

## Lesson-8: Elections – Governing Ourselves

Theme 5: Why Do We Need Systems?

11 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Poster, Gratitude sheet



Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Test Generator

Confirming better

I am a responsible citizen.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to develop an understanding of the formation of the government and its role in decision-making.
- to explore the functions of the judiciary in maintaining law and order.
- to identify the importance of elections in a democratic system.
- to explore the role of Parliament, Lok Sabha, Rajya Sabha and the President in governance.
- to develop a sense of responsibility as a citizen.

### Methodology

#### Period 1

**Teacher:** Good morning, everyone. How are you feeling today? I hope you are all ready to learn and have some fun.

SHOULD DO

10 MIN.



#### Confirming better

Confirming better I am a responsible citizen.

PLF 58

**Teacher:** Before we begin, let us start by with a simple affirmation. This will set the tone for our lesson.

**Teacher:** I want you all to stand up for this. Let us make it interactive. When I say 'I am a responsible citizen,' you are will say it with enthusiasm and raise one hand in the air. Ready?

(The students stand up and raise one hand as they repeat the affirmation with energy.)

**Teacher:** Fantastic. Now, everyone sit down and let's move on.

**Teacher:** We will begin a new chapter 'Elections-Governing Ourselves'. We are going to use a KWL chart to help us organise our thoughts and learning. Please take out your notebooks and draw the KWL format.

K	W	L

**Teacher:** The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what do you want to know and the third column is labelled 'L' which will include what you have learnt, which we will fill in the end.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

MUST DO

10 MIN.



#### Kinaesthetic

##### Kinaesthetic

Let us play 'State Bingo'. Form two groups in the class. The first group enacts or draws clues related to the names of states/Union Territories on the board. The second group identifies and provides the correct answers. Before that, the team member has to stand up and say, BINGO. The teams can switch their roles after every two names.

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**Teacher:** Alright, everyone, let us have some fun. We are going to play an exciting game called 'State Bingo.'

**Teacher:** I will divide the class into two groups. Group 1, you will start. One of you will come up to the board and either draw or act out a clue related to a state or Union Territory. Group 2, you need to guess which state or Union Territory it is.

**Teacher:** But here is the twist: Before you give an answer, you need to stand up and say, 'BINGO.' This shows you are ready to answer.

**Teacher:** After every two clues, we will switch roles. Group 2, you will come to the board and do the same for Group 1.

**Teacher:** The group that guesses the most correctly wins. Ready? Let's begin.

(The students actively participate in the game, drawing or acting out clues, guessing and using their knowledge of states and Union Territories.)

**Teacher:** Fantastic job, everyone. You showed great teamwork and creativity. This activity helped us learn about different states and Union Territories in a fun and engaging way. Well done.

**MUST DO**

10 MIN.



## Auditory

### Auditory\*

Listen to your teacher carefully. Answer the questions.

58

**Teacher:** Now, we will do a listening task. I will read out some names and you must carefully listen. After that, write down the names of the Union Territories in your notebooks.

(Read aloud from page 112.)

**Teacher:** Listen carefully: Leh, Daman and Diu, Madhya Pradesh, Goa, Chandigarh, Karnataka, Punjab.

**Teacher:** Now, in your notebooks, write the names of the Union Territories only. Take your time and think.

(The students write down their answers.)

**Teacher:** Now, compare your answers with your partner. (The students check and discuss.)

**Teacher:** Let us see who got all the correct answers. Well done. This activity helped you improve your listening and recall skills.

**MUST DO**

10 MIN.



## Pictorial

### Pictorial PS

Look at the pictures. Which of the following tasks is not managed by the local self-governing bodies? Tick (✓) the correct option.



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You may show the **eBook** given on the digital platform.

**Teacher:** Now, turn to page 58 in your textbooks and carefully observe the images.

**Teacher:** Look at the details in each picture. Think about which of these tasks is not managed by local self-governing bodies.

(The students observe the images.)

**Teacher:** Now, discuss with your partner. What do you think these images represent? Which one is different from the others?

(The students discuss and share their thoughts.)

**Teacher:** Now, tick (✓) the correct option in your textbook.

(The students complete the task.)

**Teacher:** Great job. These images help us understand the role of local self-governing bodies.

## Differentiated Activity

110 km/hr



What do you already know about elections?

80 km/hr



Have you heard of Union Territories?

40 km/hr



Have you ever travelled in a metro train? What was your experience like?

## Home Task

Mark all Union Territories (UTs) on a map, paste them in your notebooks and label them clearly.

## Period 2

**Teacher:** Good morning, everyone. How are you today? I hope you are ready to learn and share your thoughts.

**SHOULD DO**

5 MIN.



**Teacher:** Before we start the new topic, let me ask: Have you completed your home task from the last period? Can you show me your marked maps of Union Territories? (The students respond and show their home task.)

**Teacher:** Great job, everyone. I am glad to see that you have worked hard. Let us move on to today's lesson.

**MUST DO**

10 MIN.



## Interacting better



### Interacting better

What do you like the most about your country? Discuss in class.

ICL

59

**Teacher:** Let us now discuss something interesting. What do you like the most about your country? Think about the things that make you proud of India and let's talk about it in class.

**Teacher:** I will start by sharing what I like. I love how India has a rich culture and diverse traditions and we all come together to celebrate these differences. Now, I would love to hear from you.

(The students share their thoughts with the class.)

Ryan is about to read a chapter in his SST book. As he opens his book...

What is the Preamble, Mummy? We have this page in the book.

Ryan, this is a page from the rulebook of our country. The rulebook is called the Constitution.

Why does our country need a rulebook, Mummy?

Ryan, rules are important so that our country functions in a smooth and systematic way.

The 28 states and 8 Union Territories of India are governed as per the Constitution of India. It tells us how the government should work and protect the rights of all citizens. It was adopted on 26 January 1950 and guides India to be fair and just for everyone.

The Constitution clearly details the powers of the central and state governments. For example, the central government is entrusted with the responsibility of defending the country whereas maintaining law and order within a state is the duty of the state government. The central government helps the state governments whenever the need arises.

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**Teacher:** That is great. It is wonderful to see how much we appreciate our country. Now let us move to the next part of our lesson.

**MUST DO**

20 MIN.

**Teacher:** Let's open our books to page 59 and look at the image of Ryan and his mom. (Show the image)

**Teacher:** What do you see in the picture? Can anyone describe it for us?

(The students describe the picture.)

**Teacher:** Great observations. In the image, Ryan is asking his mom about the Preamble of the Constitution. His mom explains that it is the rulebook of India. The Constitution tells us how our country is governed and how things are done fairly for everyone.

**Teacher:** Now, let's read the paragraph together on page 59. I want each of you to look at the first few lines. Who would like to read it aloud for us?

(The students volunteer to read aloud and then the teacher will discuss the topic.)

**Teacher:** Fantastic. Now let's make it fun. I want you all to imagine you are the Constitution of our classroom. You decide the rules, how things work and how everything is fair in our classroom. You are in charge of the classroom.

**Teacher:** How would you set the rules for our classroom to make sure everyone is treated fairly and respectfully? Think about things like:

- How would you make sure everyone listens when the teacher is speaking?
- What rules would you put in place to help everyone work together?
- How would you ensure that everyone feels included and treated equally?

**Teacher:** Let's talk about the rules that help us work together in the classroom. For example, how can we make sure that everyone has a chance to speak, share and learn?

**Teacher:** Can anyone share an idea for a classroom rule that would help make sure we all get along and work well together?

(The students share their ideas and discuss classroom rules.) Have you ever travelled in a metro train? What was your experience like?

You may show the **Animation** given on the digital platform.

**MUST DO**

5 MIN.

## Discovering better

**laws:** rules that deal with resolving a particular problem, agreement, etc.

**LAD**

60

**Teacher:** Now, let's focus on understanding laws a little better. Take a look at this definition:

**MUST DO**

20 MIN.

**Teacher:** **Laws:** Rules that deal with resolving a particular problem, agreement, etc.

**Teacher:** Can anyone think of an example of a law or rule that helps solve a problem? Maybe it's something that happens in your daily life, at school, or even at home.

(The students share some examples.)

**Teacher:** Excellent. Laws help solve problems and make sure everyone is treated fairly. For example, think of the rules in our classroom – they help make sure everyone gets along and has a chance to learn.

**Teacher:** Now, discuss with your partner:

- Why are laws important for a country like India?

(The students discuss and share their thoughts.)

**Teacher:** Well done, everyone. You did a great job today understanding the importance of the Constitution and laws. Give yourselves a big round of applause.

## Differentiated Activity

110 km/hr



Have you ever seen a rule being followed in your community, like at a park or in the market? What happened when people followed that rule?

80 km/hr



When your teacher asks you to raise your hand to speak, why is it important to follow this rule?

40 km/hr



Why is it important to follow rules when you play a game?

## Home Task

Think about your day and write down three rules that you follow at home, at school or in your community.

## Period 3

**Teacher:** Good morning, everyone. Today we will be learning about the central government of India and the roles of important institutions, including the Parliament and the President. We will dive into understanding how the Lok Sabha, Rajya Sabha and the President function.

SHOULD DO

5 MIN.



## Central Government

### CENTRAL GOVERNMENT

The central or the union government makes laws for the country. The law-making body of the government is known as the Parliament. The President of India and the two houses—the Lok Sabha and the Rajya Sabha—constitute the Parliament.

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**Teacher:** Please turn to page 59 in your books and read the section titled 'Central Government.'

MUST DO

5 MIN.



(The students will read and the teacher will explain the topic.)

**Teacher:** Let us now discuss a few questions about this topic.

1. Who is responsible for making laws for the country?
2. What are the two houses that make up the Parliament?

## Lok Sabha

### Lok Sabha

The Lok Sabha is the highest law-making body in India. Its members are elected directly by the citizens of India, for a period of five years. The proceedings in the Lok Sabha are guided by the Speaker, who is elected by its members. The Lok Sabha is called the Lower House.

India has been divided into a number of small areas called constituencies. The people residing in a constituency elect one person to represent them in the Parliament. The elected person is called the Member of Parliament (MP).

60

**Teacher:** Let us now dive into a very important topic—the Lok Sabha.

MUST DO

10 MIN.



This is a key part of our government, so listen carefully. I will explain the topic and then we will have a fun interactive session.

(After reading and discussing the topic, the teacher will ask interactive questions related to the topic.)

**Teacher:** Now, let's see how much you remember. I will ask some questions and you can answer them aloud. Ready?

Who elects the members of the Lok Sabha?  
What is the role of the Speaker in the Lok Sabha?  
What do we call the person elected to represent a constituency in Parliament?

(The students respond to the questions and the teacher discuss their answers.)

## Rajya Sabha

### Rajya Sabha

The members of the Rajya Sabha are elected by the members of the state legislative assemblies and the Union Territories. They are not directly elected by the general public. Some are elected members, while others are nominated by the President of India, for a term of six years. The Vice President of India is the chairman of the Rajya Sabha. This house is also known as the Upper House.

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**Teacher:** Now, let's move on to another important topic, the Rajya Sabha. It is an essential part of our government and today we will learn about how it functions. Ready?

MUST DO

10 MIN.



(After reading and discussing of the topic, the teacher will ask interactive questions related to the topic.)

**Teacher:**

Let me ask you some questions to see if you have understood about the Rajya Sabha.

1. Who elects the members of the Rajya Sabha?
  2. Who is the Chairman of the Rajya Sabha?
  3. What is the Rajya Sabha also known as?
- (The students respond to the questions and the teacher discuss their answers.)

## The President

### The President

The President of India is the head of the country. The members of the Lok Sabha, the Rajya Sabha and the state legislative assemblies elect the President, for a term of five years.

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**Teacher:** Now, let's move on to an exciting topic—the President of India. Can anyone tell me who the President of India is and what role they play in our country?

MUST DO

10 MIN.




(After reading and discussing the topic, the teacher will ask interactive questions related to the topic.)

**Teacher:** Can anyone guess how long the President's term lasts?

Who elects the President of India?

What is the role of the President in India?

(The students responses to the questions and teacher also discuss their answers.)

 You may show the **Video** given on the digital platform.

## Differentiated Activity

110 km/hr



Compare the features of Lok Sabha and Rajya Sabha

80 km/hr



Explain the process of electing members of the Rajya Sabha and the President of India.



40 km/hr



List three important points about the Lok Sabha and Rajya Sabha

## Home Task

## Project Ideas

Chapter 8: Elections – Governing Ourselves

Create a timeline poster on all the Presidents of India, since Independence. You may include:

- their photographs, from the Internet\* or old magazines and newspapers
- their educational and social background
- any special achievements during their tenure
- names of books written or movies made on them, if any
- fun facts

\*Guide the students to refer only to .edu or .org websites to gather information.

Theme 5: Why Do We Need Systems?

PRO 21 CS

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(For project Ideas, please refer to the book of Project Ideas, page 21 under the title 'Elections- Governing Ourselves.'

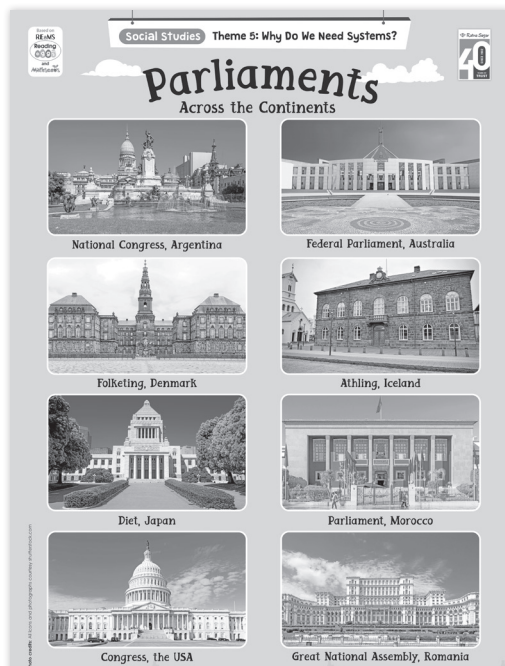
This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about elections through this engaging project.)

## Period 4

**Teacher:** Good morning, students. Today, we will begin our lesson by looking at the poster.

(Shows the poster of Parliaments across the continents)

## Poster



**Teacher:** Look at the poster of different parliaments around the world. Do you recognise any of them?

**Teacher:** I will now walk around the classroom to show you poster up close. As I do, think about which of these parliaments you find the most interesting.

(The students observe and comment on the poster as the teacher walks around.)

**Teacher:** Fantastic. Now let us move on to understanding more about how the government functions in India.

MUST DO

5 MIN.

## Discovering better

Discovering better

**elected:** to have chosen someone by voting for them

**democracy:** a system of government in which the citizens of a country can vote to elect their representatives

LAD

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**Teacher:** Let us now focus on some important vocabulary that will help us understand today's lesson better.


(Write the words from discovering better section on the board.)

**Teacher:** Look at the words on the board: 'elected' and 'democracy'.

**Teacher:** 'Elected' means to have chosen someone by voting for them. Can anyone think of an example where you elected someone in your life?

**Teacher:** 'Democracy' means a system of government where the citizens of a country vote to elect their leaders.

**Teacher:** Great. Keep these words in mind as we move forward with our lesson.

 You may show the **Dictionary** given on the digital platform.

MUST DO

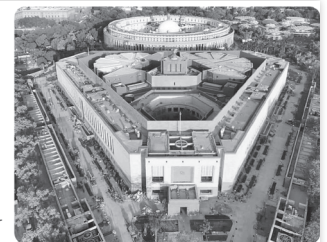
10 MIN.

## Forming the Government

### FORMING THE GOVERNMENT

The multiparty political system is a very important part of our **democracy**. In a general election, different parties field their candidates and people vote for them.

The elections are held in a free and fair manner. The party that gets the maximum seats in the Lok Sabha forms the government at the Centre. The President appoints the leader of this party as the Prime Minister, who then forms the council of ministers. The council consists of cabinet ministers, ministers of state and deputy ministers. The ministers must be Members of the Parliament.



Parliament of India

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(The students will read and teacher will discuss the topic)

**Teacher:** Now, let us talk about how our government is formed.

**Teacher:** Who do you think oversees running a country?

(Some say the Prime Minister; some say the President.)

**Teacher:** That is right. However, before a Prime Minister is chosen, elections take place. In India, we follow a multiparty system, where different political parties compete in elections.

**Teacher:** Imagine you are part of a big election. If you had to lead a country, what is the first thing you would do?

(The students share their ideas.)

**Teacher:** Those are great answers. Now, let us answer some quick questions:

- What happens in a general election?
- What does the winning party do after elections?
- Who appoints the Prime Minister?

(The students answer.)

**Teacher:** Excellent. The party that gets the most seats forms the government and the President appoints the Prime Minister. Now, let us move on to another important part of our government—the State Government.

## State Government

MUST DO

15 MIN.



### STATE GOVERNMENT

There is a Legislative\* Assembly in every state. It makes laws for the state. The Members of the Legislative Assembly (MLAs) are elected for a term of five years, by the people of their region, who are more than 18 years of age.

60

(The students will read and teacher will discuss the topic)

**Teacher:** The Central Government makes laws for the whole country, but do you think one government can handle everything?

(The students Respond with 'No'.)

**Teacher:** Exactly. That is why we have a State Government as well. Each state in India has its own government to take care of its affairs.

**Teacher:** Who do you think leads a state's government?

**Teacher:** Yes. The Governor is the head of the state, but the Chief Minister is the one who runs the state government. The Governor is appointed by the President, while the Chief Minister is elected by the people.

**Teacher:** Now, let us answer some simple questions:

- Who elects the Members of the Legislative Assembly (MLAs)?
- Who appoints the Governor?
- What is the role of the Chief Minister?

(The students answer.)

**Teacher:** Great work, everyone. You now have a good understanding of how our country and state governments function. In the next class, we will learn more about how laws are made.

**Teacher:** Fantastic. You all participated very well. Give yourselves a big round of applause. See you in the next class.



You may show the **I Explain** given on the digital platform.

## Differentiated Activity

### 110 km/hr



Imagine you live in a city where roads are in bad condition. Who do you think is responsible for fixing them—the central or state government? Why?

### 80 km/hr



Who do you think is responsible for keeping your neighbourhood clean—your school principal, the city government or the Prime Minister?

### 40 km/hr



If you have a problem in your city, such as a lack of streetlights, who should you talk to first?

## Home Task

Find out who is the Chief Minister and Governor of your state. Write their names and one of their responsibilities.

## Period 5

**Teacher:** Good morning, everyone.

Let us begin with a quick game.

Imagine you are the judge of a court. A person has broken a rule. What would you do to make sure justice is served?

(The students share their ideas.)

**Teacher:** Excellent. Today, we will learn about the judiciary, which helps keep our country fair and just. Let us begin.

SHOULD DO

5 MIN.



## Understanding better

MUST DO

10 MIN.



### Understanding better

Answer the following questions.

TCL

1. Who is the head of the state in India?
2. Name the Upper House of the Parliament.

61

**Teacher:** Look at the box titled Understanding better in your books. Let us answer these questions together.

1. Who is the head of the state in India?

2. Name the Upper House of the Parliament.

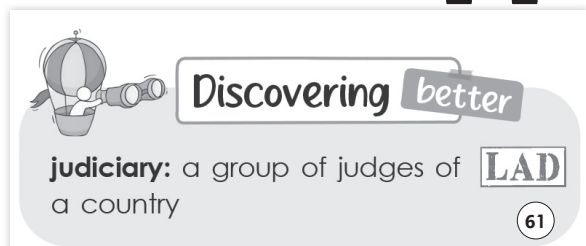
(The students answer and the teacher discusses.)

**Teacher:** Well done. Now, let us connect this with today's topic. The head of the state, the President, plays an important role in appointing judges. The Upper House, the Rajya Sabha, also has an important role in governance. Now, let us move on.

## Discovering better

MUST DO

5 MIN.



**judiciary:** a group of judges of a country

**LAD**

61

**Teacher:** Look at the word judiciary in the Discovering better box. Can someone read its meaning?

(A student reads: A group of judges of a country.)

**Teacher:** Great. Now, let me ask a few simple questions:

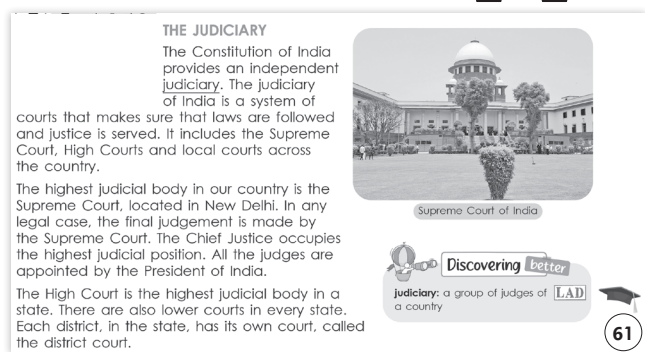
1. Who makes decisions in a court?
2. What do we call a group of judges in a country?
3. Why do you think we need judges?

(The students answer and the teacher discusses.)

## The Judiciary

MUST DO

20 MIN.



**THE JUDICIARY**  
The Constitution of India provides an independent judiciary. The judiciary of India is a system of courts that makes sure that laws are followed and justice is served. It includes the Supreme Court, High Courts and local courts across the country.

The highest judicial body in our country is the Supreme Court, located in New Delhi. In any legal case, the final judgement is made by the Supreme Court. The Chief Justice occupies the highest judicial position. All the judges are appointed by the President of India.

The High Court is the highest judicial body in a state. There are also lower courts in every state. Each district, in the state, has its own court, called the district court.

**Supreme Court of India**

**Discovering better**

**judiciary:** a group of judges of a country

**LAD**

61

**Teacher:** Open your books and read the section titled The Judiciary. (The students read and the teacher explains.)

**Teacher:** The judiciary makes sure that laws are followed and justice is served. Let me ask you some questions:

1. Where is the Supreme Court of India located?
  2. What is the highest judicial position in India?
  3. Who appoints all the judges?
  4. What is the name of the court found in every district?
- (The students answer and the teacher discusses.)

**Teacher:** Wonderful. Now, imagine you are a judge in your city. What is one rule you would make to ensure fairness?

(Students share creative ideas.)

**Teacher:** Well done, everyone. You now understand the importance of the judiciary in India. Always remember, laws help make our country fair and just. Let us give ourselves a big round of applause. See you next time.



You may show the **Concept Map** given on the digital platform.

## Differentiated Activity

110 km/hr



Imagine there is a dispute between two neighbours about a shared boundary. How do you think the judiciary can help resolve

this issue?

80 km/hr



If two students in your class have a disagreement over a missing book, what would be a fair way to solve the problem?

40 km/hr



If someone in your neighbourhood parks their vehicle in the wrong place every day, who should solve the issue?

## Home Task

Ask an adult at home if they have ever needed help from the judiciary (e.g., for property issues, legal documents or any other reason). Write down one thing they shared about their experience.

## Period 6

**Teacher:** Good morning, everyone. Let us start with a fun question. What are the colours of our Indian flag?

SHOULD DO

5 MIN.

(The students respond: Saffron, white, green and blue.)

**Teacher:** Very good. Now, what shape is our flag?

(The students respond: A rectangle.)

**Teacher:** That is right. Now, let us talk about something interesting. If we fold a rectangle in half, do both sides look the same?

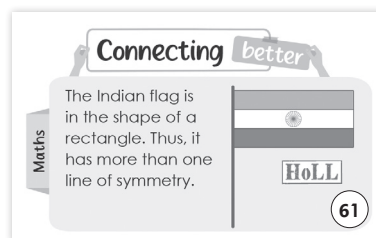
(The students respond: Yes.)

**Teacher:** Great. This is called symmetry. Just like our flag is balanced, our government also works to keep things fair for everyone. Now, let us learn move to the 'connecting better' section given on page 61.

MUST DO

10 MIN.

## Connecting better



**Connecting better**

The Indian flag is in the shape of a rectangle. Thus, it has more than one line of symmetry.

**Maths**

**HoLL**

61

**Teacher:** Did you know that the Indian flag is not just a symbol of our country but also teaches us about maths?

**Teacher:** Since it is a rectangle, it can be divided equally into two or more parts. Just like that, our country is divided into different parts to help it run smoothly. Can

you name one part of the government?  
(The students respond: Parliament, Prime Minister, President, etc.)

**Teacher:** Very good. Our leaders make sure that the country runs properly, just like rules help us in school. Now, let us move to the 'caring better' section given on page 61.

Caring better

**MUST DO**  
 10 MIN.

**Caring better**

Set up a Young Adults' Parliament in your neighbourhood. Prepare a list of issues related to your age group that need to be addressed. You may also get in touch with the managing committee of the neighbourhood to put forward your viewpoints.

Seva
61

**Teacher:** Today, we are going to imagine that we are leaders in our neighbourhood. If you had the power to make changes, what would you like to improve?

**Teacher:** These are wonderful ideas. Now, do you know who listens to these kinds of problems and helps fix them?

**Teacher:** That is right. The government helps solve big problems, but we can also take small steps to bring change in our own neighbourhood. Imagine you are part of a Young Leaders' Parliament. What would be your first step to bring change?

**Teacher:** Excellent. A good leader listens to the people and then takes action. Now, let us all think about a problem we want to solve and write it down. What will your first step be?

(The students take a moment to write their ideas.)

Grasping better

**MUST DO**  
 10 MIN.

**Grasping better**

**cabinet ministers:** a group of leading members in the government, who are responsible for advising and deciding on government policies

**legislative:** associated with the act of making or passing laws

DING
61

**Teacher:** You all have shared wonderful ideas about bringing positive changes in your neighbourhood. Now, check out the section 'grasping better' given on page 61 and think about how decisions are made at a bigger level, like in our country. Who do you think helps the government make important decisions?

**Teacher:** Yes, A team of experienced leaders helps them. These leaders are called cabinet ministers. Today, we will learn about who they are and what they do.

**Teacher:** The cabinet ministers are a group of important leaders in the government. They help in making big decisions about our country. Can anyone guess what kind of decisions they might take?

**Teacher:** That is correct. There are different ministers for different areas, like education, health and transportation. They work together to make laws and

policies that help everyone.

**Teacher:** Now, let us look at another important word 'legislative'. This means anything related to making or passing laws. Can you think of a law that helps us in our daily lives?

**Teacher:** Exactly. Laws help keep everything fair and safe. The cabinet ministers work together to create and improve these laws.

**Teacher:** Well done, everyone. Now that we understand who helps in making laws, let us wrap up this lesson. If you could be a minister, which area would you want to work in? Think about it and share in our next class. See you all soon.

Helping better

**MUST DO**  
 5 MIN.

**Helping better**

At home, suggest ways to digitise paperwork and adopt a paperless way of life, wherever possible. Help the elderly to adapt to the digital lifestyle.

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62

**Teacher:** Now let us move on to the 'helping better' section and tell me 'what can we do to help the environment at home'?

(The students respond: Use less paper, recycle, save water.)

**Teacher:** Wonderful. One way is to use digital ways to save paper. You can help your family go 'paperless' by using apps instead of notebooks for reminders. Also, teaching grandparents how to use a phone for reading news can be helpful. Can you think of other ways to help at home?

(The students share their ideas.)

**Teacher:** Great job, everyone. Let us give ourselves a big round of applause. See you in the next class.

You may show the **Animated Activities** given on the digital platform.

## Differentiated Activity

**110 km/hr**

Imagine you are the Prime Minister for one day. What three rules would you create to make your neighbourhood a better place?

**80 km/hr**

What would you do if you saw litter in the park?

**40 km/hr**

Name one problem in your neighbourhood. Think of one simple way to solve it.

## Home Task

Create a list of issues in your neighbourhood that need



to be addressed, such as safety, cleanliness or parks. Then, think of ways to solve these problems. If possible, talk to your parents or neighbours and share your ideas with them. Be a young leader in your community.

## Period 7

**Teacher:** Good morning, everyone.

Today, we are going to play a quick game called Guess the Leader. I will give you clues and you have to guess who I am talking about. Ready?

I am the head of the country. I live in Rashtrapati Bhavan. Who am I?

(The students respond: The President.)

I am the head of a state. I am appointed by the President. Who am I?

(The students respond: The Governor.)

I am the law-making body of India. I have two houses. Who am I?

(The students respond: The Parliament.)

I am the highest court in India. I am located in New Delhi. Who am I?

(The students respond: The Supreme Court.)

**Teacher:** Fantastic. Now that we have refreshed our minds, let us begin today's lesson

## Recalling better

Recalling better

CING

- The President of India and the two houses—the Lok Sabha and the Rajya Sabha—form part of the Parliament of India.
- The President of India is the head of the country.
- The Governor is the head of a state.
- The highest judicial body in our country is the Supreme Court. It is located in New Delhi.

62

**Teacher:** Open your books to the 'Recalling Better' section on page \_\_\_\_\_. Read the first sentence aloud.

(The students read: 'The President of India and the two houses—the Lok Sabha and the Rajya Sabha—form part of the Parliament of India.'))

**Teacher:** Great. Now, let us discuss:

1. Who is the head of the country?
  2. What are the two houses of the Parliament?
  3. Who is the head of a state?
  4. What is the highest judicial body in India?
  5. Where is the Supreme Court of India located?
- (The students answer and the teacher explains each point.)

**Teacher:** Well done, everyone. Let us now move to an exciting exercise.

## Learning better

### Exercise A

Learning better

CBA

**A** Tick (✓) the correct answer.

1. Name the rulebook according to which India works.
 

a. states ☐
 b. the Constitution ☐
 c. Union Territories ☐
2. Name the law-making body in India.
 

a. President ☐
 b. Parliament ☐
 c. Constitution ☐
3. Who is the chairman of the Rajya Sabha?
 

a. President ☐
 b. Prime Minister ☐
 c. Vice President ☐
4. Which of these is a part of the Parliament of India along with the two houses?
 

a. States ☐
 b. President ☐
 c. Constitution ☐
5. Which of these state officials are appointed by the President of India?
 

a. Governor ☐
 b. Chief Minister ☐
 c. Member of the Legislative Assembly ☐

62

**Teacher:** Let us do some multiple-choice questions. Look at the first question:

'Name the rulebook according to which India works.'

- a. States
- b. The Constitution
- c. Union Territories

**Teacher:** Who thinks the answer is a? Raise your hands. (The students respond.)

**Teacher:** Who thinks it is b? (More students respond.)

**Teacher:** That is right. The correct answer is b) The Constitution. It is the book that contains all the rules of our country.

(Follow the same pattern for the rest of the exercise.)

## Learning better

### Exercise B

Learning better

MUST DO

**B** Fill in the blanks with the correct answers.

1. India consists of 28 \_\_\_\_\_ and \_\_\_\_\_ Union Territories.
2. The central government is entrusted with the task of \_\_\_\_\_ the country.
3. The entire country is divided into \_\_\_\_\_ areas known as \_\_\_\_\_.
4. The members of the Rajya Sabha are elected for a term of \_\_\_\_\_ years.
5. The \_\_\_\_\_ is the head of the state.

62

**Teacher:** Now, let us complete the fill-in-the-blanks exercise. Let us start with the first one:

'India consists of 28 \_\_\_\_\_ and \_\_\_\_\_ Union Territories.'

(The students think and respond.)

**Teacher:** Great job. The answer is 'India consists of 28 states and 8 Union Territories.'

(Follow the same pattern for the rest of the exercise.)

 You may show the **Infographic** given on the digital platform.

## Differentiated Activity

110 km/hr



Why is the Constitution important for our country?

80 km/hr



What is the name of the rulebook that guides India?

40 km/hr



How many states does India have?

## Home Task

### Make a Mini Parliament

- Gather your family members and assign them roles: Prime Minister, Speaker and Ministers.
- Discuss a simple rule for your house (like increasing reading time or saving electricity).

**Teacher:** Great job, everyone. You are all warmed up and ready to start. Let's get into our lesson now.

## Period 8

**Teacher:** Good morning, everyone. Before we start, let's do some stretching exercises to wake up our bodies and get ready for learning. Follow my lead.

SHOULD DO

10 MIN.

1. Stretch 1: Let's reach for the sky. Stretch your arms up as high as you can, like you are trying to touch the clouds. Hold for a count of five.

(The students stretch their arms up.)

2. Stretch 2: Now, let's pretend we are touching our toes. Bend down slowly and try to touch your toes without bending your knees. Hold for a count of five.

(The students bend forward.)

3. Stretch 3: Now, let's stand straight. Raise one arm to the side and gently lean over to the other side to stretch your side. Hold for five seconds and then switch arms.

(The students lean side to side.)

4. Stretch 4: Let's roll our shoulders forward and backward. Start by rolling your shoulders forward in a big circle.

Now, let's roll them backward.

(The students follow.)

MUST DO

15 MIN.

### Exercise C

**C** Write short answers in your notebook.

1. List the different parts of the Parliament of India.

62 2. For how many years is the Governor of a state appointed?

**Teacher:** Now, turn to page 62 and look at Exercise C. We will answer these questions in our notebooks, but first, let us discuss them together.

List the different parts of the Parliament of India.

**Teacher:** The Parliament of India has different parts that work together to make important decisions for the country. Can you name any of them?

(The students respond: Lok Sabha, Rajya Sabha and the President.)

**Teacher:** That is correct. The Parliament consists of Lok Sabha, Rajya Sabha and the President.

### Exercise D

**D** Write long answers in your notebook.

1. How is the central government formed?
2. List three differences between the Lok Sabha and the Rajya Sabha.
3. Discuss the features of the Supreme Court of India.

63

(Have a discussion with the students first, then ask them to write the answers in their notebooks.)

MUST DO

15 MIN.

**Teacher:** Now, let's dive into Exercise D. These are long answer questions, so we will first discuss one and then you will write it in your notebooks.

**Teacher:** How is the central government formed?

**Teacher:** The central government is formed after elections. Can anyone tell me what happens if a party wins the most seats in the Lok Sabha?

(Wait for responses.)

**Teacher:** That is right. The party that wins the most seats in the Lok Sabha forms the government. The leader of that party is appointed as the prime minister by the President. Then, the Prime Minister forms a \_\_\_\_\_ to help make important decisions.

(Show CRM sign: Keep Thinking)

to help make important decisions.

**Teacher:** Now, think about it for a moment. Can anyone share what role the Prime Minister plays in this process?

**Teacher:** Excellent answers. Now, I would like you to write this answer in your notebooks.

(Encourage the students to write answers based on the discussion.)



You may show the **Slideshow** given on the digital platform.

## Differentiated Activity

110 km/hr



Explain the process of how the Prime Minister is chosen after the elections.

80 km/hr



Fill in the blanks:

1. The Lok Sabha is the \_\_\_\_\_ House.
2. The Rajya Sabha is the \_\_\_\_\_ House.
3. The Prime Minister is chosen by the \_\_\_\_\_.

40 km/hr



Match the following:

1. Lok Sabha –
2. Rajya Sabha –
3. President –

### Options:

- a. Upper House
- b. Lower House
- c. Head of the Parliament

### Home Task

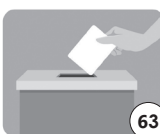
### Creating better

 **Creating better**

Make your very own Friday Fun Tiffin voting box.

1. Take an old shoe box.
2. Ask an adult to make a small slit on its top, as shown.
3. Decorate the box, using crayons, stickers and glitter.

Your voting box is ready. Request your parents to give you options for Friday Fun Tiffin. Vote for the tiffin you want.



63

Create your own Friday Fun Tiffin Voting Box as described in the Creating better section on page 63.

### Period 9

### Gratitude Sheet

**Teacher:** Good morning, everyone. Today, let us begin by focusing on something truly meaningful—gratitude.

**MUST DO**

15 MIN.



**Teacher:** I want you to think about one person who has made a positive difference in your life. It could be a family member, teacher or any helper.

**Teacher:** Now, take your gratitude sheet and cut out a

space where you can write a short note to the person you are grateful for.

**Teacher:** Write one or two sentences thanking them for what they have done or how they have made a difference in your life.

**Teacher:** Once you are done writing, we will share our notes with the class and place them on our gratitude chart.

**SHOULD DO**

10 MIN.



**Teacher:** In the last period, you had an interesting home task to create your own Friday Fun Tiffin Voting Box. Who would like to share how they made theirs?

(Invite the students to share their experiences.)

**Teacher:** Great efforts, everyone. Now, let us think—why do we use voting in real life? How does voting help in making fair decisions?

(Encourage the students to reflect and respond.)

**Teacher:** Well said. Voting allows everyone to have a voice, just like in elections where people choose their leaders.

**MUST DO**

10 MIN.



### Thinking better

 **Thinking better**

Think and answer in your notebook.

Why are the members of the Lok Sabha elected by the people?

63

**Teacher:** Now, let us move to the 'Thinking better' section. Turn to page 63 and look at the question: 'Why are the members of the Lok Sabha elected by the people?'

**Teacher:** Think about this question for a moment. Why do you think people vote for their representatives? (The students respond.)

**Teacher:** Correct. The members of the Lok Sabha are elected by the people because India follows a democratic system where citizens choose their leaders. This ensures that the government represents the people's needs and makes decisions for the country's development.

**COULD DO**

5 MIN.




(Encourage the students to write their answers in their notebooks.)

**Teacher:** Well done, everyone. You all actively participated and shared some wonderful thoughts today. Before we end, let us do a quick 'One Word Reflection.' Think of one word that describes how you felt about today's lesson—excited, curious, happy, or anything else.

(Allow a few students to share their words.)

**Teacher:** Those were great responses. Learning about our government and elections helps us understand how decisions are made for our country. Keep thinking, keep questioning and keep learning. Give yourselves a big round of applause. See you in the next class.

 You may show the **Quiz** given on the digital platform.

## Differentiated Activity

110 km/hr



How many years is a Lok Sabha member elected for? (5 / 2)

80 km/hr



Who makes laws for the country?  
(Government / School)

40 km/hr



Who helps run the country? (Prime Minister / Teacher)

## Home Task

Research and draw three election symbols of different political parties in India. Write the party name next to each symbol.

## Period 10

**Teacher:** Good morning, everyone. Let us begin today's lesson with a quick discussion. Imagine you are walking in the park and you see someone dropping a wrapper on the ground. What would you do?  
(Allow the students to share their thoughts.)

**Teacher:** Those were great responses. Small actions can make a big difference in being responsible citizens. Let us now move on to our first activity.

SHOULD DO

5 MIN.



## Choosing better

MUST DO

5 MIN.



**Choosing better**

Tick (✓) the correct answer.

You are playing in the neighbourhood. You see a ₹500 note lying on the ground. What will you do?

- You will leave the money on the ground.
- You will give the money to the security guard and ask them to find out who it belongs to.

63

**Teacher:** Turn to the Choosing better section. Read the situation given in the book carefully.

(Allow the students time to read.)

**Teacher:** Now, who would like to share what they would do if they found a 500 note on the ground?

(Encourage the students to explain their choices.)

**Teacher:** Well done. Making the right choice in real life is as important as making fair decisions in governance. Now, let us move on to revising what we have learnt.

MUST DO

10 MIN.



## Revising better

**Revising better**

In this chapter, you learnt that one of the roles of the government is to maintain law and order. What are the three ways in which order is maintained at your home? Write in your Little Book.

63

**Teacher:** We have learnt that one of the roles of the government is to maintain law and order. Now, think about your own home. What are three ways in which order is maintained at home?

(Allow the students to reflect and write their answers in their Little Book.)

**Teacher:** Let us share some responses. Who would like to go first?

(Invite a few students to read their answers.)

**Teacher:** That was wonderful. Just like at home, rules and order in a country help everyone live peacefully.

MUST DO

5 MIN.



## Pledging better

**Pledging better**

In my own little way, I pledge to not damage my desk at school.

63

SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

**Teacher:** Now, let us take a moment to think about how we can be responsible in our own little ways. Look at the Pledging better section.

**Teacher:** Read the pledge aloud with me:

'In my own little way, I pledge to not damage my desk at school.'

(The students repeat.)

**Teacher:** Now, take a moment and write your own small pledge. It can be about keeping the classroom clean, being honest or helping others.

(Allow the students to write their pledges and invite a few to share.)

**Teacher:** Wonderful. Every small step we take makes a big difference.

COULD DO

15 MIN.



## Holistic Teaching

Chapter 8: Elections in India

Theme 5: Why Do We Need Systems?

English

Fill in the blanks using fit words.

- All a\_\_\_\_\_ies and schools are closed on Independence Day.
- During the official celebrations, a p\_\_\_\_\_ of wind blew open the flag.

Maths

Look at the pictures of the national symbols of India. In which of these can you find line(s) of symmetry? Identify them. Write the answer below each picture.

Science

According to you, what are ways in which the government can help prevent air pollution in your state or Union Territory? Write your answer in your notebook.

63-64

(Refer to the Book of Holistic Teaching, pages 33 and 34 under the title 'Elections- Governing Ourselves'. Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic



understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

## Differentiated Activity

110 km/hr



Mention two responsibilities of the central government.

80 km/hr



What is the full form of MP?

40 km/hr



How many houses are there in the Indian Parliament?

## Home Task

Complete the exercises in Worksheet 1 given on page 28.

### Worksheet 1

**Theme 5: Why Do We Need Systems?**

**8. Elections – Governing Ourselves**

Worksheet 1

**A. Fill in the blanks.**

- India is divided into \_\_\_\_\_ states.
- There are \_\_\_\_\_ Union Territories in India.
- The Central government makes \_\_\_\_\_ for the country.
- The \_\_\_\_\_ of India is the head of the country.
- There is a \_\_\_\_\_ Assembly in every state.

**B. Write True or False.**

- The law-making body of the government is known as the Parliament. \_\_\_\_\_
- Rajya Sabha is also known as the Lower House. \_\_\_\_\_
- The President of India is the head of the country. \_\_\_\_\_
- The state government makes laws for the entire country. \_\_\_\_\_
- All judges are appointed by the Prime Minister of India. \_\_\_\_\_

**C. Who appoints/elects whom? Write the correct answers.**

- The President \_\_\_\_\_
- Judges of the Supreme Court \_\_\_\_\_
- Members of the Lok Sabha \_\_\_\_\_
- Members of the Rajya Sabha \_\_\_\_\_
- Members of the Legislative Assembly \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

28

Remarks: \_\_\_\_\_

## Period 11

**Teacher:** Good morning, everyone. I hope you had a great time working

**SHOULD DO**

5 MIN.



on your Home Task. Before we begin, let us take a moment to recall what we learnt last time.

**Teacher:** Who would like to share their experience completing Worksheet 1? What did you find easy and what was a little tricky?

(Invite a few students to share their responses.)

**Teacher:** Wonderful. It is great to see how you all engaged with the worksheet. Remember, every activity we do helps us understand the topic better. Now, let us move on to today's lesson and solve the worksheet 2 and 3 together.

**MUST DO**

15 MIN.



### Worksheet 2

Worksheet 2

**A. Fill in the blanks with the correct options.**

- The \_\_\_\_\_ clearly states the power of the central and the state governments (Constitution/Parliament).
- The members of Lok Sabha are elected for a term of \_\_\_\_\_ years (six/five).
- The \_\_\_\_\_ of India is the chairman of the Rajya Sabha (President/Vice President).
- The \_\_\_\_\_ is the highest judicial body in our country (Supreme Court/High Court).
- Each district, in the state, has its own court called the \_\_\_\_\_ (High Court/District Court).

**B. Rearrange the letters to make words related to the governance in India.**

- ZENCITI \_\_\_\_\_
- ERSPEAK \_\_\_\_\_
- IONELECT \_\_\_\_\_
- ORGOVERN \_\_\_\_\_
- RICTDIST \_\_\_\_\_

**C. Write five sentences about the Central Government of India.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

29

Remarks: \_\_\_\_\_

**Teacher:** Turn to worksheet 2 on page 29. We will go through each section together before you write the answers.

**Teacher:** Let us start with the fill-in-the-blanks section. Read the first question aloud.

(Call on a student to read. Guide them to find the correct answer.)

**Teacher:** Great. Now, complete the remaining blanks on your own. If you have doubts, raise your hand.

(Allow the students time to complete the section.)

**Teacher:** Now, let us move to the Rearrange the letters section. Here, you need to unscramble the words related to governance in India. Let us do the first one together.

(Solve the first word with the class, then let them complete the rest.)

**Teacher:** Finally, for the writing section, write five sentences about the Central Government of India. Think about what we have learnt so far. (Monitor and support the students as they write.)

### Worksheet 3

**MUST DO**

15 MIN.



#### Worksheet 3

##### A. Fill in the blanks.

1. The Parliament includes the \_\_\_\_\_, the \_\_\_\_\_ and the \_\_\_\_\_.
2. For the purpose of the elections, our country is divided into number of small areas called \_\_\_\_\_.
3. The President of India is elected for a term of \_\_\_\_\_ years.
4. The multi-party political system is a very important part of our \_\_\_\_\_.
5. The ministers must be members of the \_\_\_\_\_.

##### B. Write True or False.

1. The Prime Minister of India is the chairman of the Rajya Sabha. \_\_\_\_\_
2. The Legislative Assembly of a state makes laws for that state. \_\_\_\_\_
3. The members of the Rajya Sabha are elected for a term of five years. \_\_\_\_\_
4. The Governor is the head of the state. \_\_\_\_\_
5. There are no lower courts in India. \_\_\_\_\_

##### C. Read the following descriptions. Write 'LS' for Lok Sabha and 'RS' for Rajya Sabha.

1. members are not elected directly by the general public. \_\_\_\_\_
2. also known as the Lower House. \_\_\_\_\_
3. highest law-making body in India \_\_\_\_\_
4. the Vice President of India is the chairman of this body \_\_\_\_\_
5. its members are directly elected by the citizens of India \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

30

Remarks: \_\_\_\_\_

**Teacher:** Now, let us turn to worksheet 3 on page 30. This will be our final activity for this chapter.

**Teacher:** First, complete the fill-in-the-blanks section. Read each sentence carefully and write the correct answer.

(Monitor the students and assist where needed.)

**Teacher:** Next, we have true or false questions. Read each statement and think carefully before answering. If you are unsure, go back to your book for help.

(Allow the students time to complete.)

**Teacher:** Finally, let us move to the Lok Sabha & Rajya Sabha exercises. Write 'LS' for Lok Sabha and 'RS' for Rajya Sabha based on the descriptions given.

(Check answers with the class and clarify any doubts.)

**Teacher:** Well done, everyone. We have now completed the chapter. Before we finish, who can share one key learning from this topic?

**COULD DO**

5 MIN.



(Encourage the students to reflect on their learning.)

**Teacher:** You all participated wonderfully today. Before we wrap up, let us play a quick game called 'Pass the Question'. I will start by asking a question related to today's lesson. The student who answers it correctly will then ask another classmate a question of their choice. (The teacher asks the first question: 'Who is the head of the country?') The chosen student answers and then asks another question to their classmate.)

(Continue for a few rounds to reinforce learning in an engaging way.)

**Teacher:** Fantastic teamwork. You all did a great job today. Governance and elections are important topics that help us understand how our country is managed. Keep thinking, keep questioning and keep learning.

**Teacher:** Now, let us fill in the last column of the KWL chart.

**Teacher:** In this column we will write what we have learnt in this chapter.

**Teacher:** Think about the topics, we have learnt and write them neatly in the 'L' column of the chart. (Wait for the students to fill in the chart.)

**Teacher:** Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.



You may generate additional practice worksheets using **Test Generator** given on digital platform.

### Differentiated Activity

110 km/hr



How does the government ensure that elections are fair and free from cheating?

80 km/hr



Have you ever had to follow a rule you did not like? Why do we still have to follow rules?

40 km/hr



Who is responsible for keeping roads, parks and schools clean?

### Home Task

Ask an adult at home about their experience voting in an election. Write down two things they said about why voting is important. Then, write one reason why you would like to vote when you grow up and complete pending worksheets.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• participate in kinaesthetic learning activities like State Bingo to develop motor coordination and teamwork.</li> <li>• engage in interactive classroom discussions to build confidence in public speaking and collaborative learning.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• develop civic responsibility by understanding democracy, elections and governance.</li> <li>• foster ethical thinking through activities like Choosing Better, encouraging decision-making based on fairness and justice.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• understand the structure of government, including the Lok Sabha, Rajya Sabha and Judiciary and their roles in decision-making.</li> <li>• develop analytical and problem-solving skills by exploring how laws are made and enforced.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• enhance listening skills through auditory-based activities, such as identifying Union Territories and listening to governance-related narratives.</li> <li>• encourage creative and critical writing by completing tasks such as writing about the value of balance in the Little Book.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• explore the role of democratic values in shaping a just and fair society through real-life examples and project-based learning.</li> <li>• appreciate India's democratic and cultural diversity by learning about different types of governments and election processes.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• foster digital literacy by engaging with eBooks, quizzes, infographics and animated activities.</li> <li>• encourage self-reflection through journal writing on civic responsibilities and leadership qualities.</li> <li>• develop collaboration and teamwork by participating in group discussions, presentations and peer-learning activities.</li> </ul>

### Starry Knights

How well did the learners understand the role of the Lok Sabha, Rajya Sabha and the President? Did they participate actively in discussions about law-making?

Give yourself a STAR for another feather in your cap.



# Answers

## Theme 5: Why Do We Need Systems? Chapter 8. Elections – Governing Ourselves

### Main Coursebook

#### Re-KAP

#### Kinaesthetic:

Accept all relevant responses.

#### Auditory:

- Leh
- Daman and Diu
- Chandigarh

#### Pictorial:



**Interacting better:** Accept all relevant responses.

#### Understanding better: (Page 61)

1. The Governor
2. Rajya Sabha

#### Learning better

- A. 1. b                      2. b                      3. c
4. b                      5. a
- B. 1. states, 8
2. defending
3. small, constituencies
4. six
5. The Governor
- C. 1. The President of India and the two houses – the Lok Sabha and the Rajya Sabha – constitutes the Parliament.
2. Five years
3. President of India
- D. 1. In a general election, different parties field their candidates and people vote for them. The elections are held in a free and fair manner. The party that gets the maximum seats in the Lok

Sabha forms the government at the Centre. The President appoints the leader of this party as the Prime Minister, who then forms the council of ministers.

2. 1. Lok Sabha: Lok Sabha members are directly elected by the citizens of India.

Rajya Sabha: Rajya Sabha members are elected by the state legislative assemblies and Union Territories or nominated by the President.

2. Lok Sabha: Lok Sabha members serve for five years.

Rajya Sabha: Rajya Sabha members serve for six years.

3. Lok Sabha: The Speaker guides the Lok Sabha.

Rajya Sabha: The Vice President of India is the Chairman of the Rajya Sabha.

3. The highest judicial body in our country is the Supreme Court, located in New Delhi. In any legal case, the final judgement is made by the Supreme Court. The Chief Justice occupies the highest judicial position. All the judges are appointed by the President of India.

#### Creating better:

Accept all relevant responses.

#### Thinking better:

The members of the Lok Sabha are elected by the people because it is the house of representatives where people choose their leaders to speak and make decisions on their behalf in the government.

#### Choosing better: 2

### Students' Worksheets

#### Worksheet 1

- A. 1. 28                      2. 8                      3. laws
4. President                      5. Legislative
- B. 1. True                      2. False                      3. True
4. False                      5. False
- C. 1. the members of the Lok Sabha, the Rajya Sabha and the state legislative assemblies
2. President of India
3. citizens of India
4. members of the state legislative assemblies and the Union Territories, the President
5. people of their region



## Worksheet 2

- A. 1. Constitution                      2. five  
3. Vice President                      4. Supreme Court  
5. District Court
- B. 1. CITIZEN                              2. SPEAKER  
3. ELECTION                              4. GOVERNMENT  
5. DISTRICT
- C. Accept all relevant responses. Possible answer:
1. The central government makes laws for the country.
  2. It is also known as the union government.
  3. The central government is entrusted with the responsibility of defending the country.
  4. The law-making body of the government is known as the Parliament.
  5. The President of India and the two houses – the Lok Sabha and the Rajya Sabha – constitute the Parliament.

## Worksheet 3

- A. 1. Lok Sabha, Rajya Sabha, President  
2. constituencies  
3. five  
4. democracy  
5. Parliament
- B. 1. False                      2. True                      3. False  
4. True                      5. False
- C. 1. RS                      2. LS                      3. LS  
4. RS                      5. LS

## Worksheet 4

- A. 1. Rajya Sabha  
2. Members of the Legislative Assembly  
3. New Delhi  
4. 34  
5. Chief Justice of India
- B. 2.
- C. Accept all relevant responses. Possible answer:
1. Maintaining law and order within a state is the duty of the state government.
  2. There is a Legislative Assembly in every state. It makes laws for the state.
  3. The Members of the Legislative Assembly (MLAs) are elected for a term of five years.
  4. The Governor is the head of a state.
  5. The leader of the majority party becomes the Chief Minister.

## Book of Holistic Teaching

### Developing better

- A. **English:**
1. offices
  2. puff
- B. **Maths:**
- flag- symmetrical  
peacock - asymmetrical  
tiger – symmetrical  
lotus - symmetrical
- C. **Science:** Accept all relevant responses.

## Book of Project Ideas

### Making better

Accept all relevant responses.