

# CHAPTER : What is Democracy ? Why Democracy ?

Grade: 9

Board: **CBSE**


Book: **NCERT**


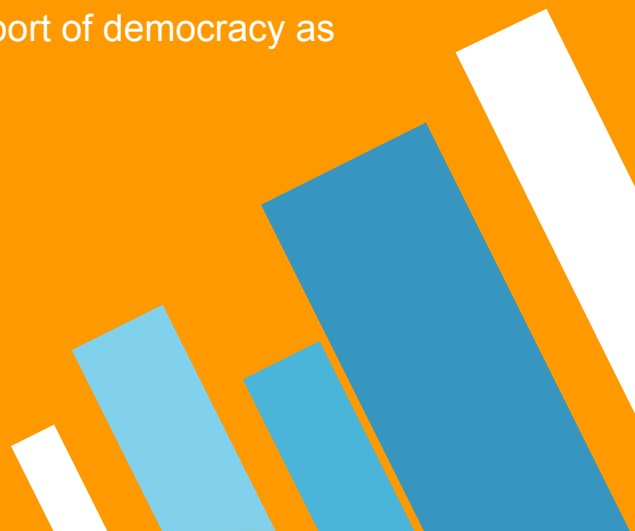


1.

# Chapter Summary and Placement

*<Read through the following to understand how this chapter is connected with the previous and next grades and also the important concepts covered in it.>*



- 
- 
1. The meaning of democracy is being discussed from previous grades. In this chapter the democratic concepts will be further clarified.
  2. The students will be explained the historical factors which led to the development of democratic institutions and presented convincing argument in support of democracy as opposed to the dictatorial government.





2.

# LEARNING OUTCOMES

*<On completion of the chapter, students will be able to:>*







- 
- 
1. Develop conceptual skills of defining democracy.
  2. Develop a sophisticated defence of democracy against common prejudices.
  3. Understand how different historical processes and forces have promoted democracy.



# 3. PREVIOUS KNOWLEDGE REQUIREMENT

*The below points should be refreshed before introducing the chapter:*




- 
- 
- 1) Recall the meaning of the terms democracy, fundamental rights, how governments are formed through election, election procedures.
    - a) Democracy: A form of government where rulers are are elected by the people.
    - b) Fundamental rights: The basic rights that people can enjoy as citizens of the country. Eg: Right to equality, right to freedom etc.



## 4. TEACHING PLAN

*Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently*



# Subtopic and Learning Objective #1

**What is democracy?**

LO:

1. Develop conceptual skills of defining democracy

# Teacher Activity

1. The teacher may introduce the chapter with performing **Activity 1**.
2. Explain the meaning of democracy and the advantages of democratic government.

## ***Check for understanding:***

- a) Define democracy.
- b) Give an example of a monarchy.

# Resources Suggested

Textbook

# Activity 1

**Name of the activity** – Class discussion

**Type of activity** – Individual/Random/Group

**Learning Objective:** Understand the different viewpoints about democracy.

**Use it for** – Chapter introduction.

**Materials** – Textbook

**Teacher instructions:**

1. The teacher may explain a few situations in the class. The intention is to help students come up with their opinion about the situation based on what they have learnt about democracy in the previous chapters and grades. An example is as follows:
  - a) What according to you is best, Democracy dictatorship, monarchy?
  - b) Why is UK a democracy and not a republic? Uk follows constitutional monarchy. There is no elected head.
2. The students should be given time to think and come up with valid points.
3. At the end, the teacher may summarize the valid points and start explaining the topic. The points may include,
  - a) Democracy allows us to elect our own representatives.
  - b) The elected member can be changes in the subsequent election if his/her rule is not satisfactory.
  - c) The government is answerable to the citizens if something goes wrong.
  - d) Educated representatives are less.
  - e) The representatives are corrupt and are sometimes least bothered about the development of the country.

Thus, students will list many points that they have learnt and heard about democracy. The correctness of the data is one thing that the teacher should keep in mind and start introducing the topic.



# Subtopic and Learning Objective #2

Features of democracy

LO:

Explain the criterias for democracy with examples.

# Teacher Activity

1. The teacher may explain the different features of democracy:
  - a) In a democracy the final decision making power must rest with those elected by the people.
  - b) A democracy must be based on a free and fair election where those currently in power have a fair chance of losing
  - c) In a democracy, each adult citizen must have one vote and each vote must have one value
  - d) A democratic government rules within limits set by constitutional law and citizens' rights.

## ***Check for understanding:***

- a) How did General Pervez Musharraf become president of Pakistan?
- b) State any two features of democracy.

# Resources Suggested

NCERT Textbook

# Subtopic and Learning Objective #3

**Why Democracy?**

**LO:** Explain the nature of Indian secularism.

# Teacher Activity

1. The teacher can perform **Activity 2** before explaining the points to the whole Class.
2. Once the activity is performed the teacher may fill the gaps with explanation of the points.

## ***Check for understanding:***

- a) Explain the strategy of non-intervention.

# Resources Suggested

NCERT Textbook

# Activity 2

**Name of the activity** – Presentation

**Type of activity** – Group

**Learning Objective:** Understand the arguments for and against democracy.

**Use it for** – Enhance presentation skills, understanding the topic better.

**Materials** – Textbook, the information that the students collect

**Teacher instructions:**

1. The teacher may divide the total class population into four or five groups.
2. The students can choose three arguments from the list of arguments for and against democracy. The list of arguments should be divided equally among the groups.
3. The student should prepare a detailed presentation about the topics they have got and present/ explain it to the class . The session should be considered important as the teacher may not explain the full topic but just fill the gaps.
4. Valid examples should be considered to explain the topic.
5. The teacher may help the students with resource for creating the presentation.
6. The language should be simple, crisp and clear.
7. The teacher may verify the conversations for basic language errors and fill the gaps in the explanation.

# Subtopic and Learning Objective #4

**Sub topic: Broader meanings of democracy**

LO: Analyse the in depth meaning of democracy and the way it should work. Also, the glitches found in the Indian democracy.



# Teacher Activity

1 .Explain the broader meaning of democracy and make students understand the importance of the same.

***Check for understanding:***

a) How does democratic countries rule the people?

# Resources Suggested

Textbook



## 4. WORKSHEETS

*Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.*

# Worksheet 1

Use it like: Class test/ assignment/ class work/revision

Answer the following questions in brief:

1. Differentiate between Democratic and Non- Democratic Government?
2. Whose rule is democracy considered to be?
3. Is China a democratic country? Give two arguments in favour of your answer.
4. Critically evaluate the defects of the elections held in Mexico
5. Give a brief account of Robert Mugabe and his rule in Zimbabwe.
6. A democratic government rules within limits set by constitutional law and citizens' rights'. Critically analyze the statement with an example.
7. Discuss the arguments against democracy.
8. Analyse the arguments in favour of Democracy.
9. 'Democracy is better than any form of government'. Comment
10. Enumerate arguments given against democracy.

# Worksheet 2

**Use it like: Class test/ assignment/ class work/revision**

**Fill in the blanks:**

1. How did General Pervez Musharraf become Chief Executive of the country?
2. Who has the decision making power in democracy?
3. What is China's Parliament known as?
4. Which party won the election till 2000 in Mexico?
5. What should be democracy based on?
6. What happens when elected people don't know the best interest of citizens?
7. How did democracy help India during the bad economic conditions?



# 5. SOLUTIONS

*This section gives you sample answers for activities and questions listed above.*



# Worksheet 1

## 1. Democratic Government:

- a) It is a form of Government in which the rulers are elected by the people.
- b) People have a say in the decision making of the Government.
- c) There are fundamental rights in it.
- d) There is dignity of human beings in it one religious community does not dominate another

## Non- Democratic Government:

- a) It is a form of Government in which rulers are not elected by the people.
- b) People have no say in the decision making of the Government.
- c) There are only fundamental duties in it.
- d) There is no dignity of human beings in it.

## 2. “Democracy is a form of government in which the rulers are elected by the people”.

- a) The first feature, in a democracy the final decision making power must rest with those elected by the people.
- b) The second feature, a democracy must be based on a free and fair election where those currently in power have a fair chance of losing.

# Worksheet 1

- a) The third feature of democracy, in a democracy, each adult citizen must have one vote and each vote must have one value.
- b) The final feature of democracy, a democratic government rules within the limits set by constitutional laws and citizens' rights.

3 In China, elections are regularly after every five years for electing the country's parliament, called Quanguo Renmin Daibiao Dahui (National People's Congress). The National People's Congress has the power to appoint the President of the country. It has nearly 3,000 members elected from all over China. Some members are elected by the army. But, before contesting elections, a candidate needs the approval of the Chinese Communist Party or eight smaller parties allied to it were allowed to contest elections. So, the government is always formed by the Communist Party. Therefore, we cannot call the government of China as democratic.



# Worksheet 1

4 Mexico became independent in 1930.

- a) Since the, Mexico holds elections after every six years to elect its President. The country has never been under a military or a dictator.
- b) Until 2000 every election was won by a party called PRI (Institutional Revolutionary Party). Opposition parties did contest elections, but never managed to win because PRI uses many dirty tricks to win elections.
- c) All those who were employed in government offices had to attend its party meetings. Teachers of government schools used to force parents to vote for the PRI.
- d) Media largely ignored the activities of opposition political parties except to criticise them. Sometimes the polling booths were shifted from one place to another in the last minute, which made it difficult for people to cast their votes.
- e) The PRI spent a large sum of money in the campaign for its candidates

5 Robert Mugabe, the leader of ZANU-PF has been ruling the country since independence in 1980. Elections have been held regularly and always won by ZANU-PF. President Mugabe is popular but also uses unfair practices in elections. Over the years his government has changed the constitution several times to increase the powers of the President and make him less accountable. Opposition party workers are harassed and their meeting disrupted. Public protests and demonstrations against the government are declared illegal. There is a law that limits the right to criticize the President. Television and radio are controlled by the government and give only the ruling party's version. There are independent newspapers but the government harasses those journalists who go against it. The government has ignored some court judgments that went against it and has pressurized judges.

# Worksheet 1

- 6 Example: President Mugabe is popular but also uses unfair practices in elections. Over the years his government has changed the constitution several times to increase the powers of the President and make him less accountable.
- a) Popular governments can be undemocratic. Popular leaders can be autocratic. To have access to democracy, it is important to look before and after the elections.
  - b) There should be sufficient room for normal political activity, including political opposition, in the period before elections. This requires that the state should respect some basic rights of the citizen. They should have freedom of public opinions, to form associations, to protest and take other political actions.
  - c) Everyone should be equal in the eyes of law. These rights must be protected by an independent judiciary obeyed by everyone.
  - d) A democratic government cannot do whatever it likes, simply because it has won an election. It has to respect some basic rules
- 7
- a) Leaders keep changing in a democracy. This leads to instability.
  - b) Democracy is all about political competition and power play. There is no scope for morality.
  - c) So many people have to be consulted in a democracy that it leads to delays.
  - d) Elected leaders do not know the best interest of the people. It leads to bad decisions. Ordinary people don't know what is good for them; they should not decide anything.

# Worksheet 1

8 The arguments in favour are:

- a) A democratic government is a better government because it is a more accountable form of government
- b) Democracy improves the quality of decision-making.
- c) Democracy provides a method to deal with differences and conflicts.
- d) Democracy enhances the dignity of citizens
- e) Democracy is better than other forms of government because it allows us to correct its own mistakes

9 Democracy is a better form of government when compared with any other form of government because of the following reasons

- a) Promotes equality among citizens Every citizen of the country has equal rights before the law. All individuals have equal weight in electing representatives.
- b) Enhances the dignity of the individual By giving its citizens equal rights, it enhances dignity and freedom of the individual. Democracy gives equal treatment and respect to women, disadvantaged and discriminated castes in our society.
- c) Improves the quality of decision-making As there is open debate in major issues in democracy thus, quality of decisions is improved.
- d) Provides a method to resolve conflicts Democracy reduces the possibility of social tension which leads to peaceful social life. It allows room to correct mistakes.
- e) A legitimate government Democracy gets the popular support of the people by regular, free and fair elections.

# Worksheet 1

10 The arguments against democracy are:

- a) Leaders keep changing in a democracy. This leads to instability.
- b) Democracy is all about political competition and power play. There is no scope for morality.
- c) So many people have to be consulted in a democracy that it leads to delays.
- d) Elected leaders do not know the best interest of the people. It leads to bad decisions.
- e) Democracy leads to corruption for it is based on electoral competition.
- f) Ordinary people don't know what is good for them; they should not decide anything.

# Worksheet 2

## Fill in the blanks:

1. In Pakistan, General Pervez Musharraf led a military coup in October 1999. He overthrew a democratically elected government and declared himself the 'Chief Executive' of the country
2. In a democracy the final decision making power must rest with those elected by the people.
3. Quanguo Renmin Daibiao Dahui (National People's Congress).
4. A party called PRI (Institutional Revolutionary Party)
5. A democracy must be based on a free and fair election where those currently in power have a fair chance of losing
6. Elected leaders do not know the best interest of the people. It leads to bad decisions.
7. The existence of democracy in India made the Indian government respond to food scarcity in a way that the Chinese
8. government did not. India could avoid famine but Chin couldn't.



## 6. EXTRA RESOURCES

*Carry out the following suggested activities/ tasks if you have the time and resources to do them*



# Extension Activity 1

**Name:** Roleplay of a democratic institution.

**Purpose:** Recall all the features of democracy discussed in the chapter and apply them in role play for better understanding and find out answers that may raise while discussing the script in a group.

The students may create a script for the role play of a situation where a policy needs to be approved by the ruling party and the opposition. A few students can act as the ruling party and should have valid reasons supporting the policy they have chosen. A few students can act as the opposition party members and should have valid points against the policy. They should have a debate session where the ruling and opposition party members explain the pros and cons of the policy.