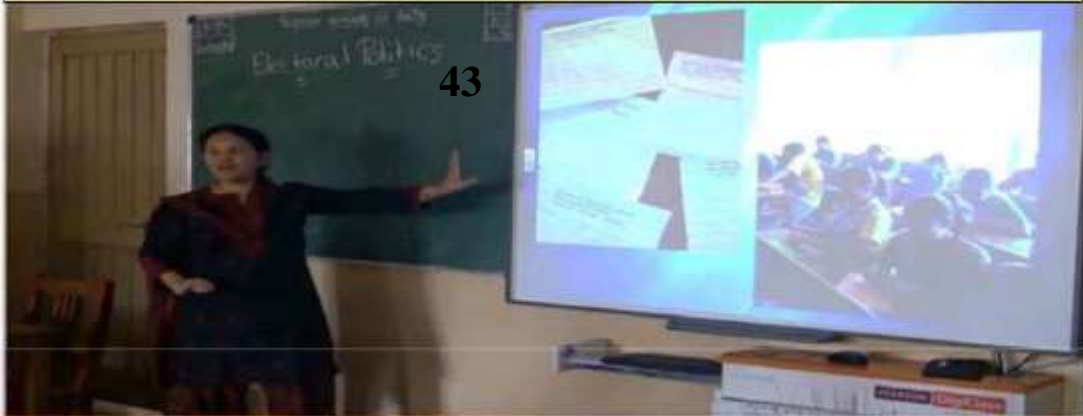
1. What are the functions of the Election Commission?
2. It is said “elections are the barometer of democracy”. Elaborate.
3. Election Commission is an independent and powerful body. Justify.
4. If elections are not free and fair, the outcome always favors the powerful.
5. Here are some facts on Indian elections. Comment on each of these to say whether they reflect the strength or the weakness of our electoral system.
 - a. The Lok Sabha has always had less than 10% women members.
 - b. The Election Commission can take decision about when the elections should be held.
 - c. The current Lok Sabha has more than 145 members.
 - d. After losing the election, the Minister said, “I respect the people’s verdict”.

Implementation of LP 10: Democratic Election System in India, in the Classroom

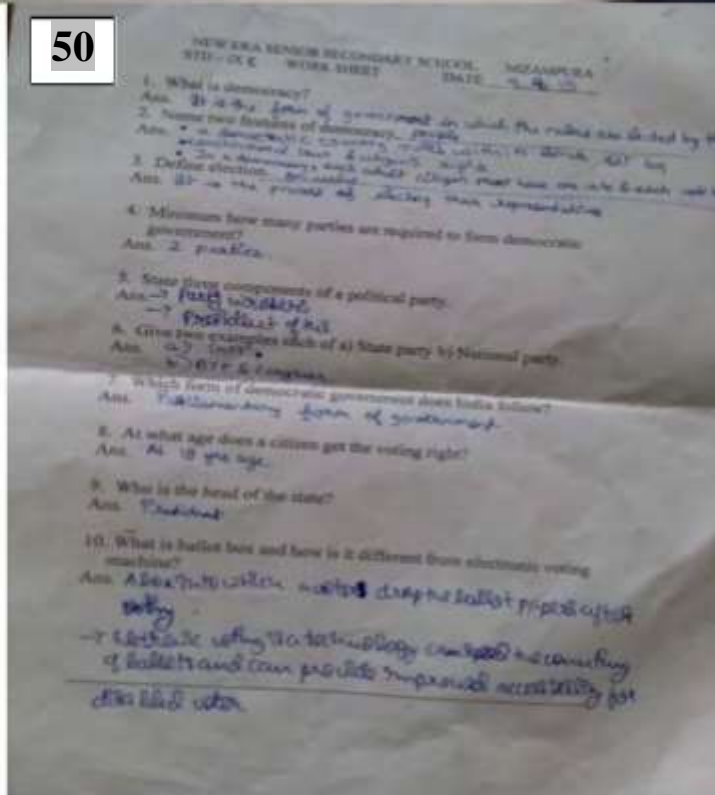
Materials used: Paper, Pen, Smart Board, Laptop, Internet, Pen drive, Color Pencils & Chart Paper

Implementation: In order to understand the topic, the students performed mock election in the class. At first, they formed groups of 5 to 6 students. Each group formed a political party. Then, from the group, they chose one student as the party representative who was nominated for the election. Then, they made posters for campaigning. After campaigning, came the main election day. The nominated candidate filled the nomination form to contest in the election. They prepared a ballot box and election took place. Each student in the class voted in the election. It was a secret ballot box election. After the election, the ballot box was sealed. Another day, in front of teacher, the votes were counted, and the winner was announced. The whole procedure was photographed and later a power point presentation was prepared by the students. Students also compared the mock election conducted in the classroom with the actual election conducted in the States and the Centre.

Lesson Plan 10



- 43: Teacher explains “Holding Mock Election”.
- 44: Posters making by students (Engage)
- 45-47: Students explore by conducting election in school.



48-49: Students counting the votes
 50: Evaluation of students by completing the questionnaires given by the Researcher

4.4 Summary of Activities conducted for Experimental and Control Groups

Experimental Group was taught through Constructivist method by the Researcher while the Control Group was taught through conventional method by another teacher. Prior to start of the Study a Pre-Test was conducted for both the groups to know whether there was any difference existed between the groups. After completing Lesson 1, (comprising LP1, 2 and 3), Lesson 2 (comprising LP 4, LP 5, LP 6 and LP 7) and Lesson 3 (comprising LP 8, LP 9 and LP 10), Post-Test 1, Post-Test 2 and Post-Test 3 were conducted respectively for both the groups.

After completion of teaching of each lesson, a question paper was prepared based on knowledge, understanding, application, assessment and analysis types of questions. Questions were of multiple choice, one-line answers and reasoning with three in four points answers. Students were given 40 minutes to complete 15 answers. Answer papers were collected and were evaluated by the Researcher. Question wise rubrics were prepared by the Researcher and the answer papers were corrected. Post completion of all three Post-Tests, a Comprehensive Post-Test covering all three lessons were conducted. This test was of 90 minutes duration with full marks 50. The questions were prepared by the Researcher was based on knowledge, understanding, application and analysis and was validated by the Experts. The Answer sheets were corrected based on the rubrics prepared beforehand.

Detailed schedule of 5E Teaching-Learning Plan is given in Table 4.5 at the end of this Chapter.

Table 4.1

Day-wise Schedule of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
1.	What is Democracy? Why Democracy?	LP 1: What is Democracy?	1. What is Democracy? 2. Definition of Democracy	Day 1	<p><u>Engage:</u> Students will be shown videoclips on the democratic rules of the different countries on smart board for them to discuss about the democratic government.</p> <p><u>Explore:</u> Students will discuss the topic in the groups and share their views on democracy in the class. They will also read the case study on democracy in Poland and will realize that during Communist party rule in Poland, no Democratic views were permitted.</p>	
				Day 2	<p><u>Explain:</u> Researcher will explain the content to the students and ask students few questions</p> <p><u>Elaborate:</u> Students will be provided with additional study materials, few questions and activities to be solved at home.</p>	
				Day 3	<p><u>Evaluate:</u> Researcher will discuss the home assignments of the students and will again give assignments which the students will discuss in the class and write answers at home.</p>	

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
1.	What is Democracy? Why Democracy?	LP 2: Features of Democracy	1. Major decisions by Elected Leaders. 2. Free and fair elections. 3. One person one vote one value. 4. Rule of Law and respect for rights.	Day 4	<u>Engage:</u> Students will be shown the video clip on a military coup and will be asked to discuss about military rule and differentiate it from democratic government. <u>Explore:</u> Students will write the important points and discuss the subject amongst themselves. They will also discuss the features of democracy and differentiate it from non-democracy.	
				Day 5	<u>Explain:</u> Researcher will explain content on the features of democracy. She will also ask few questions related to features of democracy. <u>Elaborate:</u> Students will further elaborate on the features of democracy by giving few examples of countries where election took place but not in a fair manner. Finally, the researcher will summarize all the features of democracy.	
				Day 6	<u>Evaluate:</u> Students will be given a few questions on features of democracy. Researcher will discuss the answers and after discussion, the students will write the answer. Then, they will discuss the answers that they had written, in the class.	

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
1.	What is Democracy? Why Democracy?	LP 3: Why democracy?	1. Merits of Democracy 2. Demerits of Democracy	Day 7	<p><u>Engage:</u> Learning acquired from LP 1 and LP 2 will make the students more knowledgeable on delivery and will help in LP 3. Students will be grouped in pairs and they will be asked to discuss about the usefulness of democratic government. They will discuss the positive and negative qualities of democracy.</p> <p><u>Explore:</u> Students, in pair, will compare the merits and demerits of democracy. One pair from each pair will be randomly called to write on the chalkboard the positive and negative qualities of democracy.</p>	
				Day 8	<p><u>Explain:</u> Researcher will explain arguments for and against democracy.</p> <p><u>Elaborate:</u> Students will be provided with additional information on merits and demerits of democracy. Researcher will provide examples to explain merits and demerits of democracy.</p>	
				Day 9	<p><u>Evaluate:</u> Researcher will conclude the topic by asking few questions to the students. They will discuss the answers in the class in pairs and then one of them will answer in the class. Researcher will give the feedback on the answers presented by the students in the class.</p>	

Table 4.1
Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
1.	What is Democracy? Why Democracy?	LP 1 to LP 3	1. Merits of democracy 2. Demerits of democracy	Day 10		<u>Evaluate:</u> Post-Test 1 will be conducted in the class on Lesson 1: "What is democracy? Why democracy?". Questionnaire prepared by the Researcher based on knowledge, understanding, application and higher order thinking and validated by the subject experts will be given to the students to answer. Students will answer these questions in 40 min. (full marks 15).
2.	Constitutional Design of India	LP4: What is Constitution		Day 11	<u>Engage:</u> Students will be given to reflect the instances where countries attained independence like India, Myanmar. They will come out with the characteristics of democracy which they had learnt in the previous classes. <u>Explore:</u> Students will investigate the subject collaboratively with other students and find out the rules and regulations required to run a democratic country. They will also explore the content of the Constitution.	
				Day 12	<u>Explain:</u> Researcher will investigate the subject collaboratively with other students and find out the content of Constitution. She will discuss the case study of south Africa to explain the content of the Constitution. <u>Elaborate:</u> Students will gather additional information on the Constitution, that it gave the citizens the most expensive Rights available in any country.	
				Day 13		<u>Evaluate:</u> Researcher will give a few questions on the Constitution which they will discuss in the class. Researcher will also provide the feedback on the answers that students will give.

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
2.	Constitutional Design of India	LP 5: Need of Constitution		Day 14	<p><u>Engage:</u> Students will be given the example of South African Constitution. With the previous knowledge acquired from previous lessons, they will discuss whether a country can run without any constitution.</p> <p><u>Explore:</u> Through group discussion and critical review of the subject, the students will find out that Constitution making is not unique to South Africa. Every country which has democracy, needs Constitution.</p>	
				Day 15	<p><u>Explain:</u> Researcher will explain that the constitution of a Country is a set of basic written rules that are accepted by all the people living together in a Country.</p> <p><u>Elaborate:</u> Students will elaborate on the features of the constitution; that it generated a degree of trust and the coordination required for different people to live together.</p>	
				Day 16	<p><u>Evaluate:</u> Researcher will give questions to the students on need of Constitution. Students will discuss the answers in the class. Researcher will give feedback on these answers. Students will write the answers at home.</p>	

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
2.	Constitutional Design of India	LP6: Making of Indian Constitution		Day 16	<u>Engage:</u> Students will be given the activity which they have to do as homework. Students have to talk to their grandparents about the partition of India, independence and their experience.	
				Day 17	<u>Engage:</u> Students will describe their grandparents' experience about the partition of India, attainment of Independence. <u>Explore:</u> After discussion, students will find out about how the people emerged from the status of subject to that of citizen after independence of India. They will also refer library books and internet to acquire information.	
				Day 18	<u>Explain:</u> Researcher will explain the functions of the Constitution. <u>Elaborate:</u> Students will research additional information on the functions of Constitution. This include that India borrowed many provisions from different Countries wherever required. These were incorporated in our Constitution after due discussion, deliberation and debate.	
				Day 19		<u>Evaluate:</u> Researcher will evaluate with few true or false statements and students had to justify those statements. This will be followed by discussion on the true or false statements.

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
2.	Constitutional design of India	LP7: Guiding Values of Indian Constitution	1. Justice 2. Sovereignty 3. Socialist 4. Secular 5. Liberty 6. Equality 7. Fraternity	Day 20	<p><u>Engage:</u> With knowledge acquired from earlier lessons, students will be given assignments to write short skit based on the values or philosophies like Sovereign, socialist, secular, democratic republic, justice, liberty, equality and fraternity.</p> <p><u>Explore:</u> Students will explore through books and internet and will discuss the different values considered while writing the Constitution. They will read out the skit that they had written in the class</p>	
				Day 21	<p><u>Explain:</u> Researcher will explain the philosophy of the Constitution in detail.</p> <p><u>Elaborate:</u> Students will elicit more information and elaborate the topic and take each value in detail and explain.</p>	
				Day 22		<p><u>Evaluate:</u> Researcher will give values with their meaning in a jumbled manner and students had to match those meanings with the values.</p>
		Day 23		<p><u>Evaluate:</u> Post-Test 2 will be conducted on the Lesson "Constitutional Design of India". Questionnaire prepared by the Researcher and validated by the experts will be given to the students to answer in 40 minutes (full marks 15).</p>		
		LP 4 to LP 7				

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
3.	Electoral Politics in India	LP 8: What is Election	1. Need of election 2. Democratic election 3. Political competition	Day 24	<p><u>Engage:</u> Students will be shown the videos of elections conducted in school for selection of Head Boy and Head Girl and other Prefects of different Houses. After seeing the video, they will discuss about the election - what is election and how to conduct election.</p> <p><u>Explore:</u> Students will also discuss about the characteristics of the election. They will find out about booth, Presiding Officer, the ballot box and finally how to conduct election from the internet and books.</p>	
				Day 25	<p><u>Explain:</u> Researcher will explain the national and state election in detail.</p> <p><u>Elaborate:</u> After the explanation, the students will further investigate the process of election and explain, in the class.</p>	
				Day 26	<p><u>Evaluate:</u> Researcher will discuss the content of the election and then she will ask a few questions to assess students' understanding of the content.</p>	

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
3.	Electoral Politics in India	LP 9: Election System in India	1. Campaign 2. Voter List 3. Nomination 4. Reserved Constituency	Day 27	<p><u>Engage:</u> Researcher will induce the students into a discussion on the election system in India. Students will be given chart papers, colors, pencils and will be told to draw posters for the campaign of the election. The students will form group of four to five students. They will prepare slogan and manifesto for the election.</p> <p><u>Explore:</u> Students will do the research work on electoral constituencies, reserved constituencies, voters' list, nomination of candidates, election campaign and polling and counting of votes.</p>	
				Day 28	<p><u>Explain:</u> Researcher will explain the election system of India taking each components of election in detail.</p> <p><u>Elaborate:</u> The students will further study on this subject comprising nomination, campaigning, polling and counting of votes.</p>	
				Day 29	<p><u>Evaluate:</u> The questions will be asked to students to test their knowledge and understanding of the content. After students answer the questions, the researcher will discuss the correct answers and will write the main points on the black board for the students to write the same in their notebooks.</p>	

Table 4.1

Day-wise Details of 5E Teaching-Learning Plan of Social Science

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
3.	Electoral Politics in India	LP10: Democratic Election System in India	1. Independent Election 2. Popular Participation	Day 30	<p><u>Engage:</u> Students will prepare posters for election campaign. They will form total 4 political parties in the class. They will prepare themselves to contest election. They will hold mock election in the class.</p> <p><u>Explore:</u> They will prepare for free and fair election. They will take inputs from the Researcher, internet sources, television etc. The whole class will prepare to conduct the election.</p>	
				Day 31	<p><u>Explain:</u> The teacher will explain the process of election system in India.</p> <p><u>Elaborate:</u> Students will further elaborate the topic. The election should be free and fair, the outcome of the election - the ruling party and the opposition party. The election Commission holds the whole election process.</p>	
				Day 32	<p><u>Evaluate:</u> After completing the topic, the Researcher will ask the students a few questions. The students will orally give answers to the questions. Finally, Researcher will give feedback on the answers given by the students.</p>	

Table 4.1**Day-wise Details of 5E Teaching-Learning Plan of Social Science**

Lesson No.	Lesson	Topic	Sub. Topic	Day No.	5E Teaching - Learning Plan	Evaluation
3.	Electoral Politics in India	LP 8 to LP 10		Day 33		<u>Evaluate:</u> Post-Test 3 will be conducted. Questionnaire prepared by the Researcher and validated by the experts will be given to the students to answer. Students will write the answers in 40 minutes (full marks 15).
1, 2 and 3		LP 1 to LP 10		Day 34		<u>Evaluate:</u> After completion of all the 3 Lessons through 5E Constructivist methods, students will appear for a comprehensive evaluation through Comprehensive Post-Test. Question paper prepared by the Researcher and validated by the experts will be given to the students to answer. The question paper will be set for 50marks and the duration will be 90 minutes. It is to test the students' overall knowledge, understanding and application of all the 3 Lessons.