MAINSTREAMING OF ELECTORAL LITERACY THROUGH EDUCATIONAL INSTITUTIONS, ORGANIZATIONS AND COMMUNITIES IN INDIA

(Conceptual Framework and Action Plan)
July, 2017

भारत निर्वाचन आयोग Election Commission of India

Election Commission of India,
Nirvachan Sadan
New Delhi 110001

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Foreword

Young and Future voters constitute a sizeable part of India's democratic polity. Evidence based on international practices suggests that electoral literacy supported by civic education, if introduced at a young age, helps in confident, informed and ethical electoral participation. The Election Commission of India in due recognition of this fact, under its flagship voter education programme SVEEP, aims at mainstreaming of electoral literacy as a main focus area under its Strategic Action Plan 2016-25.

Taking forward the goals set forth in the Strategic Plan, the Commission developed a comprehensive interaction with stakeholders including the Central Government, the State Governments, National and State level Premier Educational Institutions and Experts besides setting up 'Working Group' on the subject. The Commission also organized an International Conference on 'Voter Education for Inclusive, Informed and Ethical Participation" (October, 2016) and International Seminar on 'Strategies for Empowering Young and Future Voters' (January, 2017) besides setting up VoICE.NET Platform for sharing of global voter education resources for a proper appreciation of the best international practices and developing a robust framework for electoral literacy for the future and new voters in India.

The outcome is with us and I have the privilege of presenting this Report 'Mainstreaming of Electoral Literacy through Educational Institutions, Organizations and Communities in India (Conceptual Framework and Action Plan).' The Report essentially includes the following way forward for achieving the objectives:

i) Introduction of Electoral Literacy in Curricula at the School level and above (including colleges, universities etc).

ii) Setting-up Electoral Literacy Clubs (ELC) in all educational institutions starting from Secondary School Level and above for engaging especially the future and new voters through hands on experience.

iii) Establish ELCs for future and new voters not covered under the formal educational institutions.

The Report sets a big task before us and in this pursuit we look forward to continued guidance and support from the Commission and close cooperation from all the Stakeholders.

(Umesh Sinha)
Sr. Deputy Election Commissioner

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EXECUTIVE SUMMARY

The importance of developing the practice of citizenship development for electoral participation through well designed electoral literacy is a critical investment in future of democracy. It helps in capacity building among young and future voters for effective electoral engagement, informed and ethical ballot decisions besides encouraging them for electoral participation right from a young age.

ECI through its flagship programme 'Systematic Voters' Education & Electoral Participation' **SVEEP**, has laid emphasis on formal electoral literacy for informed, enhanced and ethical electoral participation and the same is reflected in the **Strategic Plan document of the ECI for 2016-2025**. Pillar 8 of the Strategic Plan relating to 'Electoral Literacy and Education' specifies the broad Action Points towards the Goal 2 - 'Continuous Education in Electoral Democracy – by developing tools and Contents' and Goal 3 - 'Building Partnerships for wider Engagement'.

Young and Future voters constitute a sizeable part of India's democratic polity. As per the Census 2011, there are 14.2 crore young people in the age group 14-19 in India. Of these 9.68 crore are in the age-group 14-17 years with 6.84 crore in rural and 2.83 crore in urban areas. The young and future voters, demonstratedly, constitute a sizeable part of India's democratic polity and its future.

Evidence based on international practices suggests that electoral literacy supported by civic education, if introduced at a young age, helps in confident, informed and ethical electoral participation.

Taking forward the goals set in the Strategic Plan, the Commission has written to the Ministry of Human Resource Development and the Chief Secretaries of the State Governments for directing the respective Education Departments for including electoral literacy in their School Curriculum. Commission has set up Working Group/committees at the national and the state level with stakeholders as members to supervise the development of educational material for school curriculum and recommend implementatation of strategies for imparting electoral literacy.

This 'Conceptual Framework and Action Plan' details out the strategies for mainstreaming of electoral literacy through educational institutions, organizations and communities in India, and includes the outcomes of deliberations of the Working Group, discussion with various stakeholders, recommendations by the Technical Committees set up for youth and children. The nature and scope of the EL has been examined in Chapter 3. National Curriculum Framework and the texts of books developed by the NCERT, CISCE and NIOS have been examined for EL content. Findings reveal serious inadequacies in Curricula, co curricula and extra curricula in NCERT and CISCE. NIOS materials are better but suffer from inaccuracies. At College level EL is a part of curriculum for Political Science Streams only. Rest of the streams offer little for EL. The curricula as such are inadequate to help **Future and Young Voters** much on EL. Immediate Interventions are thus necessary to mainstream electoral literacy in the educational institutions. The detailed curriculum analysis and suggestions are given in Chapter 4.

Curriculum interventions may take time in implementation. Strategic short term interventions have been suggested through Electoral Literacy Clubs. Work has already been started through Working Group set up by the Commission. Recommendations of the working groups are detailed out in Chapter 5.

Electoral Literacy Clubs in Educational Institutions may be one of the most effective, efficient and

strategic platform for implementation of Electoral Literacy through engagement of the participants under extracurricular activities. As per the report of MoHRD (Statistics of School Education 2011-12), there are 1.9 lakh secondary and senior secondary schools. To start with, ELCs in Schools for 14-17 years old should cover the 6.97 crore students in schools.

ELCs in Colleges and Universities would mean that we cover 1.6 crore youth in the 436 universities and 25,938 colleges. ELCs at Community level will cover those not covered under formal education system, i.e. 2.71 crore future voters (14-17years) and remaining young voters. Voter Awareness Forums (VAFs) in Government organizations and other institutions will maximize the coverage of EL. The recommendation for ELC structure and activities is given in Chapter 6.

The comprehensive recommendations towards mainstreaming Electoral Literacy have been summarized in Chapter 8. One of the main recommendations is constitution of a National Electoral Literacy Foundation (NELF) headed by the ECI representative and comprising of representatives of concerned institutions/organizations and experts to coordinate mainstreaming of EL. State Level, District Level Committees should also be set up for effective operationalisation of EL initiatives. Close collaboration with Ministry of HRD at central level and State Boards will be needed for addressing the gaps in curricula. Collaboration with other departments, Institutions of proven practice and excellence and Civil Society shall be necessary for effective roll out of ELCs in the country.

The final outcome expected from this mammoth exercise is a confident and informed young electorate who appreciates the importance of engaging in the electoral process in a responsible and ethical manner and inculcates the habit of voting in the elections.

CHAPTER 1

Introduction and Background

1.1 Introduction

The importance of developing the practice of citizenship development for electoral participation is vital to investment in future of democracy and its sustenance. Citizenship development in a democracy is about developing effective electoral engagement, participation, making informed choices and ethical ballot decisions. In the given context, one of the key goals of society is to have an active democratic citizenry originating in integrated civic and voter education and participation right from a young age. Young and Future Voters have been in focus across the democracies of the world for larger electoral participation through well designed electoral literacy programmes.

As per the Census 2011, there are **14.2 crore young people in the age group 14-19 in India**. Given the registration and voting age of 18, there is a sizeable voter age population in 18-19 besides an equally large population of the future voters in the age group 14-17 who would become voters every year next. As per the Census Data 2011, there are **9.68 crore children in the age-group 14-17 years** with 6.84 crore in rural and 2.83 crore in urban areas. Of these 6.97 crore were enrolled in schools, with 4.76 crore in rural and 2.21 crore in urban. The young and future voters, demonstratedly, constitute a sizeable part of India's democratic polity and its future.

Also Census Data 2011, reveals that there are 30.52 crore children in the age-group 6-17 years with 22.17 crore in rural and 8.34 crore in urban areas, of which 24.01 were enrolled in schools, with 17.14 crore in rural and 6.86 crore in urban schools.

It is imperative that young people's voices are heard, their interests for electoral participation understood and encouraged through careful study, research and investment in the future of democracy and obliterating any perceived civic deficit. While today's youth is the most connected in history, their potential in creating electoral awareness and educating and engaging the communities, peer group and future generations needs to be effectively appreciated and harnessed. Investment focusing on educating, engaging and empowering them through well designed strategic interventions in electoral literacy would help in generating a population capable of comfortable and confident electoral participation besides exercising informed and ethical ballot decisions. Election Commission of India has included sharp focus and mainstreaming of electoral literacy for this segment under its Strategic Plan 2016-2025.

1.2 Voter Education in India

The obligation and guidance for voter education for the participating States stem from international treaties such as the Universal Declaration of Human Rights and other related documents of the United Nations. The mandate of the ECI for voter education emanates from Part XV of the Constitution covering Articles 324 to 329 and the law that flows from the said Constitutional provisions. The concept of universal suffrage and electoral participation can be fully realized only by empowering voters through well designed initiatives in voter education. Awareness and information campaigns have been a part of the electoral exercise *ab initio*. To meet the challenge of eligible and yet unregistered citizens and need for better voter turnout ECI introduced a process of dialogue with citizenry. It started reaching out to citizens to understand what was stopping them from registering in the electoral rolls and voting. Certain amounts of Information,

Education and Communication (IEC) activities were taken up in 2009 to benefit the voters. This was subsequently revamped in 2010 as a national program titled Systematic Voters' Education and Electoral Participation (SVEEP).

Systematic Voters' Education and Electoral Participation (SVEEP) is a programme of multi interventions through different modes and media designed to educate citizens, electors and voters about the electoral process in order to increase their awareness and participation in the electoral processes. SVEEP works on a three-pronged strategy of

INFORMATION- Meeting the gaps in information related to registration and voting process – the What, Where and How of the electoral process through interpersonal communication, mid-media, inter-media and mass media tools

MOTIVATION- Making citizens aware of their electoral rights and duties besides urging and encouraging citizens to partake in elections

FACILITATION- Delivery of services and facilities to make registration and voting more accessible, easier, quicker and hassle-free

Launched in the year 2009, Phase I of SVEEP from 2009-13 and the Phase II (2013-14) included inter alia focus on voter awareness, information and motivation of voters for enhancing electoral participation of the voters. The outreach included the young people especially through the National Voters' Day celebrations and the institutional linkages.

We are now into SVEEP III. We need to briefly look at the three phases of the programme as we prepare ourselves to work on the goals set forth for mainstreaming of electoral literacy especially among the young and future voters through the curricular, co-curricular and extracurricular interventions at the school, College and the University level with possible extension to the voter populations of that age group falling outside the schools or the other educational system.

SVEEP I (2009-2013)

SVEEP owes its origin to the managerial underlining and identification of the gaps in registration of eligible citizens as voters and the larger glaring gap in voter turnout during the previous elections. In India, the turnout had historically stagnated at around 55-60% only, leaving out the choices of millions of eligible citizens. This identification was followed by the intellectual comprehension that low participation could adversely impact the quality of democracy and there was a need for management interventions to address this problem. A small, yet interesting experimental beginning was made under the banner of IEC (Information, Education, Communication) with linkages to the state legislature elections that followed.

SVEEP-II (April 2013 to 2014)

Drawing strength from the experience, innovation and the best practices evolved under SVEEP Phase I, SVEEP-II was initiated in April, 2013 and continued till the General Elections 2014 in the country. It included a planned strategy for a targeted approach on gaps in registration and voter turnout. It also focused on awareness for informed, inclusive, fear free and inducement free voting under a broader framework of civic education. It included content development for neo-literate and non-literate groups, targetted interventions on major gaps related to participation of women, urban

voters, youth, PwDs to be carefully and comprehensively planned by the respective Chief Electoral Officers. Flexibility was given to the District Election Officers to innovate for better outputs in consultation with the CEOs. It witnessed institutionalization of its implementation structures along with strengthening of the partnerships for maximizing the impact of the outreach. Partnerships with concerned Ministries and Departments for sustained interventions aimed at strengthening the voter education for electoral literacy were forged. An MoU was signed by the ECI with the National Literacy Mission Authority (NLMA), Ministry of HRD, in 2013 for collaboration in electoral literacy under the 'Sakshar Bharat Programme'. As a consequence, the ECI has been able to extend its voter education programme through the substantive network of the NLMA to cover a large population. Lok Sabha elections 2014 was the main area of focus, besides it also covered 10 General Elections to the State Assemblies. In view of the sustained efforts under SVEEP, the voter turnout increased to 66.44% during General Elections 2014 from 58.19% during 2009 Lok Sabha Elections with substantial increase in voter turnout in assembly elections as well.

SVEEP-III (2016-2020)

Though, the first two phases of SVEEP essentially focused on voter education for 18+population in the country, the significance, role and potential of future voters in the younger age group (under 18 years) has been recognized through their engagement under SVEEP in various activities and events in schools every year around National Voters' Day (25th January). Having achieved enhanced electoral participation through SVEEP I and II, the programme now aims at complete and quality electoral participation under SVEEP III (2016). One of the strategic pillars of SVEEP III is 'Continuous Electoral Literacy and Democracy Education' under which one of the objectives is electoral literacy in the curricula

1.3 Need for Strengthening Electoral Literacy

Realizing the significance and importance of engaging with the youth through formal electoral literacy to make them fully prepared for their prospective role in electoral democracy, the Commission has decided to focus on mainstreaming electoral literacy in schools, colleges and other institutions starting with SVEEP Phase III. ECI firmly believes that introducing electoral literacy in schools, colleges and other institutions in a systematic manner will help in preparing the future voters for well informed and ethical electoral participation and in effect strengthening the democracy. Investment focusing on educating, engaging and empowering them through well designed strategic interventions in mainstreaming of electoral literacy would help in generating a population well prepared for comfortable and confident electoral participation besides fully being capable of exercising informed and ethical ballot decisions. In this view of the things, Election Commission of India has included sharp focus on electoral literacy for this segment under its Strategic Plan 2016-2025.

1.4 Strategic Plan of the ECI for 2016-2025: Implementation of SVEEP III and beyond

ECI attaches high priority to formal electoral literacy at schools, colleges and universities for informed, enhanced and ethical electoral participation and in view of this priority it finds a place in the Strategic Plan 2016-25 of the Election Commission of India. Pillar 8 of the Plan relates to 'Electoral Literacy and Education' includes inter alia the following Goals and Activities for strengthening Electoral Literacy in the country:

Goal 1: Enhancing Voter Awareness and Promoting Ethical Electoral Participation

Activity 1: To have citizens informed about electoral process.

Activity 2: Motivation and Facilitation for electoral participation.

Activity3: Promoting informed and ethical voting.

Goal 2: Continuous Education in Electoral Democracy by developing tools and contents under the Systematic Voter Education and Engagement Programme (SVEEP). Following set of Activities have been envisaged under this:

Activity 1: Introduction of Electoral Literacy in curricula of schools, colleges and universities.

Activity 2: Designing and Implementation of Extra and Co curricular activities related to Democratic values and Electoral Process in schools and colleges.

Activity 3: Integrating Electoral Literacy with Government Programmes, such as Adult Education and In-Service Training programmes.

Activity 4: Integrating Electoral Literacy with training programmes of the informal sector such as, corporate refreshers and training programmes of other CSOs.

Goal 3: Building Partnerships for wider Engagement

Activity 1: Identify key organizational partners from government as well as non-government sector; and develop a collaborative framework in mutual consultation; and also for partnering for research and study.

1.5.   Recent Major Initiatives of the ECI for way forward on its Strategic Plan.

1.5.1. The ECI organized an International Conference on 'Voter Education for Inclusive, Informed and Ethical Participation' (Oct, 2016) followed by an International Seminar on 'Strategies for Empowering Young and Future Voters' (Jan 2017) where a large number of heads of EMBs from major democracies of the world participated. The two global high level interactions and the launching of VoICE.NET and VoICE International have generated a vast resource of knowledge rich in global experience of Electoral Literacy. These resources provide support to developing strategies and action plans for translating the Goals under Strategic Plan of the ECI 2016-25.

1.5.2. ECI had entered into a MoU with the National Literacy Mission Authority (NLMA) and this has helped incorporation of Electoral Literacy in the 'Sakshar Bharat Programme' for the country.

1.5.3. The Commission has further written to the Ministry of Human Resource Development and the Chief Secretaries of the State Governments for directing the respective Education Departments for including electoral Literacy in their School Curriculum.

1.5.4. The Commission has set up Working Groups/Committees at the national and the state level with stakeholders as members to analyse the Electoral Literacy content in existing school curriculum, supervise the development of educational material for school curriculum and recommend strategies for imparting electoral literacy through educational institutions.

1.5.5. In its pursuit for maximizing voter education and electoral literacy for informed and ethical electoral participation in the country the Commission has taken initiatives and taken up a lead role in international experience and knowledge-sharing in the field of voter education and electoral literacy through a global e-platform.

CHAPTER 2

Voter Education: UN Mandate and International Practice

2.1 International standards and obligations for elections stem from political rights and fundamental freedoms established by universal political commitments. The principal universal legal instruments are Universal Declaration of Human Rights (UDHR), which has the force of international customary law and the International Covenant on Civil and Political Rights (ICCPR) signed and ratified by over 160 States and is a legal binding on all the ratifying countries. Adoption of the Universal Declaration marked the beginning of participation as a human right without any discrimination and universal and equal adult suffrage. Let us look at some of the relevant covenants of these treaties.

2.2   Universal Declaration of Human Rights

Article2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article7. All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives;

 xx xx xx

(3) The will of the people shall be the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Fundamental features of the Article include inter alia right to participation by all in constituting the government in a country, will of the people to be the basis of the authority of the government, will of the people to be expressed through periodic and genuine elections, elections to be conducted under universal and equal adult suffrage by secret vote or by equivalent free voting procedures.

2.3   International Covenant on Civil and Political Rights: The Global Norm of Participation

Plan to create a global bill of Human Rights was completed with the adoption of inter alia the International Covenant on Civil and Political Rights (ICCPR) in 1966.

Article 3. The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

Article 25

"Every citizen shall have the right and the opportunity, without any of the distinctions mentioned in Article 2 and without unreasonable restrictions:

(a)   To take part in the conduct of public affairs, directly or through freely chosen representatives;

(b)   To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot , guaranteeing the free expression of the will of the electors;

(c)   To have access, on general terms of equality, to public service in his country."

Article 26.

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law.

The constitutional, legal and legislative framework of each country shapes up the respective electoral process subject to the international covenants discussed above. An elector or a voter is the central figure who elects representatives.

2.4   Convention on the Elimination of All Forms of Discrimination against Women, 1979 (CEDAW)

Article 2.

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

(a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;

Article 7.

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

(a)   To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;

(b)   To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;

(c)   To participate in non-governmental organizations and associations concerned with the public and political life of the country.

2.5   UN Center for Human Rights Guidance on Voter Education

The United Nations Centre for Human Rights in its Handbook on Human Rights and Elections (1994) has spelt out the following guiding principles for voter education:

"Public Information and Voter Education

124. Funding and administration should be provided for objective, non-partisan voter education and information campaigns. Such education is especially critical for populations with little or no experience with democratic elections. The public should be well informed as to where, when and how to vote, as well as why voting is important. They must be confident in the integrity of the process and their right to participate in it.

125. Literature should be widely available and should be published in the various national languages to help ensure the meaningful participation of all eligible voters. Multimedia methods should be employed to provide effective civic education to people with various levels of literacy. Voter education campaigns should extend throughout the territory of the country, including to rural and outlying areas."

2.6 The UN instruments provide guidance and support for legislative and legal provisions for equal and universal adult suffrage without any discrimination. Participating nations have suitably integrated these provisions in their legislative and socio political framework. The guiding principles provide support and strength in shaping up the voter education for electoral participation in different countries. The covenants of the Universal Declaration and other treaties mandate citizenship development through effective, efficient and accessible voter and civic education to young and future voters for larger electoral participation.

2.7   Institutional Arrangements for Voter Education

National Election Management Bodies are primarily responsible for voter education; the institutional arrangements and strategies for connect with the voter. However, the government, the public and private media, political parties, non-partisans (civil society organizations) including international organizations may be involved and can play a vital supplementary role in spreading the message subject to overall guidelines of the EMB and the strict conditions of non-partisan approach.

2.8   Brief Status and Analysis in Democracies of the World.

ECI has examined in depth the practice of voter education across the democracies of the world as also the guidance provided by the UN Treaties along with the Regional and Ancillary instruments. Two major global interactive events on voter education have been organized by the ECI recently. These include 'Voter Education for Inclusive, Informed and Ethical Participation' (Oct 2016), and 'Strategies for Empowering Young and Future Voters' (January 2017). Both the events witnessed a robust participation from the Heads of the Election Management Bodies from major democracies of the world and international institutions of excellence in the field of Election Management and Voter Education, apart from UNDP as a partner of the ECI. Both the events were supported by intensive and exhaustive literature and analysis on voter education in the form of well researched Conference Readers prepared by experts in the ECI, presentations and papers by several Heads of the EMBs and International Institutions. Two laudable achievements of the October, 2016 Conference included the 'New Delhi Declaration on Voter Education for Inclusive, Informed and Ethical participation' and the launching of the 'Voter Information, Communication and Education Network Portal (VoICE.NET) Portal.' Subsequently, a quarterly-e magazine namely VoICE International has been launched on VoICE.NET on 24th January, 2017 for continued sharing of Voter Education resources and practices across the democracies of the world. Three issues have already been published on VoICE.NET Portal.

ECI has not only consolidated the global knowledge resources on voter education but institutionalized continued and regular sharing of voter education experiences, ideas and knowledge resources under a global knowledge network on Voter Education with Election Management Bodies, Institutions engaged with democracy and elections, and individual experts.

Voter Education systems, resources and strategies of some of the important countries are briefly discussed in what follows.

2.8.1 Australia

In Australia the 'Youth Electoral Study' (YES Project) was launched by the Australian Electoral Commission (AEC) for investigating the reasons of youth disengagement and youth voting behavior, what motivates Australia's young people to participate in voting and democracy. The study recommended focus at the school level and special emphasis on age group 15 to 19 years for achieving desired objectives of enrolment and participation. AEC has developed well designed and structured programmes for electoral education along with hands on practice for school levels. Student and Teacher voter and electoral education resources for different levels of students have been developed and are made available. Strategies for electoral literacy include involving teaching institutions for educating and engaging young people in electoral participation with the help of attractive school education resources for teachers and students. AEC's electoral education programme and resources comprise of direct electoral education training for teachers, electoral education resources and products such as 'Mock Vote' at the school level, 'Get Voting' etc and the National Electoral Education Center, Canberra. AEC conducts direct teacher training to understand electoral process and run education campaigns for them. The programme helps develop knowledge and skills needed to teach electoral literacy at both primary and secondary school levels. New media has also been used as an instrument of larger engagement amongst youth. 'Get Voting', professional learning workshops, National Electoral Education Center and National Indigenous Youth Parliament are important initiatives. AECs' voter education programmes are supported by legislation.

2.8.2 In Brazil

'Voter of the Future' (Eleitor do Futuro) programme was launched in the year 2002 as a parallel mock election for the young people of 10 to 15 years. The programme was aimed at inculcating a sense of civic responsibility for enhancing electoral participation in future voters. It was felt desirable to engage the youth to address the issue at an early age as in Brazil, voting is optional for youth over 16 years of age and mandatory for all citizens over 18 years of age. Thus the main objective was to encourage youth engagement with the political process and teaching of the skills necessary to engage them in electoral processes in an astute and informed manner.

2.8.3 Canada: Elections Canada Online

Elections Canada (EC) is responsible inter alia for voter education, civic education programmes and resources to elementary and secondary level students. Elections Canada Online provides all the voter education resources/tools also termed as 'Federal Electoral Resources' through its web based online operations. Aims and objects of voter education in Canada essentially include educating all categories of voters and as such the public about voter registration, where to vote, when and how to vote, the identification required to vote and the entire electoral process to make them ready to exercise the right to vote. Voter education also encompasses civic and electoral education for primary and secondary level students and the teachers, youth engagement, community involvement and through various other means including online services. Partnership building with National and Regional Organizations for Voter Education, Civic Education and Youth Engagement is an important feature of the delivery system. EC's outreach programmes, special programmes, blogs, research studies, social media connect on Facebook, Twitter etc also contribute to the electoral engagement and educational programmes for students especially at college level in an efficient manner. The programmes include those supported by a series of robust technology and new media driven programmes such as 'Student Vote' National Democracy Challenge, Rep Day, Forum for Young Canadians, Encounters with Canada and Be the Change! etc.

Educational Resources: Civic education

Teachers: EC's resources for electoral and civic education include lesson plans and resources to teach about democracy, elections, voting, government and citizenship, conduct an election simulation in classroom, way to make the federal election relevant to students. EC offers educational resources that are free and easy to order, delivered directly to the targeted school, created to meet your curriculum needs, designed to make work a little easier.

Students: EC resources help students increase political knowledge and interest, encourage them to develop a sense of civic duty, connect them to the world and issues that surround them make democracy, elections and voting relevant to students' daily lives at home and in their community. EC online provides all kinds of resources for students class projects on democracy, elections and voting.

Parents: EC's website is the authentic source of information on Canadian democracy, elections, voting and citizenship. This helps parents to guide their children on the subject.

Youth-serving Organizations: EC's resources provide guidance for youth programming and resources focused on democratic and civic leadership and engagement. It also provides programming ideas and hands-on resources that make young Canadians aware, informed and engaged in civic and democratic education.

Background Resources: EC also provides students with more information on how democracy, elections and voting work in Canada through brief papers called Background Resources. They include Electoral System of Canada (an e-booklet), Political Parties, Ridings and Members of Parliament, Becoming a candidate, Research, Events, Youth Organizations and FAQs etc.

EC participates in a variety of activities with Youth Organizations and maintains a list of Youth Organizations. EC offers a variety of ways for students to engage as active citizens and different civic engagement programmes.

2.8.4 Kenya & Namibia

In Kenya, the Independent Electoral and Boundaries Commission launched an ambitious voter education project for schools in collaboration with the Kenya Institute of Curriculum Development. The project focuses more on the secondary school students because they are about to turn 18 years of age and will therefore be eligible to participate in elections. The project intends to foster understanding of the electoral process and develop leaders of integrity from an early age. In Namibia the Election Commission has a strategic focus through curriculum based voter education for schools as per the Policy and the legislative mandate.

2.8.5 New Zealand

The New Zealand Electoral Commission (ECNZ) has developed civic and voter education resources to guide and help schools deliver engaging activities designed to encourage students' understanding for participation in electoral process including voting. The main objective is to prepare future generation of active, engaged citizens with 'Your Voice, Your Choice teaching units'. The teaching units are aligned with the vision, principles, values and key competencies of Levels 3 to 5 the New Zealand school education curriculum with linkage to the Social Sciences learning area. The educational material is flexible for different levels. Schools are encouraged to adapt the sequence of learning activities depending upon the specific needs and experiences of the students. Some of the programmes are discussed as follows:

Kids Voting Programme: It has been designed to create awareness among young people about the country's electoral processes. Building first-hand experience of active participation by young people supports their personal understanding, belief and confidence in electoral participation including voting and as such the democracy. The programme provides a chance to the students to take part in elections. Students vote for real candidates, on a real ballot paper, and compare the results of their classroom election with the results of real election. Registered schools are provided with all the materials required to conduct various activities envisaged under the programme. The materials include a Teacher's Guide, a ballot box and other resources to support and run the Kids Voting at a school. The ballot papers are sent electronically to teachers from two-and-a-half weeks before Election Day. The classroom elections process has to be completed as per the prescribed timeframe before the Election Day. The entire exercise is completed in one to two sessions (voting and counting the votes). Thousands of students across New Zealand have participated in Kids Voting and gained a firsthand experience of electoral process.

Curriculum-linked teaching units: ECNZ encourages schools to cover material in the, 'Your Voice, Your Choice' resources as aligned with Levels 3 to 5 of the New Zealand Curriculum. These resources have been developed to help schools deliver engaging activities designed to encourage students' understanding and enthusiasm for participating in their communities and the voting process. Schools have to register for Kids Voting online at the time of the election.

'Your Voice, Your Choice' Have Your Say: Teaching Units under this programme are aligned to Levels 3 and 4 of the New Zealand Curriculum. This resource is aimed to encourage students to have their say on the decisions that affect their lives. The resource supports students to learn about their rights, duties, and responsibilities in a democracy and to develop understandings of how they can influence what happens in their school and community.

'Your Voice, Your Choice' Be Heard'

Teaching Units under this programme are aligned to Level 5 of the New Zealand educational curriculum. This resource explores the relationship between voting, system and functioning of government and the issues faced by the local communities and electorates. The focus is on connecting the voting system to students' own lives to deepen their understanding about functioning of the government in New Zealand.

Electoral Commission Suffrage Scholarships: The ECNZ established scholarships in the year 2013 to celebrate the anniversary of universal suffrage. The scholarship covers fees for post-graduate research in voter participation. The Electoral Commission is committed to encourage wide-reaching research on voter participation, and the scholarships referred to above aim to contribute to this. The Suffrage Scholarships encourage research that furthers understanding of the factors that motivate voters to take part, and the barriers to voter participation. Community-specific researches in cohorts that experience low turnout are also encouraged.

2.8.6 United Kingdom

Practice of Citizenship Development amongst young and future voters for electoral participation has been one of the important areas of focus in the UK including Scotland and Ireland. The low levels of electoral participation by young people (18-24 years age group) have been a matter of concern for UK democracy. This has been a subject matter of research studies by the Electoral Commission of

the UK as also the other Institutions. The Electoral Commission of UK has made a series of strategic interventions for removing the barriers to registration, partnerships with National Students Union, use of internet and social media besides addressing issues of social, political and economic exclusion and reducing the distance between the young people, polity and electoral process. Youth Parliament of 11 to 18 years age group is an interesting feature. National School Registration Programme, Modern Study (civic and electoral literacy), Teaching in all Schools, Hands-on Citizenship Development has been important areas of intervention.

2.8.7 United States of America

The Electoral Assistance Commission, set up under the Help America Vote Act, 2002 plays the central role in voter education as repository of the core of the voter education resources (including technology and media driven e resources) and as a clearing house for all the voter education resources of the country. The US EAC has produced a series of Voter Education Guides for all sections of voters. The EAC has developed technology based, focused, educational and electoral engagement resources for the schools including 'Mock Vote' and Campus Engagement for Colleges and Universities in a well organized manner. The system is backed by the provisions of the HAV Act, 2002 and state financial support.

Help America Vote College Program (HAVCP)

HAVCP was established by the Electoral Assistance Commission (EAC) of the US in the year 2004 under express provisions of HAVA for student engagement in the electoral process. The programme is supported through grants from EAC authorized under HAVA to encourage student participation as poll workers or assistants, to foster student interest and education in the election process, and to encourage state and local governments to use students as poll workers. The programme also leverages the technology skills of a tech-savvy generation as well as recruits the next generation of poll workers

Grants for HAVCP

EAC administers several grant programs designed to promote improvements to the administration of elections for federal office and increase awareness of elections by addressing critical issues such as research into voting technology, improvements that ensure accessibility for voters with disabilities, the shortage of poll workers and teaching young people about election processes and the importance of civic responsibility. For this purpose, EAC seeks proposals from colleges (including community colleges), universities, and nonprofit organizations to assist EAC in implementing the HAVCP. EAC established the HAVCP in 2004, and has provided substantial grants to colleges and nonprofits to recruit, train and support students serving as poll workers on Election Day. EAC encourages applicants to propose development of curriculum, training guides, and best practices associated with both recruiting poll workers with disabilities and making polling places more welcoming to those with disabilities. EAC is also encouraging applicants to recruit student poll workers who speak foreign languages to assist with language accessibility challenges at the polling place. Materials developed by grantees are made widely available to other organizations through the EAC clearing house and other distribution mechanisms.

Coordination with Institutions of Higher Learning

EAC encourages institutions of higher education (including community colleges) to participate in

the Programme, and is expected to make all necessary materials and other assistance (including materials and assistance to enable the institution to hold workshops and poll worker training sessions) available without charge to any institution which desires to participate in the Programme.

National Student and Parent Mock Election

As provided under Sec 295 of HAVA, the EAC is authorized to award grants to the National Student and Parent Mock Election, a national nonprofit, nonpartisan organization that works to promote voter participation in American elections to enable it to carry out voter education activities for students and their parents. Such activities may include simulated national elections before the actual election that permit participation by students and parents from each of the 50 States in the United States and US schools overseas. These elections include

(i)   School forums and local cable call-in shows on the national issues to be voted upon in an 'issues forum';

(ii)   Speeches and debates before students and parents by local candidates or stand-ins for such candidates;

(iii) Quiz team competitions, mock press conferences, and speech writing competitions;

(iv)   Weekly meetings to follow the course of the campaign;

(v)   School and neighborhood campaigns to increase voter turnout, including newsletters, posters, telephone chains, and transportation.

The National Student and Parent Mock Election present awards to outstanding student and parent mock election projects.

Encourage Institutions of Higher Education

The EAC encourages institutions of higher education (including community colleges) to participate in the Programme, and make all necessary materials and other assistance available without charge to any institution which desires to participate in the Programme. Many states and counties are organizing Voter Education Weeks for benefit of schoolchildren and their parents.

Help America Vote Foundation

Section 601 of HAVA provides for establishing the Help America Vote Foundation as a charitable and nonprofit corporation. The aims and objects of the foundation are:

(i)   Mobilize secondary school students in the US to participate in the election process in a nonpartisan manner as poll workers or assistants.

(ii)   Place secondary school students as nonpartisan poll workers or assistants to local election officials in polling places across the US.

(iii) Establish cooperative efforts with State and local election officials, local educational agencies, superintendents and principals of public and private secondary schools, and other appropriate nonprofit charitable and educational organizations exempt from taxation.

Partnerships with non-partisans and non-profits

EAC encourages partnerships with non-partisans and non-profits for implementation of its programmes. Necessary funds are also provided as per prescribed procedures. A large number of

such organizations are working for voter education and collaborate with educational institutions, election offices. Standards and the guidelines of EAC and use of technology tools are vital to the partnerships besides non partisan approach. The Non partisans numbering almost 1.5 million provide tremendous support to the voter education in schools, colleges, other academic institutions to prepare the young and future voters well in citizenship development for democratic electoral participation. League of Women Voters, CEEP (Campus Election Engagement Project), 'Rock the Vote', CIRCLE (The Center for Information & Research on Civic Learning and Engagement), National Education Association, Get the Vote Out are some of the names. Major research projects such as 'The Vanishing Voter Project' are supported under the voter education and electoral management in the US through institutions of excellence.

2.9   Conclusion

The young and future voters constitute a sizeable part of democratic polity and its future. However, they reflect voter apathy and lack of interest in electoral participation. The importance of developing the practice of citizenship is vital to investment in the future of democracy and its sustenance. Citizenship development in a democracy is about developing effective electoral engagement, participation, making informed choices and ethical ballot decisions.

One of the key goals of society is to have an active democratic citizenry originating in integrated civic and voter education and participation right from a young age. Young people's voices should be heard, their interests for electoral participation understood and encouraged through careful study, research and investment in the future of democracy and obliterating any civic deficit and generating a population capable of confident and comfortable electoral participation and informed and ethical ballot decisions. Democracies across the world have approached the subject as per their own socio-political and legislative framework.

Strategic and well designed initiatives have been launched by EMBs in different countries for educating, engaging and empowering young and future voters. Such strategic initiatives include inter alia, curriculum-based school-level courses for different classes student and teacher resources, extracurricular interventions, technology driven and mediated communication models and outreach, mock vote, campus engagement, facilitate registration as a voter, confident and ethical participation etc.

The Common Strategies broadly include focus on Voter Education, Curriculum Development, Mock Vote, School Debates, Voter Education Weeks, Hands on Experience, Pre registration at school level for age group 15 to 17, elimination of all barriers to registration and building up of confidence for voting through strategic initiatives for the young people of age group 18-20 besides use of New Media or the Social Media for empowering young people in this age bracket.

CHAPTER 3

Nature and Scope of Voter Education and Electoral Literacy

3.1 Why Voter Education?

Freedom of citizens to choose their elected representatives is a critical feature of a democratic polity. For this the electors need to be fully apprised of all relevant information required for comfortable, confident and ethical ballot decisions in the voting process. They need to be familiar with the requirements of registration, voting procedures and all other information such as candidates, their political parties and symbols, and much more to effectively participate in the elections and the electoral process.

3.2 Aims and Objects in General

In the above background, voter education has to be aimed at the dissemination of requisite information, materials, electoral resources and programmes designed to inform all constituents effectively on specifics and mechanics of the registration or enrolment and vote process for an election. It involves inter alia information on eligibility to vote, where and how to register or enroll, how the electors can check voter lists to confirm their correct and appropriate inclusion in the voter's list, the type of elections that are being held; the details of the candidates, their political parties and symbols etc; where, when, how and why to vote; secrecy and sanctity of the vote; and how to file complaints, if any and dispute resolution mechanisms. Voter education must also address the emerging needs of voters from use of new technologies in the electoral process so that a voter feels confident and familiar with the entire registration and vote process. Voter education in all forms should seek to achieve universal coverage of the electorate including women. The main objective of voter education is to make information accessible to all constituents to achieve the desired objectives of equal and universal suffrage.

3.3 Voter Education for Young and Future Voters: Electoral Literacy

Voter education for 'Young and Future Voters' needs strategically well designed electoral literacy initiatives coupled with civic education for preparing them well for electoral participation and a larger future role in a democracy. Voter apathy and lack of interest amongst young people in electoral participation leading to disengagement has been a matter of serious concern across the democracies of the world. Different countries have witnessed the challenge and examined the subject in-depth for addressing the issues involved. The strategic intent in the initiatives taken by democracies across the world spells out that it is necessary that young people's voices are heard, their interests for electoral participation understood and encouraged through careful study, research and investments in the future of democracy with a view to obliterate any perceived civic deficit. Investment focusing on educating, engaging and empowering them through well designed strategic electoral literacy interventions would help in generating young populations fully prepared for confident and comfortable electoral participation and exercising informed and ethical ballot decision. Early smooth registration and participation in first elections in a young man's life are critical to inculcating the habit of regular voting. Further, while today's youth is the most connected in history, their potential in creating electoral awareness and educating and engaging the communities, peer group and future generations needs to be effectively appreciated and harnessed for citizenship development among communities.

As discussed in the last chapter, ECI had organized an International Seminar on 'Strategies for Educating and Empowering Young and Future Voters' and the interaction had brought powerful insight and knowledge to address emerging challenges through experience sharing on the subject. As a strategy, the inaugural Issue of VoICE International released on the eve of the seminar on 24th Jan, 2017, was also dedicated to the voter education for young and future voters and this knowledge sharing on VoICE.NET and VoICE International is a continued process for strengthening our determination to emerging challenges. The entire resource referred to in the foregoing is relevant to our guidance. However, for illustration, we have taken up few of the initiatives for reference in the last Chapter. One may refer to more examples in international practice for citizenship development. Their strategic initiatives include inter alia, impressive curriculum based school level courses for different levels, student and teacher resources, co curricular and extracurricular interventions, technology driven and mediated communication models and outreach, mock vote, campus engagement, facilitate registration as a voter etc. Further, 'Strategic Partnerships' have been an important element in their electoral literacy programmes.

3.4 Nature and Characteristics of Voter Education and Electoral Literacy

Guidance on basic characteristics of voter education can be derived from the United Nations Centre for Human Rights in its Handbook on Human Rights and Elections (1994) and the international practice for conduct of free and fair elections. Broadly and briefly the characteristics may be stated as follows:

(i)   Funding and administration should be provided by the State.

(ii)   Voter education including, electoral literacy and the information campaigns should be objective, non-partisan, impartial and neutral and it should not be seen as favoring any party or candidate.

(iii)   Voter education should have universal coverage and based on inclusion and truly believe in the premise 'No Voter should be left behind.' It is especially critical for populations with little or no experience with democratic elections.

(iv)   Public should be well informed as to where, when and how to vote, as well as why voting is important.

(v)   Voter education should build elector confidence and integrity of the elections. It must address any doubts, unanswered questions of stakeholders.

(vi)   The voters must be confident in the integrity of the process and their right to participate in it.

(vii)   Voter education should be widely available and should be published in the various national, regional and local languages to help ensure the maximization of meaningful participation of all eligible voters.

(viii) Multimedia efficient methods should be employed to provide effective voter education to people with various levels of literacy.

(ix)   Voter education campaigns should extend throughout the territory of the country, including to rural and outlying areas.

(x)   Voter education should be inclusive to motivate all voters to participate in the elections for vote maximization and deepening of democracy.

(xi) Voter education must include engaging the target populations especially young and future voters for hands on experience and the content should be engrossing and not a burden for the young.

(xii) The content may be dynamic and the EMB should be the repository of core of the electoral literacy with a view to ensure correctness of the resources. In the case of resources generated the EMB should act as a clearing house.

(xiii) EL resources must be developed in all the languages besides English and the Official Language.

(xiv) States must be made equal stakeholders in EL Initiatives.

3.5 Objectives of Electoral Literacy for the Young People: Citizenship Development for Electoral Participation

The broad objectives of a voter education programme for young people should cover the following aspects:

(i) Generate interest and confidence amongst the young and future voters in the electoral participation for strengthening of democracy and enhance their capacity for objective and ethical ballot decisions.

(ii) Understand the relevant Constitutional and Legislative Provisions.

(iii) Understand the relationship between elections and democracy.

(iv) Enlighten the importance of voting and its impact on transparency and accountability

(v) Understand the rationale and importance of delimitation of constituencies.

(vi) Educate and engage communities about the electoral process, role, responsibilities and rights of voters.

(vii) Understand process of voter registration, register as a voter when eligible.

(viii) Understand polling and polling procedures.

(ix) Understand counting process and declaration of result, dignified acceptance of the results.

(x) Understand management of law and order, security during elections.

(xi) Understand the role and importance of political parties, candidates in elections.

(xii) Enhancing voter participation in the electoral process in an objective and issue based platform.

(xiii) Understanding the reasons and ensuring obliteration of voter apathy.

(xiv) Improve elector confidence for participation.

(xv) Appreciate and understand the role and application of new technologies and new media in elections.

(xvi) Understand Model Code of Conduct and its implementation as well as the role of Observers

(xvii) Understand the nature of Electoral Disputes and remedies.

(xviii) Understand the role of media in elections.

3.6 Expected Outcomes of Electoral Literacy Initiatives: Curriculum, Co-curriculum and Extra-curriculum.

In general, electoral literacy should help the young and future voters achieve full and proper appreciation of what, when, where, how and why of voting at the end of literacy exposure. As such, the participants should be able to:

(i)   Understand the role of the Election Commission of India and its officials in elections.

(ii)   Develop full appreciation of the importance and relevance of electoral literacy, voter and civic education;

(iii)   Understand and appreciate complete process of the elections in the country.

(iv)   Understand the role of political parties; campaigns and the concept of level playing field.

(v)   Appreciate Model Code of Conduct, role of Observers and Media.

(vi)   Participate in and promote peaceful, free, fair elections among citizens;

(vii)   Demonstrate the willingness and confidence in ethical participation in elections;

(viii) Appreciate inclusion i. e. participation of women, the youth and persons with disabilities and those with special needs in electoral process;

(ix)   Appreciate and adopt the role of emerging technology in electoral process;

(x)   Understand the election disputes and resolutions mechanisms;

(xi)   Understand the necessity of maintenance of law and order during elections;

(xii)   Understand the relevant Constitutional and legislative provisions; Elective Posts and Offices, eligibility criteria, qualification and candidature.

(xiii) Unfair practices, electoral offences and punishments, disqualification

(xiv)   Office of profit, disqualification and its impact.

(xv)   Local Governments (nursery of democratic practice): Elections, process and participation.

(xvi)   Should be familiar with the glossary of electoral literacy.

3.7 Scope of the Electoral Literacy Curriculum, Co-curriculum and Extra-curriculum

Curriculum

3.7.1. Having discussed the objectives and expected outcomes for electoral literacy for young and future voters, the international practice in curriculum and its content is seen to be rather broad based and integrates democracy education, civic education with electoral literacy to derive optimal outcomes in respect of citizenship development. It expects a young citizen to appreciate the value of his/her vote and exercise his/her voting right with a sense of responsibility. This would in turn mean a holistic approach to electoral literacy curriculum integrated with co curriculum and extra curriculum engagement with for firsthand experience of voting or working as a poll worker.

3.7.2. In this background the Electoral Literacy curriculum with its non scholastic components may be divided in three parts as given below:

Part I - Constitution and Governance

Part II - Electoral System and Process

Part III - Electoral Disputes and Disqualifications

A brief framework is indicated below:

Part A: Constitution and Governance

Constitution and Constitutionalism; Democracy; Universal Adult Suffrage; Election Commission of India, Constitutional and Legislative Provisions under different enactments; Elective Posts and Offices of the Union and States, Eligibility criteria and qualifications and office of Profit; Voter and Civic Education, Citizenship Development for Electoral Participation; Political Parties, Symbols; Political Finance; Delimitation of Constituencies; Leadership and Good Governance

Part B: Electoral System and Process (Class VI onwards only)

Electoral Systems: Appreciation and Confidence Building; 'Proud to be a Voter': Voter Registration, Eligibility requirements, Forms and Process, Officials, Whom to approach in case of difficulty; EPIC; Diaspora Registration; The Electoral Roll and its maintenance, draft publication, rectification of mistakes; National Voters' Day; Qualifications of candidates of different Elective Posts and Offices; Nomination of candidates by Political Parties, Independent Candidates; Returning Officer, Filing of Nominations, Affidavits, Scrutiny and Election Campaigns, Election Agents, Polling Agents, Expenditure Controls; Cardinal principles of purity and sanctity of the electoral process and their relevance in strengthening of the democracy. 'Elections are a Zero Error Process'; Model Code of Conduct; Level playing field for all, Election Observers; Role of citizens especially the Young and Future Voters; Expenditure Control and Monitoring; Political Parties Registration, Political Parties Finance, Manifesto Analysis; Election Officials and their Functions; Ballot Paper, Postal Ballot; EVM and Security Seals; Nomination Process, Candidature eligibility and qualifications; Inclusive, Informed and Ethical Participation; Polling Station, Polling Officials, Security Arrangements, Casting of a Vote, VVPAT; All Procedures at a Polling Station, Transportation and Secure Storage of the Polled EVMs; Counting of Votes, Safeguards; Tallying and Announcement of Election Results; Observing and Monitoring of the Electoral process; Role of Media; Elective positions and Nominated Members, Indirect Elections, Elections to the Office of the President of India, Vice President of India.

Part C: Electoral Disputes and Disqualifications

Election Offences, Bribery, Unfair Practices; Election Violence, Maintenance of Law and Order during Elections; Election Petitions, Resolution of Election Disputes; Disqualification; Understanding of the electoral and related legislation

3.7.3. Co curriculum and Extra curriculum (Non-Scholastic)

Electoral Literacy curriculum must be supported with matching well designed and efficient co curricular and extracurricular programmes and activities. Some of the generic activities may be listed as below:

- Mock Vote: Exercise would include the entire electoral process.
- Workshops

- Seminars
- Lectures
- Demonstrations
- Discussions
- Illustrations
- Role plays
- Word Games
- Online and offline EL tests, EL Olympiads.
- EL certification Programmes.
- Debates
- Songs and dances
- Road shows
- Audio visual materials, Cartoons, Documentaries,
- TV/Radio Programmes (Chunav Ki Kahaniya)
- Use of Social network forums- Facebook, Twitter, YouTube, Blogs etc
- Youth Parliaments.
- Electoral Engagement.

3.7.4. Coverage and Content of Electoral Literacy for different classes and levels will have to be developed carefully with the guidance and help of the education experts in line with best practices from the world. It would be prudent to develop dedicated books for electoral literacy for different Classes with the help and guidance of Education Experts.

3.7.5. Student, Teacher EL resources will have to be developed for Students and Teachers besides resources and training of the teachers. All electoral literacy materials shall be developed or cause to be developed by the ECI and incase they are developed outside, scrutiny and certification by the ECI or the organization as may be authorized by them, will be essential.

3.7.6. EL website or a dedicated website under SVEEP Division may act as an institutional Delivery Mechanisms. Details of efficient Delivery Mechanisms will have to be developed for EL including such materials for Students and Teachers and materials for training of the teachers.

3.8. Some Important Considerations for Curriculum Reference

(i)   A very careful exercise with the guidance and help of education experts proper distribution on principle of spiral effect and suitable exposure at different levels will have to be carried out. This is an exercise to be conducted with utmost caution and supporting literature to make sure that the entire exercise engages the young people with their fascination to democracy and does not become a burden for them.

(ii)   Below Class VI, the electoral literacy shall not be based on any curriculum; and it should be

based on the extracurricular engrossing, engaging and creative activities like cartoons, word games, ballot games only. (See 'Choosing the Mascot': Canadian model).

(iii) The expertise and knowledge on electoral matters and electoral practice vest with the Election Commission of India as per the provisions of the Constitution of India. This is the practice as per UN Treaties and accepted and followed across the world of democracies established on the cardinal principles of neutrality and independence of Election Management Bodies. Having said this, it naturally follows that voter education or electoral literacy must flow from or must be determined and cleared by the ECI for reason of its accuracy and elector confidence or for that matter the stakeholder confidence.

(iv) All electoral literacy has to be neutral and non partisan.

(v) Coverage and Content of Electoral Literacy for different Classes and levels will have to be developed carefully with guidance and help of education experts. Similarly Delivery Mechanisms will have to be developed for students and teachers including resources and training of teachers in a systematic manner.

3.9. End Notes

It is on the following pattern that young people should be able to answer the questions to their own self or the communities where they works for voter education at the end of the electoral literacy curriculum exposure. The most relevant questions are:

(i) Has s/he been registered as a voter?

(ii) Has s/he got his EPIC?

(iii) Is s/he confident and ready to vote?

(iv) Is a young person able to fill up voter registration form and get his/her EPIC,

(v) Does s/he have confidence in checking up whether his/her name exists in the voter list? If not, what should s/he do and whom should s/he approach?

(vi) Does s/he know as to what are the identification papers required at the polling station for casting vote.

(vii) Is s/he aware of the qualifications and eligibility criteria and the papers required for an elective post or office and is s/he confident of filing a nomination?

(viii) Is s/he aware of the where, when, what and how of the electoral process

(ix) Is s/he confident in use of EVM?

(x) Is s/he aware of the value of his/her vote?

(xi) Is s/he familiar with Model Code of Conduct, defacement of properties act, paid news

(xii) Is s/he aware of corrupt practices in elections?

(xiii) Is s/he aware of meaning of free and fair elections?

(xiv) How does s/he see her/his role as a Young Person in a democracy?

3.10. Issues & Challenges

Issues:

Efficacy and efficiency of existing Curricular EL Programmes:

- Needs analysis for different levels of school curriculum. Appropriate integration of voter education with civic education for optimal results for understanding the significance and importance of democratic polity and importance of vote.

- Development of resource materials for students and teachers.

- Standardization of resources.

- Easy access to resources. Examine feasibility of developing e resources and use of space technology for dissemination

- Holistic territorial coverage taking into account the social, cultural, linguistic and ethnic diversity.

- Monitoring and evaluation.

Campus engagement for schools and colleges:

- Efficacy and efficiency of student engagement in electoral process through participation.

- Mock Vote for schools.

- Establish and expand Kids Voting, provide and develop curriculum linked resources.

- Poll Workers for college level students.

- Involvement of non-partisans (the non- governmental organizations) in partnerships.

- Development and standardization of engagement resources.

Youth Programmes:

- Youth engagement programmes. Sensitization of youth on importance of vote and its value to the democratic polity.

Campaigns and outreach

- Quantitative and qualitative impact analysis on voter turnouts.

- Relevance of vote.

- How to vote?

- Where to vote, when to vote?

- Who votes and why vote?

Maximize registration and maximize turnout:

- Voter segment wise analytical research and study on regular basis to be set up and correctional voter education initiatives developed.

Legislative Support to Electoral Literacy Programmes

- Voter education and campus engagement in many countries is supported by legislative provisions in election related enactments. Legislations of countries such as US, Kenya, Namibia etc need to be looked at. Experience sharing would help.

Challenges

- Voter apathy among youth voters. "My vote does not matter!" and similar attitudes. Learn from experience sharing.

- Analysis of youth voter turnout and experience sharing on addressing of the challenge.

- Financing of VE and Civic education programmes. While VE programmes have to be controlled and funded by the EMBs, the Civic Education Programmes have to be funded by the Government.

- Models adopted by different countries need to be discussed for experience sharing.

- Monitoring of and evaluation of non partisans, examine the models developed by different countries through experience sharing.

CHAPTER 4

Curriculum Analysis; Need and Justification for Interventions on Electoral Literacy in Educational Institutions

This Chapter takes stock of the existing curricular, co curricular and extracurricular framework and content related to electoral literacy in Educational Institutions. Section I deals with Schools under National Council for Educational Research and Training (NCERT), Council for Indian School Certificate Examination (CISCE) and National Institute of Open Schooling (NIOS). Section II refers to the Schools under the State Boards and Section III refers to Colleges and Universities. As we proceed we intend to broadly examine, analyze the curriculum and its content on a simple premise of referring to fundamental aspects of electoral literacy described and discussed in the preceding Chapters especially from Para 3.5 to 3.10 of the preceding Chapter and try to find answers to questions that may engage young and future voters while looking at the existing structure of electoral literacy and the supporting civic education under curriculum, co curriculum and extracurricular framework and content in our Educational Institutions.

Section I: Curricular Analysis for Electoral Literacy in Schools

4.1   National School Curriculum*

The school curriculum coverage and the content developed for Social Science and Political Science with respect to Classes VI to VIII (Annex II) and Classes IX to XII (Annex III) includes exposure of varying degree to the Constitution, Democracy and Electoral Participation, Inclusion and several other aspects of Indian democratic polity with suitable international illustrations (Based on NCERT Text Books). With a view to ensure effective and robust electoral participation from the young and future voters, it is necessary to have a close look at the curriculum framework, its content and the coverage vis- a- vis the desired goals and objectives of electoral participation in a democratic polity. Larger emphasis is required on 'Strategies for Empowering Young and Future Voters' through educating and engaging them in electoral participation. Many EMBs in the world have developed effective curricular and engrossing, interesting and encouraging co curricular and extracurricular 'Student and Teacher Resources' for educating, engaging the young and future voters for enhancing participation.(*Please see Annex I)

As it is, the National Curriculum Framework also recognizes that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system allowing a disconnect or lack of confident bonding to survive among the home, school, community, society and the democratic polity. In this background we need to develop and reform Curricular, Co-curricular and Extracurricular framework and its content, and design effective instruments for citizenship development for robust and effective electoral participation with the objective of preparedness for comfortable, confident, inclusive, informed and ethical ballot decisions by young and future voters right leading to their first ballot exercise.

We have already discussed and described the nature and content of 'Voter Education and Electoral Literacy' earlier in Chapter 3. In this background it seems prudent to examine the content of the texts and the existing curriculum framework in respect of Social Studies (including Civics or Political Science wherever applicable) text books for Class VI onwards in a systematic manner. The analysis

that follows is based on texts books developed by the NCERT, NIOS, and CISCE in this Section. It may be stated herein that for the purpose of present analysis, we have maintained the nomenclature as Curriculum, Co curriculum and Extra curriculum. When the curriculum is redeveloped in tune with the prescription for Electoral Literacy classification as Scholastic and Non Scholastic will be effected with the guidance and help of Educational Experts.

4.2   NCERT: Class-wise Curriculum Analysis

The curriculum analysis for electoral literacy in respect of the NCERT books on Social Studies has been carried out in respect of Classes VI onwards. There are wide gaps in the text when compared to the existing Curriculum Framework. The content of the texts, pictures and illustrations lack coherence in delivery of desired objectives of the existing curriculum. Cocurriculum is weak and extra curriculum is either missing or negligible. The existing texts are inadequate for preparing Young People for informed and ethical electoral participation as they achieve the age of eligibility. Basics of EL have been found missing in the text and need to be incorporated suitably. Detailed analysis is given in Annexure.

4.3   National Institute of Open Schooling (NIOS)

4.3.1 Under 'Sarva Shiksha Abhiyan', the Govt. of India, Ministry of Human Resource Development has been endeavouring to provide Basic Education to all children, youth and adults in the country. National Institute of Open Schooling (NIOS) has launched Open Basic Education (OBE), as an alternative educational programme.

4.3.2 NIOS curriculum, co curriculum and content is presented in Open Basic Education Programme for young persons in the following pattern:

(i)   OBE Level B equivalent to Classes IV and V

(ii)   OBE Level C equivalent to Class VI to VIII.

Beyond OBE they have:

(iii)   Secondary Course: This Course is equivalent to the X standard. The Social Sciences Curriculum has topics on Indian Constitution, Legislature, Executive, Judiciary, Political Parties and Pressure Groups, CSOs, People's participation in the Democratic Process. The content covers the role of ECI in Political Parties registration, Electoral Process and Electoral Reforms with relevant cocurriculum.

(iv)   Senior Secondary Course: This Course is designed for those who have passed the X standard or equivalent examination from a recognized Board and would like to continue their education. Political Science curriculum under 'Module 4 :Democracy at Work' covers Chapters on Universal Adult Franchise and the Methods of Representation, Electoral System in India, National Political Parties, Regionalism and Regional Parties and Public Opinion and Pressure Groups.

4.3.3. Curriculum Analysis

It has been found that the content has been developed in a very lucid, simple and easily comprehensible manner. There are minor inaccuracies at places which may be rectified.

The co curricular material provided with each Chapter is very suitable for easy comprehension. Coverage under extracurricular activities needs to be supplemented. Some topics from the Electoral

Literacy framework as described in preceding Chapter 3 need to be incorporated suitably as per the guidance of the Educational Experts with appropriate expansion of co-curriculum.

The overall coverage when tested on Electoral Literacy framework described under Chapter 3 of the Report is excellent and can be trend setting with proper scrutiny and development as Base Material.

4.4 Council for Indian School Certificate Examination (CISCE)

4.4.1 Curriculum Analysis

Syllabus for History and Civics Paper (50) that was provided contains topics such as Constitution, Elections, Local Self Government for Class IX. The Internal Assessment framework does not carry any mention of activity related to elections.

Civics Syllabus for Class X includes topics such as Legislature, Executive, Judiciary, President and Vice President. Qualifications for election of the President and Vice President are also included. Under Internal Assessment no topic is included for electoral activity.

Political Science (852) syllabus for Class XI does not carry any topic related to electoral literacy.

Political Science syllabus for Class XII in Paper I (Theory) carries a topic on 'Franchise and Representation' and covers several areas related to Electoral Literacy. Further, Project Work under Paper I carries a topic on Electoral Reform under suggested list of activities. Paper II, Project Work carries no reference to Electoral Literacy.

4.4.2 It may be observed herein that as informed by the Representative of the CISCE during Working Group meetings, in case of CISCE the books are not developed by the official body. Instead, the books are developed and supplied by outside agencies as per the framework provided by the CISCE. Selection of the books is done by the concerned school authorities.

4.4.3 Adequate, systematic and suitable electoral literacy content at each level starting from Class VI is necessary for preparing young people for informed and ethical electoral participation. Relevant topics from the Electoral Literacy framework as described in preceding Chapter 3 need to be incorporated suitably as per the guidance of the Educational Experts with appropriate expansion of Co curriculum. Extracurricular Activities as suggested for NCERT framework need to be added.

Section II

4.5 Curricular, Co curricular and Extra Curricular Interventions at State Level

4.5.1 States have their own School Education Boards and Examination Boards and the variations in curriculum content in respect of civic and voter education may exist from state to state, though many of them adopt NCERT, CISCE or NIOS curriculum framework and content as such or with some customization. Some develop their own curriculum and content. ECI has already directed all the States that State Level Committees be set up with following scope of work:

(i) Review the existing curriculum material in Civics/ Social Studies on elections/ electoral education under the State Board of School Education and also review educational tools developed so far and if any, in the State by various stakeholders.

(ii) Suggest the contents and context that should be incorporated in the school curricula, co curricula and extra curricula on electoral education and also give inputs to the National level Committee on the same.

(iii) Suggest methodology and the tools to be adopted in respective State/UT to disseminate electoral literacy in educational institutions and also in the informal education sector.

(iv) Subsequent adaptation, translation and replication of the material in electoral literacy generated at the national level by the ECI.

4.5.2 As per the information available for Andhra Pradesh, Telangana, Bihar, Chhattisgarh, Gujarat, Himachal Pradesh, Kerala, Maharashtra, Mizoram, Punjab, Rajasthan, Sikkim and Tripura, the Committee has been set up in their State. Remaining states are yet to provide requisite information.

The progress of work in the States may be monitored on a periodic basis. A copy of the contents of Chapter 3 may be sent to the States for utilizing the same while working out the Electoral Literacy framework for their schools.

The Academia will be involved in the exercise appropriately for mainstreaming of EL at every level.

Section III

4.6.   Colleges and Universities

4.6.1. Curriculum Analysis

The syllabi of several Universities and Colleges have been looked at. Syllabi of Presidency University, Kolkata, Delhi University, Jamia Millia University syllabi were taken up for illustration. It is noted that

(i)   There is no coverage of EL excepting Political Science syllabi.

(ii)   EL course content coverage varies in different institutions

(iii) Some have covered Electoral Literacy under Political Science in detail at Master's Level while others have covered the same a undergraduate level also.

(iv) Extracurricular engagement is missing even for those in Political Science discipline leave aside others.

(v)   SVEEP has made inroads through its Outreach in Colleges and Universities

4.6.2. There has to be a uniformity of approach. Young people as they become 18 are all eligible to vote under principle of Universal Adult Suffrage irrespective of the discipline of their study and they all require requisite exposure to EL for confident, informed electoral participation.

4.6.3. As a long term measure, Policy Interventions are required for introducing suitable EL exposure uniformly to all Young People in colleges and universities and other educational institutions.

4.6.4. As an immediate strategic intervention, establishing Electoral Literacy Clubs (ELCs) in colleges, universities and other educational institutions would help in EL exposure through engagement. Suitable models for EL will be developed in-house by the ECI. Collaborations may be explored with the key institutions such as UGC, Gyanvani.

4.6.5. Election related laws should be part of the curriculum in the Law Courses of Professional Educational Institutions.

ANNEX I

*Explanatory Notes: Extracts from National Curriculum Framework

The primary stage comprises of classes I to IV in seven States/ UTs whereas in 29

remaining States/UTs it comprises classes I to V.

The curriculum, syllabus and textbooks prepared by NCERT are generally adopted with modifications by most of the States/UTs keeping in view State-specific needs. State-level bodies like SIEs, SCERTs, SIERTs Textbook Boards, Boards of School Education and Boards of Primary Education are involved in curriculum development and implementation.

The upper primary stage includes classes VI to VIII in 27 States/UTs, VI & VII in

Andhra Pradesh, V to VII in six States/UTs and V to VIII in West Bengal.

• The major agencies involved in curriculum development are SIEs (01) SCERTs

(20) and Board of School Education (07). In the remaining seven states, NCERT

Curriculum and syllabus is followed.

Secondary stage consists of classes IX and X in 29 States/UTs whereas in remaining

seven States/UTs, it consists of classes VIII to X.

• The curriculum and syllabus of NCERT is followed in nine States/UTs with necessary

modifications according to their own situations. The Boards of School Education/ Board of Secondary Education are responsible for constructing curriculum and syllabus in sixteen States. The SIEs/ SCERTs of eight states are also developing curriculum at this stage. In Pondicherry, the curriculum and syllabus are developed by Textbook Board.

ANNEXURE II: CURRICULUM ANALYSIS OF NCERT TEXT BOOKS ON SOCIAL SCIENCES

Class VI: Social and Political life I

(A)Existing Curriculum	(B)Gaps & suggested amendments to the curriculum	(C)Suggested Co curriculum	(D)Suggestions for Extra Curriculum
UNIT II : Government (i)What is Government? (ii)Levels of Government: National, State Level, Local Level (iii)Laws and the Government (iv)Types of Governments: Democratic Governments: Representative Democracies, Adult suffrage, Right to vote Box: Votes for Women Picture: An old man being applied indelible ink mark at a polling station. Supplement: Key Elements of a Democratic Government: South Africa Participation, Conflict Resolution.	(i)The content is unable to explain the desired conceptual framework of democracy, adult suffrage and participation in elections in simple, straight and cogent manner. Relevant illustrations would be of help instead of illustration relating to South Africa. Elaboration on Conflict is totally unwarranted at this tender age. Instead of conflict and examples of solutions under 'collective voice' it would be appropriate to narrate solutions what democracy offers in a legitimate manner. Evolution, conceptual framework and cherished values of Indian democracy should be brought home to young people with a discussion on their role and responsibilities in strengthening it. (ii)Electoral Literacy content is missing though pictures etc attempt to introduce a polling station and 'voting in a rural area'. Basic introduction to Elections and Electoral Machinery, Linkage between Democracy and Elections, Maximization of Electoral Participation and its relevance to the deepening of Democracy may be helpful. (iii) Pillars of Government and Governance need to be explained in simple lucid language? What are different components of the Government? Explain briefly in simple language with illustrations the salient features of Indian democracy and its Institutions including Parliament, State Assemblies; the Elected Representatives, Elective Posts and Offices; Direct and Indirect Elections; Election Commission and its role in Democracy; Free and Fair elections, Electoral Rolls. (iv) Glossary of terms used	(i)What are Elective Posts and Offices at State and the Central or the Union level? State Level: Member of Legislative Assembly (Direct Election); Chief Minister (Indirect election) Central /Union level: Members of Parliament (Direct election) President, Vice President, Prime Minister (indirect Elections) What are these elected bodies at the Central and State level called? Tenure of all these Posts and Offices; therefore every five years elections have to be held. Adult Suffrage; Equal rights for voting without any discrimination; your voice is heard through electoral participation. You choose your representatives. What is voting: Going to Polling Station and casting your ballot. In a democracy, you vote as per your choice, this is how your voice is heard. What is the eligibility to be a voter? Who conducts elections? Brief note on the Election Commission; an Independent Constitutional Body; emphasis on free and free elections.	Set up Electoral Literacy Club ELC in the School for all classes. The following concepts will be taught in the ELC through activities: **New Concepts** 1. Universal Adult Franchise 2. Ethical Voting 3. Voter Awareness - Every Vote Counts **Refresh** 4. Elections 5. Informed Voting 6. Democracy 7. Importance of Voting **Activities** ● An e-learning cum activity built around not voting for inducement and introducing concept of free and fair election ● Designing creative material for promoting participation by all eligible electors in School election ● Debate on Adult suffrage, Power of Ballot, How do we mark a ballot paper, Free and fair elections, Ethical Voting; Quiz: Who votes, How to vote, Where to vote, why vote? ● Maintain a complete glossary of the terms include in the Election Law and the Manuals.

UNIT III Local Government and Administration Chapter 5 Panchayati Raj; Chapter 7 Urban Administration Gram Sabha, Gram Panchayat, Three Levels of Panchayats in rural areas. Municipality/ Municipal Corporation	Major difference in status of local governments in pre and post 73rd and 74th Constitutional Amendments. Electoral Process as defined under the Constitution for Local Governments. Representation of women, backward classes, SC and ST in Local Governments as per the Constitution of India.	(i) List of Elective Posts and offices; direct and indirect elections to such offices. (ii) Inclusion: Reservation for women, Backward Classes, SC and ST based on last Published Census figures. (iii) Tenure of Elective Positions. (iv) Brief Note on their electoral process similar to the electoral process for MPs and MLAs; simultaneous elections for all positions in Panchayats or Municipalities; Free and Fair elections, voter lists, polling stations and counting process similar. (vi) Electoral Participation; why important; polling decisions help on matters of day to day life in Local Governments.

Class VII: Social and Political life II

(A)Existing Curriculum	(B)Gaps & suggested amendments to the curriculum	(C)Suggested Co curriculum	(D)Suggestions for Extra Curriculum
UNIT I: Equality in Indian Democracy **Chapter 1: On Equality** Equal Right to Vote; Universal Adult Franchise (Reference to Class VI curriculum also made); Equality in Indian democracy and the Constitution, Equality in other democracies. Adult suffrage: Inclusion of Women, PwDs, weaker sections of society, SC/ST in the adult suffrage; in the voting lists and polling stations; special facilities to such categories; Glossary of terms	The two Chapters integrate Civic education with the electoral literacy where the electoral literacy part has been given very low priority. Democracy in operation has been discussed without proper exposure as to how the Citizens are linked to the concepts, institutions, structures and their functioning through electoral process. The Chapters need to include electoral literacy content linked to all the items covered under these Chapters. Glossary also needs to be expanded and correct or to be more precise 'apt' descriptions be given.	**(C)Suggestions for co curriculum:** (i)Explain the concept of 'Universal Adult Suffrage' under Article 326 of the Constitution and the relevant Electoral Laws and Rules. (ii) Eligibility criteria for becoming a voter uniformly applicable to all sections of the society without any discrimination. (iii) What is a voter list? (iv) Role and responsibility of the ECI in preparation and maintenance of the Voters' lists. (vi)When you are 18, you are eligible to be a voter. Under what provisions of law? (v)Emphasis on Inclusion in guiding principles laid down by the ECI. (vi) Glossary of terms: Extracts from ECI's Manual of Electoral Rolls. (vii)What is voting: Going to Polling Station and casting your ballot. In a democracy, you vote as per your choice, this is how your voice is heard. Nature of Electoral Participation. (B) (i) Elective Posts at the State - level and their qualifications. (ii) Posts which are filled by direct elections and the Posts which are filled by indirect elections.	Set up Electoral Literacy Club ELC in the School. The following concepts will be taught in the ELC through activities: **New Concepts** 1. Panchayat/Local Bodies, Vidhan Sabha & Parliament 2. Introduction to Voter List 3. Free & Fair Elections **4. SVEEP** Refresh 5. Universal Adult Franchise 6. Ethical & Informed Voting 7. Every Vote Counts 8. Democracy **Activities** • Field Visit – Schools to plan a visit to the nearest Gram Panchayat on the day of Gram Sabha. Field trip followed by an assignment based on children's observation e.g. the participation of women in the panchayat, voter list display or the voting process or a similar topic. Class to prepare a presentation (play, dramatisation, song, drawing etc) for the entire school on this field visit based on their learnings. This shall help in learning by other students as well.

	(ii) A Governor is the Head of the State Government. How is the post of the Governor filled? (iii) How is the State Legislative Assembly constituted? (iv) How is the Speaker of Legislative Assembly appointed? What is the mechanism by which the Governor achieves this?	• Urban schools, can visit municipality or the VFC if Panchayat is far off. • Discuss issue of EPIC Cards on NVD. • Demonstrate inclusion in Voters' Lists. • Debate in the ELC 'No Voter should be Left Behind' • Quiz: Inclusion, PwDs, Women's vote, inclusion of ethnic minorities. • Maintain a complete glossary of the terms included in the Election Law and the Manuals.
UNIT II State Government **Chapter 3 How State Government Works?** This Chapter is a build up on Class VI Curriculum content and the text refers to last year's coverage also. Discusses 'How the State Government Works; how does this take place in a democracy? What is the role of an MLA and Ministers? Who is an MLA? What is Legislative Assembly? State XX is divided into YY Constituencies. What is a Constituency? Majority and Opposition 'Head of the State' is Governor. He is appointed by the Central Government to ensure that the State Govt. works.....' Coalition Governments Constituency Majority Opposition Glossary of Terms	(i) A larger and appropriate exposure on electoral literacy in lucid language. (ii) Rewrite the text of civic education to develop a positive, responsive democratic citizenship development and matching electoral participation capabilities	

(A)Existing Curriculum	(B)Gaps & suggested amendments to the curriculum	(C)Suggested Co curriculum	(D)Suggestions for Extra Curriculum
UNIT I : The Indian Constitution and Secularism **Chapter 1: The Indian** Constitution Curricular Analysis The Chapter attempts to explain as to 'Why Does a Country Need a Constitution and goes on to explain the essential features of the Indian Constitution besides discussing about the Constitution of Nepal. The text provides passing references to universal adult suffrage for all citizens, representation, elections, and that the citizens can stand in elections under the caption 'Parliamentary Form of Government'. Pictures of voting also form a part of the text.	The content of the chapter does not highlight 'Part XV Elections' as an important feature of the Constitution of India. One of the essential features of the curriculum relating to 'Social and Political Life' has to be the citizenship development and preparing the young people for electoral participation appropriately. In this context, scheme of the things under Part XV Elections should be highlighted and conceptual framework for universal adult suffrage, electoral participation, the Election Commission and related aspects including rights and responsibilities of the citizens for electoral participation should be built into the text appropriately. The content of Chapter 17: The Indian Constitution in NIOS OBE Level C on Social Sciences may be referred to in this context.	i) Explain the conceptual framework of Part XV Elections of the Constitution. ii) Role and responsibility of the ECI in preparation and maintenance of the Voters' lists. iii) Nature of Electoral Participation. iv)Brief note on the Election Commission; an Independent Constitutional Body, its major functions; emphasis on free, fair and inclusive elections. The co curriculum should be so designed that it helps in citizenship development aspect of a young person, clarifies his /her perceptions on his/her rights and responsibilities as a future voter for electoral participation, the Election Commission and strengths of its working.	Set up Electoral Literacy Club ELC in the School. The following concepts will be taught in the ELC through activities: **New Concepts** 1. How to register on Electoral Roll (Form 6, NVSP)& EPIC 2. Role of BLO & ERO 3. What is EVM & VVPAT **Refresh** 4. Panchayat, Vidhan Sabha & Parliament 5. Voter List 6. Free & Fair Elections 7. Universal Adult Franchise 8. Ethical & Informed Voting 9. Democracy 10.SVEEP- Every Vote Counts **Activities** • Field Assignment - The concept of registration and eligibility will be introduced. Student shall be given the assignment to find the number of eligible and registered electors in their neighbourhood and find if they have EPIC. Registration forms to be made available at schools. The children can help the BLO/ERO by getting Form 6 filled by unregistered voters at their home/ neighbourhood. • Pledge for registration activity – Students will be asked to design a pledge for registration which they will get signed by their parents. • E-game on EVM/VVPAT • Debate in the ELC: Adult Suffrage's Evolution in different democracies. • Demonstrate how the ECI's guidelines and the instructions ensure Inclusion. Give suggestions for improvement. • Quiz: Inclusion, PwDs, Womens' vote, inclusion of ethnic minorities. • Speak: How to become a voter? What are the rights and responsibilities of a voter. • Write on a Blog. • FAQs and answers for Interactive school engagement exercise.

UNIT II : Parliament and The making of Laws		
UNIT II : Parliament and The making of Laws **Chapter 3: 'Why Do We Need a Parliament?'** Curricular Analysis The text of the Unit II starts with a picture of 'Election Results for Lok Sabha' The title of the Chapter 'Why Do We Need a Parliament' refers to the following very briefly: i) Why should people decide? ii)People and their Representatives iii) The Role of the Parliament; including Results of 8th & 13th Lok Sabha Elections (1984,1999: Political Party wise composition) iv) Role of Rajya Sabha. v) 'To select the National Government'. vi) Law making vii) Who are the people in the Parliament? Reservation of seats in the Parliament. viii) Parliament; To control, guide and inform the Government; an illustration of a Parliament question and answer is also given. ix) The text while attempting to describe the above topics, touches upon a large number of concepts including Democracy, participation of people in decision making, control of the Government by Parliament, Delimitation of Constituencies, Inclusion, Gender, Principle of Universal Adult Suffrage in India, Coalitions etc.	The Chapter, prima facie, attempts to explain the different aspects of the Parliament, its constitution, working and its role in Indian Democracy. Broadly the coverage falls in the domain of civic education with the inbuilt component of EL. The EL coverage relates to delimitation, inclusion, electoral participation and its level during last half a century, Universal Adult Suffrage, elections and their outcomes in respect of Parliament with passing references to the State Legislatures. The content of the Chapter almost denies young people of all that is required for a clear and precise perception on fundamentals relating to the subject(s) under consideration. The content of the Chapter is just not able to do justice to the vast coverage undertaken therein. The title of the Chapter needs to be changed to project the significance, reverence and the high importance attached to the Parliament, the State Legislatures as highest institutions of representation in democratic polity. NIOS content under Chapter 17, OBE Level C, and Social Studies may be referred to for guidance in the matter of clarity and content.	i) Explain delimitation and formation of constituencies, both for the Parliament and the State Legislatures. ii) The eligibility criteria for becoming a Member of Lok Sabha, or an MLA. Reservation of constituencies. Status of Gender sensitization. iii) Nature and process of elections for the Parliament and the State Legislatures. iv) Role and responsibilities of the MPs and MLAs. How do the MPs and MLAs connect with the people and work for attending to the problems of people of their constituencies. Let us say that children studying in class VIII have to walk to their school and in that process they have to cross a seasonal rivulet without a bridge. How will the local MLA or MP help solving their problem? v) Role and responsibility of the ECI with regard to the political parties, elected representatives. Corrupt practices, disqualification; only a brief account. The co-curriculum should be so designed that it helps in citizenship development aspect of a young person, clarifies his perceptions on his rights and responsibilities as a future voter for electoral participation.

(A)Existing Curriculum	(B)Gaps & suggested amendments to the curriculum	(C)Suggested curriculum	Co	(D)Suggestions for Extra Curriculum
Chapter 2: What is Democracy? Why Democracy? **2.2 Features of Democracy:** The text of the Chapter defines democracy and attempts to spell out the features as decision makers to be the elected officials; nature of democratic elections; people who elect the decision makers in democracy and the form of government in what constitutes a democracy. **Free and Fair Electoral Competition** The curriculum text cites examples of China, Mexico to bring home the concept that "a democracy must be based on a free and fair election where those currently in power have a fair chance of losing." **One Person, One Vote, One Value** Curriculum content cites the examples of Saudi Arabia, Estonia, and Fiji to bring home the concept. Rule of Law and respect for rights Curriculum cites the example of Zimbabwe in post-independence period to carry home the concept. **Why Democracy** The content dwells upon 'debating merits of democracy', 'arguments against democracy', 'arguments for democracy' with several examples of China, Brazil, Nigeria etc to build up the concept and explain positive aspects of democracy. **Broader Meanings of Democracy** The content discusses the participation aspects of democracy	Chapter 2 is an integration of civic education and electoral literacy hence needs very careful approach for the targeted population. It must be observed here that the content is not appropriate at many places for the target student population at the critical stage of citizenship development for electoral participation in their life. While the text fails to elucidate the conceptual framework, it cites out of place illustrations in an attempt to explain the concepts. The text needs a considered scrutiny by nonpartisan experts in the light of world-class literature on the subject for the cause of a healthy citizenship development and electoral participation in the right perspective. The content must help young people to appreciate their rights and responsibilities to be prepared as future voters. The conceptual framework of democracy, types of democracy, centrality of a citizen (voter in electoral exercise) in democracy and other concepts need to be explained in simple lucid language with a view to help young people to understand and strengthen democracy. The Universal declarations, ICCPR, CEDAW and UN guidance for Voter Education, Constitutional scheme of the elections need to be elaborated. Introduction to Voter education best practices for improving participation in democracies of the world, SVEEP in India would be of help. It would benefit if the entire Chapter is recast in the light of above observations. A reference to the curriculum content of NIOS would be of help.	No separate co curriculum is provided in the chapter excepting some questions within the lesson. The following points are suggested for developing co curriculum through suitable tools: (i)Explain the conceptual framework of Part XV Elections of the Constitution, Representation of People Act and other relevant enactments, codes and manuals of the ECI for demonstrating the strengths of the Indian election system. Confidence building in democratic culture and electoral participation. (ii) Explain Model Code of Conduct for Elections; what is level playing ground for candidates/ political parties, measures against defacement of properties, paid news, expenditure control and all what makes elections free and fair with specific example of Indian Elections. (iii) Voter Education, SVEEP and some international best practices. (iv)Role of Election Observers. (v)Technology and Elections, Social Media, Mass media and other communication channels The co curriculum should be so designed that it helps in citizenship development aspect of a young person, clarifies his perceptions on his rights and responsibilities as a future voter for electoral participation.		Set up Electoral Literacy Club ELC in the School. The following concepts will be taught in the ELC through activities: **New Concepts** 1. Who are Service Voters (Form 2, 3) 2. Why NOTA 3. Introduction to Model Code of Conduct 4. Role of DEO & CEO **Refresh** 5. Electoral Registration & EPIC 6. BLO & ERO 7. EVM & VVPAT 8. Panchayat, Vidhan Sabha & Parliament 9. Voter List 10. Free & Fair Elections 11. Universal Adult Franchise 12. Ethical & Informed Voting 13. SVEEP- Every Vote Counts 14. Democracy **Activities** • Short activity to introduce NOTA • Activity on the need for a Model Code of Conduct followed by e-game on MCC • Role play - Service Voters and their registration and use of postal ballot, proxy voting • Individual - Register as voters for the school elections. Participate in School elections. • Watch the celebration of NVD and Issue of EPIC Cards. • Debate and discussions in the ELC on topics such as enforcement of the Model Code of Conduct in last elections in your constituency, ethical ballot decisions, Control of unfair practices, Regulation of Electoral Expenditure, Paid News, and Role of Observers in free and fair elections. Discuss what role a common citizen should play in above areas to strengthen democracy. • Engaging neighborhood communities for voter education

Chapter 4 Electoral Politics The content of the Chapter includes the following sub topics: 4.1 'Why Elections' dwells on a story from electoral promises linked to 1987 and 1991 Assembly Elections in Haryana. (i) 'Why do we need elections' attempts to explain that elections are essence of democracy. (ii) 'What makes an election democratic' attempts to discuss essential features of democratic elections. (iii) 'Is it good to have political competition' attempts to explain competition among political parties as essential for electoral process. 4.2 'What is our system of Elections' explains that the elections to the Lok Sabha and the Vidhan Sabha take place every five years (i) Electoral Constituencies, Reserved Constituencies. Scheme of reservations under Panchayats and Municipalities is also discussed briefly. (iii) 'Voters List' is explained to be carrying the names of all the persons eligible to vote and is prepared well in time. The text theoretically tries to explain that it is the 'responsibility of the 'Government' to update the Voter's list.' (Factually incorrect!) (iv) Nomination of Candidates attempts to discuss the eligibility and the qualifications for candidature of an MLA and the declaration to be filed with the nomination. (v) Election Campaign narrates the campaign after nomination has been filed, nature of the campaign in our country. A brief mention is made on Model Code of Conduct. (vi)Polling and Counting of Votes: The text briefly mentions the process and through illustrations attempts to drive home the issues. **What makes elections in India democratic:** The text starts with brief mention of media reports on unfair practices and concludes that most of the allegations are correct. **Independent Election Commission** discusses the powers and functions; and independence of the Election Commission of India Popular participation explains the voter turnout and its linkage with the strength of democracy. Acceptance of Election Outcome The text explains the strength of Indian democracy in peaceful acceptance of the electoral outcomes. **Challenges to free and fair elections:** Points such as use of money power and unfair means, whether ballot decisions emanate from informed choices, level playing field, success of candidates with criminal background etc are briefly mentioned.	The content of Chapter 4 is fairly elaborate but suffers from factual mistakes and infirmities at places. Though substantive, the reading is devoid of emphasis on many relevant components of electoral literacy at many places. The content needs to be vetted by experts from the Election Commission and academics and wherever necessary rectified in the light of the provisions of the Constitution, Electoral legislation and the subject wise Manuals of the ECI so that the factual mistakes are eliminated. Relevant provisions need to be suitably incorporated and emphasis in the right perspective added. Topics such as Voter Education (SVEEP), the international best practices in voter education, Inclusion, functioning of EVMs, Technology and Elections, Social Media, Model Code of Conduct, Role of Observers, Regulation of Expenditure, Corrupt Practices, Electoral offences, Dispute Resolution, Disqualification and other topics need to be introduced and later elaborated in X Standard. The curriculum needs to be supported with co curriculum and extracurricular components to ensure young people's engagement with electoral democracy in the right perspective. We need to prepare our young people for future governance and they must be fully aware of the structural inputs for democratic governance.

Class X: Democratic Politics-II: Text Book for Class X

(A)Existing Curriculum	(B)Gaps & suggested amendments to the curriculum	(C) Suggested co-curriculum	(D)Suggested Extra-curriculum
Chapter 1: Power Sharing The text tries to build up the concept to learn from the illustrations of Belgium and Sri Lanka. The co curriculum prompts the students to identify the conflicts in Indian Governance from news paper clippings and whether these could be solved by proper power sharing. Some description for forms of power sharing is also given. **Chapter 2: Federalism** Illustrations of Belgium and Sri Lanka for explaining the concept of power sharing and attempts to explain the Indian model of federalism. **Chapter 3 Democracy and Diversity** The Chapter attempts to explain democracy and diversity with several illustrations from Mexico, Civil Rights movement of the US, Belgium and Sri Lanka. The story is continued with 'Bulgaria, Romania or India?' and discusses Politics of social divisions. **Chapter 4: Gender, Religion and Caste** The Chapter explains social difference based on gender, religion and caste in India and how they are expressed in politics. Also mentions of demand for reservations for women in legislature. Cites several illustrations from other countries including 'apartheid'	Chapter 1-5 do not carry any ELC component. Chapter 6: Political Parties would require vetting by the ECI as to the correctness, relevance and efficacy of the text. Co curriculum is very weak and needs to be strengthened. Chapter 7: 'Outcomes of Democracy' does not contribute to electoral participation for strengthening and deepening of democracy. Given the tender age of Young People, they require lessons on Citizenship Development for Electoral Participation. The text fails to even introduce the concept of citizenship development, leave aside the development of the concept.	No separate co curriculum is provided in the chapter excepting some questions within the lesson. The following points are suggested for developing co curriculum through suitable tools: i) Explain the Representation of People Act and other relevant enactments of the ECI for demonstrating the strengths of the Indian election system. Confidence building in democratic culture and electoral participation. ii) Concepts of 'Inclusion', special provisions for different category of voters, iii) Registration of Political Parties, manifestoes, candidates, campaigning iv) one person-one vote, ethical ballot decisions, election offences and corrupt practices,	Set up Electoral Literacy Club (ELC) in the School. The following concepts will be taught in the ELC through activities: **New Concepts** 1. Inclusive elections 2. How to become Overseas Electors (Form 6A) 3. Election manifestos 4. Indelible Ink **Refresh** 5. Service Voters 6. NOTA 7. Model Code of Conduct 8. CEO, DEO, ERO, BLO 9. Electoral Registration & EPIC 10. EVM & VVPAT 11. Panchayat, Vidhan Sabha & Parliament 12. Voter List 13. Free & Fair Elections 14. Universal Adult Franchise 15. Ethical & Informed Voting 16. SVEEP- Every Vote Counts 17. Democracy

Chapter 5: Popular Struggles and Movements Illustrations from Bolivia and Nepal and attempts to explain the role of pressure groups and movements in solving issues. **Chapter 6: Political Parties** 'why do we need political parties', meaning, functions role etc. It describes National Political Parties and does mention that Political Parties have to register with the Election Commission of India. (Page 79 onwards of the text). The text also describes the 'Regional Parties in India and reform of the Political Parties. The co curriculum carries some questions **Chapter 7: Outcomes of Democracy** The Chapter covers 'How do we assess democracy's outcomes?', 'Accountable, responsive and legitimate government', 'Economic growth and development', 'Economic outcomes of democracy', 'Reduction of inequality and poverty' etc Chapter 8: Challenges to Democracy The Chapter covers topic like 'Thinking of Challenges', Different contexts, different challenges'	Much has been said in the texts about conflicts, struggles, popular movements, agitations with little about engaging young people into citizenship development for electoral participation. There is a void in the curriculum on required levels of Electoral Literacy for Young People. It fails to make them ready for any sort of electoral participation leave aside confident, informed and ethical ballot decisions. The co curriculum should be so designed that it helps in citizenship development aspect of a young person, clarifies his/her perceptions on his/her rights and responsibilities as a future voter for electoral participation.	**Activities** - Draw up the Model Code of Conduct for School election. This MCC will be submitted to the Chief Election Commissioner of the school (Principal). He/she will review it and accept it or suggest changes. - STEP Game – on inclusion to sensitise regarding PwDs, Transgenders, Tribal etc related to their electoral participation and representation. Introduce Overseas elector concept. - Maths Project – Single transferable vote - Collect one Manifesto each followed by discussion in class - Registering and voting in School election - Watch the celebration of NVD and Issue of EPIC Cards. - Debate and discussions in the ELC on topics such as enforcement of the Model Code of Conduct in last elections in your constituency, Ethical ballot decisions, Control of unfair practices, Regulation of Electoral Expenditure, Paid News, and Role of Observers in free and fair elections. Discuss what role a common citizen should play in above areas to strengthen democracy. - Engaging neighborhood communities for voter education

CLASS XI

(A)Existing curriculum & comments	(B)Suggestions for Co Scholastic Activities
Electoral literacy is included only in Political Science streams that too in a limited manner. Students of other disciplines are deprived of EL completely despite constitutional obligations of Universal Adult Suffrage. It is a void in the National Curriculum Framework that as Young People are nearing the age of 18 and they need it the most, they are deprived of the requisite exposure to EL to prepare them for electoral participation. This void needs to be filled with urgent strategic interventions.	**For Science & Commerce Students** Set up Electoral Literacy Club (ELC) in the School. The following concepts will be taught in the ELC through activities: **New Concepts** 1. Registration of Political Parties 2. Political Campaigning 3. Election Observation 4. Polling and Counting of votes **Activities** • Form Political Parties/candidates, register the party and obtain symbol, draw up a manifesto and campaign for the School election. • Science students – Prepare an EVM model as a physics project. • Film Show- on EVM/Elections • Register as elector for school election • Watch the celebration of NVD and Issue of EPIC Cards. • Debate and discussions in the ELC on topics such as enforcement of the Model Code of Conduct in last elections in your constituency, Ethical ballot decisions, Control of unfair practices, Regulation of Electoral Expenditure, Paid News, and Role of Observers in free and fair elections. Discuss what role a common citizen should play in above areas to strengthen democracy. • Engaging neighborhood communities for voter education

	For Humanities Students
	Set up Electoral Literacy Club (ELC) in the School. The following concepts will be taught in the ELC through activities:
	New Concepts
	1. Registration of Political Parties
	2. Political Campaigning
	3. Election Observation
	4. Polling and Counting of votes
	5. Role of RO, Presiding & Polling Officer,
	Activities
	• Plan and execute the entire election process for the student council incl registration of electors, registration of political parties, giving symbols, notification of elections, polling, counting, observation, results etc
	  • Designing registration form for school elections and specify eligibility criteria
	  • Registration of parties and independent candidates and allot symbols
	  • Observers to monitor MCC implementation
	  • Polling officials to conduct poll
	  • Counting and announcement of winners
	• Film Show- on EVM/Elections
	• Watch the celebration of NVD and Issue of EPIC Cards.
	• Debate and discussions in the ELC on topics such as enforcement of the Model Code of Conduct in last elections in your constituency, Ethical ballot decisions, Control of unfair practices, Regulation of Electoral Expenditure, Paid News, Role of Observers in free and fair elections. Discuss what role a common citizen should play in above areas to strengthen democracy.
	• Engaging neighborhood communities for voter education

CLASS XII

(A)Existing Curriculum & Comments	(B)Suggestions for Co Scholastic Activities
Electoral literacy is included only in Political Science streams that too in a limited manner. Students of other disciplines are deprived of EL completely despite constitutional obligations of Universal Adult Suffrage. It is a void in the National Curriculum Framework that as Young People are nearing the age of 18 and they need it the most, they are deprived of the requisite exposure to the EL to prepare them for electoral participation. This void needs to be filled with urgent strategic interventions.	In view of the academic load in Class XII, the main activity for Science, Humanities and Commerce students shall revolve around the registration of eligible students as electors in their constituency. **Activities** • Fill Form 6 and apply for registration during Summary Revision period • Humanities students to do manifestoes comparison exercise as part of co-curricular exercise • Individual - Register as voters for the school elections. Participate in School elections. • Watch the celebration of NVD and Issue of EPIC Cards. • Debate and discussions on topics such as enforcement of the Model Code of Conduct in last elections in your constituency, Ethical ballot decisions, Control of unfair practices, Regulation of Electoral Expenditure, Paid News, Role of Observers in free and fair elections. Discuss what role a common citizen should play in above areas to strengthen democracy.

ANNEX III

Social Science Curriculum for Classes VI to XII

Class VI Social Science: Social and Political Life

Unit I Diversity

Chapter 1 Understanding Diversity

Chapter 2 Diversity and Discrimination

Unit II Government

Chapter 3 What is Government?

Chapter 4 Key Elements of a Democratic Government

UNIT III Local Government and Administration

Chapter 5 Panchayati Raj

Chapter 6 Rural Administration

Chapter 7 Urban Administration

UNIT IV Livelihoods

Chapter 8 Rural Livelihoods

Chapter 9 Urban Livelihoods.

Class VII Social Science: Social and Political Life II

Unit One: Equality in Indian Democracy.

Chapter 1: On Equality

Unit Two: State Government

Chapter 2: Role of the Government in Health

Chapter 3: How the State Government Works

Unit Three: Gender

Chapter 4: Growing up as Boys and Girls

Chapter 5: Women Change the World

Unit Four: Media and Advertising

Chapter 6: Understanding Media

Chapter 7: Understanding Advertising

Unit Five: Markets

Chapter 8: Markets Around Us

Chapter 9: A Shirt in the Market

Equality in Indian Democracy (continued)

Chapter 10: Struggles for Equality

Class VIII: Social Science: Social and Political Life III

Unit One: The Indian Constitution and Secularism

Chapter 1: The Indian Constitution

Chapter 2: Understanding Secularism

Unit Two: Parliament and The Making of Laws

Chapter 3: Why do we need a Parliament?

Chapter 4: Understanding Laws

Unit Three: The Judiciary

Chapter 5: Judiciary

Chapter 6: Understanding Our Criminal Justice System

Unit Four: Social Justice and The Marginalised

Chapter 7: Understanding Marginalisation

Chapter 8: Confronting Marginalisation

Unit Five: Economic Presence of the Government

Chapter 9: Public Facilities

Chapter 10: Law and Social Justice

Class IX: Social Science: Democratic Politics I

Chapter 1 Democracy in the Contemporary world

Chapter 2 What is democracy? Why democracy?

Chapter 3 Constitutional design

Chapter 4 Electoral Politics

Chapter 5 Working of Institutions

Chapter 6 Democratic Rights

Class X: Social Science: Democratic Politics II

Unit I

Chapter 1 Power sharing

Chapter 2 Federalism

Unit II

Chapter 3 Democracy and Diversity

Chapter 4 Gender, Religion and Caste

Unit III

Chapter 5 Popular Struggles and Movements

Chapter 6 Political Parties

Unit IV

Chapter 7 Outcomes of Democracy

Chapter 8 Challenges to Democracy

Class XI Political Theory

Chapter 1 Political Theory: An Introduction

Chapter 2 Freedom

Chapter 3 Equality

Chapter 4 Social Justice

Chapter 5 Rights

Chapter 6 Citizenship

Chapter 7 Nationalism

Chapter 8 Secularism

Chapter 9 Peace

Chapter 10 Development

Class XI: Political Science for Class XI: Indian Constitution at Work

Chapter 1. Constitution: Why and How?

Chapter 2. Rights in Indian Constitution.

Chapter 3. Election and Representation

Chapter 4. Executive

Chapter 5. Legislature

Chapter 6. Judiciary

Chapter 7. Federalism

Chapter 8. Local Governments

Chapter 9. Constitution as a Living Document

Chapter 10. The philosophy of the Constitution

Class XII Political Science: Contemporary World Politics

Chapter 1 The Cold War Era

Chapter 2 The End of Bipolarity

Chapter 3 US Hegemony in World Politics

Chapter 4 Alternative Centres of Power

Chapter 5 Contemporary South Asia

Chapter 6 International Organisations

Chapter 7 Security in the Contemporary World

Chapter 8 Environment and Natural Resources

Chapter 9 Globalization and Constitution

Class XII : Political Science: Politics in India Since Independence

Chapter 1 Challenges of nation building

Chapter 2 Era of one-party dominance

Chapter 3Politics of planned development

Chapter 4 India's external relations

Chapter 5 Challenges to and restoration of the Congress system

Chapter 6 The crisis of democratic order

Chapter 7 Rise of popular movements

Chapter 8 Regional aspirations

Chapter 9 Recent developments

CHAPTER 5

Working Group on Electoral Literacy

5.1 A Working Group on Electoral Literacy was set up by the Commission under the Chairmanship of Sh Umesh Sinha, Deputy Election Commissioner with the following as members:

i)   Sh S D Sharma, Senior Fellow, ECI.

ii)   Ms Shashi Banerjee, Shiv Nadar School, NOIDA.

iii)   Ms Shilpi Gupta, Deputy Head, AISCE.

iv)   Dr MVSP Prasad, Asstt Professor, NCERT

v)   Prof. A Narayana, Azim Premji University.

vi)   Ms Aarti Aggarwal, Consultant, ECI.

vii)   Ms Padma Angmo, Director SVEEP Division, ECI Member Convener.

During the course of proceedings of the Working Group other members were co- opted and participated in the meetings of the Working Group. These members are as follows:

i)   Sh A I Hilal Ahmed, Joint Director, CBSE.

ii)   Sh T S Rautela, Deputy Secretary, Ministry of HRD.

iii)   Dr Shankar Sharan, Associate Professor.

iv)   Ms V S Geetha, Deputy Director, KSQSSA.

v)   Ms Anurupa Chaudhury, Deputy Director, Assam Higher Secondary Education Council.

vi)   Ms Nitina Dua, Programme Leader, CGC, Shiv Nadar School, NOIDA.

vii)   Sh A Mandal, West Bengal Council for Higher Secondary Education.

viii)   Ms Ashima Singh, Consultant UNFPA

ix)   Sh Chandra Bhushan Kumar, CEO, NCT of Delhi, also participated in the meetings.

5.1.1 The Working Group held in all four meetings of which there were three regular meetings and the meeting on 01.03. 2017 was organized as a Special Session where Ms Shipra Varma, Chief Electoral Officer, Manitoba, Canada made a presentation to the Hon'ble CEC on best practices in Voter Education followed by an interactive session. Presentations were also made before Hon'ble CEC during third meeting of the Working Group held on 3rd May 2017 on different tasks assigned to the Sub Groups. Valuable guidance was provided by Hon'ble CEC during these meetings. Consultations also included Education Experts, Country Head of UNFPA who have helped NIOS in developing their Learning Programme.

5.1.2 Methodology: While putting the subject in a perspective, a roadmap for the Working Group was elaborated. Given the complexities, vast scope and cross functional nature of the issues and challenges involved, an Approach Paper for the Working Group was developed for working on the subject. (See Annex I to this Chapter.)

5.1.3 The Working Group was provided with copies of the detailed Curriculum Analysis for Classes VI onwards besides the other supporting literature on best practices in voter education and electoral

literacy in the world. The literature circulated included a copy of the Conference Reader for the International Conference on Inclusive, Informed and Ethical Participation held in October, 2016, Student Teachers' Resource on Electoral Literacy developed in other countries especially Australia, Canada, New Zealand, Kenya, Namibia, USA etc (Web links were also shared for easy access) , NCERT Books on Social Studies, Civics and Political Science for Classes VI to XII, Learning Materials for Classes VI to XII prepared by the National Institute of Open Schooling, Papers on Electoral Literacy developed in house by the SVEEP Division especially by the Senior Fellow, supporting papers on ELC and similar institutions abroad etc.

It was impressed that it was imperative to look at the curriculum analysis in a manner that takes into consideration the identification of requirements at different levels for moving ahead in a systematic manner for smooth introduction of Electoral Literacy. The communication channels and tools developed must be attractive to the Young People.

The Working Group was asked to focus on chalking out the content, calendar and delivery mechanism for students under formal system besides for those not covered under the formal system as also the training materials and training schedule for the teachers and facilitators in a time bound manner.

5.1.4 The meetings included papers on electoral literacy containing the aims and objects of the Working Group, documents on SVEEP, literature developed by SVEEP for voter education, the Strategic Plan of the ECI for 2016-25 for mainstreaming of electoral literacy in education institutions as also to cover young and future voters outside the formal education system.

5.1.5 The desired outcomes fall in two categories;

(i)   Comments on various papers related to mainstreaming of electoral literacy in a systematic manner, Curriculum Analysis for Classes including Co curricular and Extra Curricular coverage.

(ii)   Content and Tools development for co curricular and extracurricular activities including setting up of the Electoral Literacy Clubs for engaging students and those outside schools at different levels in electoral literacy for hands-on experience.

5.2   Recommendations of the Working Group

The Working Group examined the Papers in detail, deliberated and made presentations on the areas of work assigned to the subgroups or individual experts in the Group.

5.2.1   There was consensus on Curriculum Analysis Papers for NCERT, CISCE and NIOS and it was also suggested that the Analysis should be shared with the MoHRD for incorporation in the Education Policy. Supplementary reading materials should be developed by the Working Group for Scholastic part

5.2.2   The EL should be spiral in nature covering common topics throughout all levels but increasing in depth as one moves up to higher levels.

5.2.3   In place of 'Curricula, Co curricula and Extracurricula the expressions Scholastic and Non-Scholastic should be used.

5.2.4   A website shall be the repository of all the EL materials, tool kits, Student teacher EL Resources and other resources for the EL. Possibility of partnerships/collaborations with the existing Distance Learning Institutions may be explored. (**For Example NIOS Website**)

5.2.5   Possibility of utilizing media channels like Gyanvaani of Doordarshan Lok Sabha or Rajya Sabha Channels should also be explored. Appropriate mechanisms for collaborations may be explored for developing and consideration. Appropriate Distance Learning Modules will have to be developed for the purpose.

5.2.6   Teachers Training would be one of the critical areas. Modules should be developed along with training of Master Trainers for maximizing the efficiency and efficacy of the system.

5.2.7   **Interactive School Engagement (ISE)** programme of the ECI shall be suitably integrated into the EL interventions through Schools.

5.2.8   Community outreach through appropriate mechanism to impart electoral literacy among those outside the formal education system.

5.2.9   Electoral literacy to be imparted for adults through their department, offices, place of work and under the adult literacy programme of NLMA

5.2.10 **Electoral Literacy Clubs** shall be the hub for imparting EL through non-scholastic interventions

5.2.10.1 The Paper on Extracurricular activities through Electoral Literacy Clubs was considered and it was unanimously endorsed by the Working Group. It was also felt that the Electoral Literacy Clubs in Educational Institutions may be one of the most effective, efficient and attractive strategies and the main platform for implementation of Electoral Literacy Programmes through engagement of the participants under extracurricular activities (non-scholastic part).

5.2.10.2 Shiv Nadar School has set up an example by initiating the First ELC which could serve as a model as it evolves and develops the EL content framework as per the Guidelines of the ECI

5.2.10.3 ELCs will also cover those not under the formal education system besides engaging the communities in their respective Polling Station areas.

5.2.10.4 Generic List of Extra Curricular Activities was also agreed upon and the members of the Working Group have found it interesting to develop activity models for ELCs.

5.2.10.5 ELC may be called as 'Chunav Paathshala' for vernacular nomenclature and the appropriate nomenclature as per regional languages already adopted for State wise SVEEP Programmes may be worked out.

5.2.10.6 The Campus Ambassadors and Booth Awareness Groups (BAGs) under the SVEEP programme may be given important role in ELC at campus and at community level respectively.

5.2.10.7 The Conceptual Framework will be developed into full Project Report once the proposal receives in principle approval.

5.2.10.8 ELC may operate at:

i)   ELC (Future Voters) in Schools
ii)   ELC (New Voters) for Colleges and Universities

iii) ELCs for Voters outside the formal education structures may operate at Booth-level

iv) Voter Awareness Forums may operate in departments, private organizations and institutions to promote electoral awareness among employees

5.2.10.11 **Glossary:** It was agreed that Class wise Glossary of EL should be prepared. A good beginning has been made by generating a class wise Glossary by the Working Group.

5.2.10.12 **FAQ Bank:** It was agreed that a FAQ bank should be prepared and made available to the students across the country to facilitate EL comprehension.

ANNEX I

Electoral Literacy: Approach Paper for Working Group

General: An Analytical Approach to Strengthening Electoral Literacy in Schools, Colleges,

Electoral Literacy: Notes for Working Group

Step 1: ECI's Resources

1.1 Understanding of the ECI's Relevant documents/citations for Reference

- Representation of People Act 1950 and 1951
- Rules made under the RPA 1950 and 1951
- Hand Books of the Electoral Processes and Procedures.
- Model Code of Conduct.
- Defacement of Properties Act.
- Relevant provisions of Indian Penal Code, Cr PC, Income Tax Act etc
- Relevant parts of the Constitution of India.

(The short listing should be limited to relevant parts only for accurate description. What is relevant would be seen when the content curriculum is matched with these references).

Curriculum Analysis

1.2 Identifying the Electoral Literacy content in class wise Text Books of Social Studies and Political Sciences under CBSE and ISCE etc Syllabi and analysis.

Exposure to International Good Practices

1.3 Exposure to International Practices and tools for different standards.

Conceptualizing Co Curricular/ Extracurricular activities for EL

1.4 Conceptualizing a holistic co curricular, extracurricular framework for strengthening EL at school level with a similar exercise for college levels.

Utilize Existing SVEEP Resources

1.5 Study the efficacy of existing SVEEP Tools especially the Books, CDs, Games.

Additional Tools (Co curriculum and Extra curriculum.)

1.6 Identifying the additional tools and activities required.

1.7 Adopting the existing SVEEP tools with or without modifications as may be required; developing the additional tools and activities required.

Implementation

1.8 Roadmap for smooth and seamless implementation of co curricular and extracurricular components so developed in schools and colleges.

Long Term Strategy: Amendments to the Curriculum for EL and Civic Education

1.9 Develop recommendations on required (consequent) changes in voter and civic education components in curriculum. (Long Term strategy).

Step 2

Understanding and Analyzing the Existing Curriculum, Developing Co curriculum

2.1 Examine Class wise Text Books and list out the Chapters related to EL

2.2 Check up as to whether there is any Workbook or Practical Book(s) prescribed for each class from the national or state level or even at the school level?

2.3 If yes, examine the workbook and find out whether it carries adequate content to educate the children on relevant concepts/topics of EL and make them confident in handling questions relating to electoral participation. Let us say whether they understand the 'How, when, what, where and why' of participation especially registration and voting.

2.3 (a) Describe the nature and extent of additional/ supplementary materials required to enhance the confidence in a child to respond to relevant EL questions and interest in electoral participation.

2.4 If the workbook/practical book does not exist at all, then

- Match the text of the syllabus with the relevant Election Laws/Constitution and other provisions; and then,

- Draw up a list of questions which you think are relevant to strengthen the knowledge and perceptions of the child. (Stay nearer to the syllabus as much as possible) and develop correct answers.

- Ab initio develop the workbook/practical book to supplement the text in an appropriate manner. The workbook/practical book so developed should be so designed that it makes a very attractive reading in simple and lucid language: add pictures/illustrations (that connect), Quiz, Scrabble, Puzzles, Games, cartoons etc to involve and engage the child to enhance the outcome of the learning.

- Look at the students and teacher resources for EL in Canada, America, Australia, New Zealand, South Africa and Namibia. See what are good practices and what can be developed in the Indian context for co curriculum.

- Enrich the content of the workbook or the practical book as may be necessary to involve and teach the children.

Step 3

Extra curriculum

Based on the Indian and international experience in engaging young and future voters, the following activities/tools may be considered for engaging students for firsthand experience in electoral participation and effective appreciation of electoral process.

- EL week at the time of the NVD.

- Debates relating to Electoral Literacy stepping into the domain of civic education.

- Essay Competitions in EL and Democratic Governance.

- Voter Registration camps or innovative programmes for voter registration; a list of such programmes will be separately provided.

- Interactive School Visitor Programme

- Poster competitions

- Games, Puzzles, Cartoons, Scrabble, Pathfinders etc.

- Visitors including Elected Representatives, Election Officials; Interactions FAQ banks.

- Model Code of Conduct

- Mock Vote

- Engaging with nearby communities for EL programmes.

- Youth Parliaments and debates on relevant issues.

- Technology driven initiatives including Social media, Student Blogs.

Establish Electoral Literacy Clubs in schools/colleges and other educational institutions. Students will be enrolled as members. ELC will act as a hub of vibrant engagement of students in Electoral Literacy. Level of exposure in the ELC will be developed for students depending upon the level at which they are studying.

Separate Paper is under preparation for ELCs.

Step 4

Given the guiding factor of ECI's electoral resources, there may still be some areas which are not covered under Steps 1-3 ante. Further, the civic education component linked to the EL may have to be strengthened. Curriculum amendments will have to be shortlisted after the exercise under Steps 1-3 ante is completed. For illustration Corrupt practices; Model Code of Conduct; Dispute Resolution Mechanisms; Expenditure Control, etc.

CHAPTER 6

Electoral Literacy through Extracurricular Interventions

As per the report of MoHRD (Statistics of School Education 2011-12), there are 13.8 lakh schools (Primary-8.23 lakh; Upper Primary – 3.67 lakh; Secondary-1.23 lakh; Senior Secondary-66,917). 22.56 crore children are in Class I-X, and 24.33 crore total in Class I-XII, with a Gross Enrolment Ratio(GER) at 94.4 from Class I-X and 84.4 for Class I-XII. While in rural areas enrolment age may be later than urban areas, the class wise data reveals, enrolment at Class I is highest. After Class VIII, dropout increases drastically both in rural and urban schools, therefore basic electoral literacy should be imparted through between Class I-VIII.

As per the Census Data 2011, there are 30.52 crore children in the age-group 6-17 years with 22.17 crore in rural and 8.34 crore in urban areas. Of these 24.01 crore were enrolled in schools, with 17.14 crore in rural and 6.86 crore in urban. Census data reveals that the highest enrolment in school is in the 8-13 years both in rural and urban population. Of the 15.78 crore population in this age-group, 13.8 crore were enrolled in schools, i.e. 87.45%.

Census Data 2011 reveals that there are 9.68 crore children in the age-group 14-17 years with 6.84 crore in rural and 2.83 crore in urban areas. Of these 6.97 crore were enrolled in schools, with 4.76 crore in rural and 2.21 crore in urban.

To begin with, imparting electoral literacy through schools from Class IX-XII, would mean we cover minimum 72% of the population in this age-group. The 2.71 crore children in this age group outside the formal education system can be covered under community outreach.

There are 436 Universities (Central-40, State – 227, Deemed Univ-105, Institute of National Importance – 41) and 25,938 Colleges and 1914 Poytechnics. **1.6 crore youth in universities and colleges shall be covered.**

6.1. Through Extracurricular Interventions

Extracurricular interventions are aimed at engaging the youth for hands-on experience in electoral literacy so that they are at home with the conceptual framework and operational framework of the EL including facilitation for registration as a voter. As an outcome, the young people should be fully confident of the how, when, where, what and why of electoral participation. They should be able to understand the value of their vote, significance of sanctity and secrecy of their vote, confident of mature and ethical ballot decisions. They should become interested in participating for their first Ballot decision on an ethical note.

Culture of democracy and electoral participation flourishes when citizens are well informed about democratic principles and are able to translate that knowledge into action by engaging with institutions and other public structures; performing community service, and exercising leadership. It is necessary to focus on younger generation for civic education and electoral literacy leading to robust electoral participation as soon as they become eligible to vote.

It is imperative to inspire young voters and remove all barriers in educating and empowering them for electoral participation. It is necessary to bring young people to interaction, listen to their voice, engage them and encourage them to political dialogue with a focus on young and future voters. It is necessary to work on youth programs that foster an appreciation of citizens' rights and responsibilities in a pluralistic society and creates a culture of engagement especially for the young and future voters in their communities. Training, incentives, tools and opportunities for new voters to participate in elections and advocate for positive change within their communities needs to be encouraged and strengthened.

Democracy Clubs have been established in different countries of the world as an instrument of strengthening the democratic culture. Countries such as USA, UK, Bhutan (Democracy Clubs), Tunisia(Citizenship Clubs), Jordan (Crazy Boys Groups) and others have established Democracy Clubs or similar other groups to strengthen democratic culture amongst Young and Future Voters. Other countries such as Australia, Canada, New Zealand have invested heavily for engaging young and future voters in electoral participation through innovative engagement strategies. Young people have built networks and other public forums to discuss and debate issues of electoral relevance and importance. They acquire training for and serving as poll workers and election observers in their communities in order to uphold principles of free, fair, and transparent elections.

In India, we have rich democratic traditions and robust democratic institutions. Electoral Literacy has been a matter of attention for strengthening participation among young and future voters. In this context, while working on curriculum analysis, co curriculum and extracurricular interventions in voter education for empowering young and future voters, the concept of Electoral Literacy Clubs has emerged as an effective instrument of engaging young and future voters in educational institutions and communities not covered under schools. Brief Note on the ELC follows.

6.2. Electoral Literacy Clubs (ELCs)

ELCs are envisage to serve as a vibrant hub of Electoral Literacy direct interaction in education institutions in the country for strengthening electoral participation among young and future voters. Once the programme comes into operation, it has the potential of becoming largest electoral literacy experiment in the world with over a million ELCs in the Country. ELC may be called **'Chhatra Matdata Club'** for Hindi nomenclature; and the appropriate nomenclature as per regional languages may be worked out. The name for clubs outside schools and colleges may be suitably named.

6.2.1. For this purpose it is suggested to set up **Electoral Literacy Clubs (Future Voters) in each school**. The club will have representatives of the children from different classes as its members and may be run by an elected body from amongst the children of the school. Guidance and involvement of teachers especially those who have experience of election duties will be an important component. Voter Education resources for student and teachers will be provided online or through other means by the SVEEP Division of the Election Commission and its organizational structure in the States.

6.2.2. **Electoral Literacy Clubs (Young & New Voters) may be set up in colleges, university campuses** for engaging students in hands-on experience in electoral literacy. They shall be termed

ELC (New Voters) for Colleges and Universities. Campus Ambassadors may be integrated as an important part of ELC. NSS, NCC may also be linked to ELCs.

6.2.3. ELCs for Young Voters outside the formal education structures

ELCs may operate at Booth level to cover young people not covered under the formal education system and those linked to the adult education programmes. The ELCs catering to those outside the formal education structures may be Booth-centric in urban and rural areas of the country and may be named as per the name of the polling station or a group of polling stations. NYKS may be linked to ELCs.

The limits and boundaries as stated above will not bind the young and future voters in water tight compartments. Free interactions should help knowledge exchange and efficiency of learning from each other.

6.2.4. Voter Awareness Forums (VAFs) may operate in departments, private organizations and institutions to promote electoral awareness among employees

6.3. Activities in the ELCs

Based on an analysis of the good practices across the democracies of the world, the following activities are suggested for assignment to the ELC:

- Mock Vote
- Electoral Literacy weeks at the time of NVD.
- Debates, Essay Competitions in Electoral Literacy and Democratic Governance.
- Voter Registration camps or innovative programmes for voter registration; a list of such programmes will be separately provided.
- Interactive School Engagement Programme.
- Engaging with nearby communities for Electoral Literacy Programmes.
- Poster competitions.
- Games, Puzzles, Cartoons, Scrabble, Pathfinders etc.
- Visitors including Elected Representatives, Election Officials;
- Interactions, FAQ banks.
- Youth Parliaments and debates on relevant electoral participation issues.
- Technology driven initiatives including Social media, Student Blogs.
- Experiential learning
- Glossaries of Electoral Literacy.
- Any other activities as may be prescribed by the Election Commission.

The list of activities stated above is illustrative and will evolve with interaction and practice. It must

be mentioned that the activities for young people of different age will be determined in consultation with concerned stakeholders and experts. Activity design and structure will be prepared or will be arranged to be developed by the SVEEP Division of the ECI. **SVEEP Division will be the clearing house for any activities design and developed outside the ECI.**

The engagement as per requirements will be in local languages for effective interactions. The entire engagement will be non partisan and strictly neutral in nature with the sole objective of enhancing electoral participation amongst the young and future voters. The ELCs will also act as a catalyst for confident, informed and ethical electoral participation

6.4. Partnership Building

Partnerships shall be developed at different levels for organization, structure and operationalisation of the ELCs. Collaboration with CSOs should be encouraged in continuation of the existing practice under SVEEP within the parameters specified in the 'Framework of Engagement'.

6.5. Guidelines

Guidelines will be framed for the ELCs and detailed structure will be prepared for implementation

CHAPTER 7

Support Mechanisms and Frameworks

7.1. Structure & Framework

7.1.1. National Electoral Literacy Foundation

A National Electoral Literacy Foundation/Committee (NELF/NELC) may be set up at ECI. The Foundation may be headed by the DEC in charge of the SVEEP Division. He may be assisted by an advisory body comprised by representatives of concerned institutions/organizations and experts and such other persons as the Commission may direct. The NELF/NELC shall give recommendations to the Commission on various aspect of Electoral Literacy interventions including the following:

i)   Plan the Electoral Literacy interventions, both Scholastic and Non-Scholastic components.

ii)   Give suitable directions to the Central and State Boards, UGC etc on matters related to electoral literacy

iii)   Vet and clear all the EL related contents of the curricula under the State and Central Board of School Education.

iv)   Develop material including supplementary reading material, activities, games, teaching tools etc for electoral literacy.

v)   Engage expert agencies for developing content and tools for EL

vi)   Plan the pilot, roll out of the ELCs besides planning the structure of the ELC, the guidelines and basic activities of the ELC

vii)   Explore national level partnerships and collaborations with CSOs, Corporate Houses, PSUs, Departments, Schools for rolling out the ELCs in communities, Organisations, Departments and educational institutions.

viii)   Recommend financial assistance to CSOs, educational institutions for establishing ELCs

ix)   Quarterly review with State Committees on roll out of ELCs and other EL related interventions.

7.1.2 State Committees on EL (SCEL)

State Level Committees on EL were directed to be set up. It may be followed up. Headed by the CEO, with membership from the State Education Department, the Committee shall have the following role:

i)   The Committee shall supervise the roll out of the ELCs in the State

ii)   The Committee shall get the content and material provided by the ECI translated into the local language and also supplement it with state specific content

iii)   The Committee shall explore partnership and collaboration with CSOs, Corporate Houses, PSUs, Departments, Schools for rolling out the ELCs in communities, Organisations, Departments and educational institutions in the State.

iv)   Quarterly review with District Level Committees on roll out of ELCs and other EL related interventions.

7.1.3 District Committees on EL (DCEL)

District Level Committees on EL may be directed to be set up. Headed by the DEO, with members from the Education and related Departments, reputed CSOs and Academicians, the Committee shall have the following role:

i)   The Committee shall supervise the roll out of the ELCs in the District

ii)   The Committee shall supervise the integration of the Campus Ambassadors into the ELCs in Colleges and Universities.

iii)   The Committee shall facilitate the linkages between BLO and BAGs with the ELCs at the Community level.

iv)   The Committee shall supplement the content and material provided by the CEO with district specific content, wherever required

v)   The Committee shall explore partnership and collaboration with CSOs, Corporate Houses, PSUs, Departments, Schools for rolling out the ELCs in communities, organisations, departments and educational institutions in the district.

7.2   Dedicated Portal for EL and Delivery Mechanisms

The voter education and electoral literacy resources, as per the international practice, are parked in the websites of the EMBs. Australia, New Zealand, Canada, the USA, Kenya, Namibia and for that matter a number of other countries follow this practice. Resource relating to SVEEP are also located at the ECI website. Once the EL resources are developed and parked, the volume of content and traffic will substantially increase. In view of this, it would be appropriate that a dedicated portal under the ECI will be the repository of all the EL materials, tool kits, student-teacher EL resources and other resources for the EL. Possibility of partnerships/collaborations including the same with the existing Distance Learning Institutions may be explored. (**For Example, NIOS Website**)

The dedicated website can help in efficient delivery system for the VE and EL e resources. Process for due registration may be followed in such cases.

7.3   Media for Communication and Dissemination

7.3.1 Keeping in view the nature and significance of EL for strengthening of democratic polity, possibility of establishing a dedicated 'Nirvachan Channel' on Television/Internet should be explored. Accommodation of diversity of languages may be kept in view in the matter. This would help addressing large voter and future voter populations in an efficient manner.

7.3.2 In view of nature of the EL, imparting of EL in all regional languages will have to be covered. Therefore, FM radio channels like 'Gyanvani' would also be of help for coverage under local languages.

7.3.4 Appropriate Distance Learning Modules will have to be developed for the purpose.

7.3.5 One of the key media for dissemination can be through setting up of museums for electoral practices and democratic culture and heritage in each of the States besides one at the CEO Office, Delhi. The practice in Australian National Electoral Education Center has been inspiring to young and future voters.

7.4   Use of Modern Technology and New Media in EL

Modern Technology, New media and Social Media should be effectively utilized for efficient dissemination of information especially nearer to the elections. Appropriate control mechanisms must be engaged in use of such media.

7.5.   Organizational Support

The work relating to EL is bound to be heavy; therefore SVEEP Division will have to be suitably strengthened. CEO and DEO's office shall also require resources, both human and financial.

7.6   Budget

The entire work and its modalities are going to be heavy and supporting organizational structure is essential. Development of teaching and learning modules, their delivery system, and support to ELCs in whatever form required, stipulate suitable resource allocation. It is recommended that suitable budget support may be provided to support the entire EL programme as an investment for the Future Voters of the country.

Delivery Mechanisms

7.7   Collaborations

Collaboration framework and protocols will be developed and institutions of proven practice and excellence may be empanelled for collaborations. Institutional analysis and listing for their good work may be done in a continued manner. Existing collaborations may be seen for full exploitation. Collaboration with CSOs should be encouraged in continuation of the existing practice under SVEEP within the parameters specified in the 'Framework of Engagement'. Innovations such as Children's University of Gujarat etc. should be studied for developing attractive materials

7.8   Legislative Support

As such the ECI has plenary powers under extant Constitutional Provisions for supporting the EL programmes in pursuit of free and fair elections, universal adult suffrage. In many countries such as the US, Canada, Australia, Kenya and Namibia, enabling specific provisions relating to voter education have been incorporated in main electoral legislation.

CHAPTER 8

Summary of Recommendations & Conclusion

Young People, by the time they reach the age of voter registration and first ballot exercise, must be able to comfortably address the what, where, when, how and why of the electoral process and should be ready as confident voters by the time they attain the age of 18 years. The Electoral Literacy programme should, therefore, aim at empowering young people with the competencies of becoming informed and ethical voters able to take confident and rational ballot decisions.

8.1   EL Exposure and Early Participation

Keeping in view that the average age of secondary level students is 14+, timely and suitable exposure to substantive electoral literacy curriculum would get them ready as a confident voter by the time they reach 18. It is important to get young people to participate early so that they appreciate the importance and value of their vote and engaging in electoral participation in a responsible and ethical manner. Participation at the first one or two elections during the life of an elector helps inculcating the habit of voting and more likely participation in future elections.

8.1.1. Start EL at Young Age

Suitable exposure to substantive and well designed electoral literacy curriculum must start from an early age say 10+, (Class VI onwards only) as is being done in many countries of the world.

8.1.2. EL should be supported by the Civic Education

Evidence based on international practices from across the democracies suggests that electoral literacy supported by civic education, if introduced in an integrated manner at a young age, leads to confident, informed and ethical electoral participation.

8.2   Curriculum Analysis & Recommendations

Electoral Literacy is imparted to young people as a part of Social Studies, Civics courses in schools at Upper Primary and Secondary Level. At Senior Secondary Level, EL is covered under Political Science Curriculum. Detailed class wise, Chapter-wise study of all the books developed by NCERT and materials developed by NIOS besides curricula of CICSE has been done and analysis may be seen in Chapter 4.

8.2.1. National Curriculum Framework

The coverage under Curriculum Framework is inadequate for imparting electoral literacy supported by adequate civic education to Future Voters. It is just not adequate to prepare Young People as confident and informed voters for electoral participation. Policy interventions are required to rectify this inadequacy.

8.2.2   NCERT Text Books

There are wide gaps in the text when compared to the existing Curriculum Framework. The content of the texts, pictures and illustrations lack coherence in delivery of desired objectives of the existing curriculum. Co curriculum is weak and extra curriculum is either missing or negligible. The existing texts are inadequate for preparing Young People for informed and ethical electoral participation as they achieve the age of eligibility. Basics of EL have been found missing in the text and need

to be incorporated suitably. Attempt has been made through suggesting suitable co curriculum and extra-curriculum (to be qualified as Scholastic and Non Scholastic) for each chapter to rectify inadequacies. The Working Group has already made a beginning in this regard. Additional expertise or representation from experts, suitable educational institutions would be required in accomplishing this task in a time bound manner.

8.2.3 CISCE

CISCE develops books through external agencies. Schools are free to select the text books. Their curriculum content does cover Electoral Literacy to some extent. Coverage at Senior Secondary under Political Science syllabus is fairly good, but weak in co curriculum. Other streams have no EL content at Senior Secondary Level. A systematic approach is essential for developing the curriculum and content.

8.2.4 NIOS

The text and coverage under the materials prepared by NIOS makes a good reading but the texts suffer from some mistakes. Co curriculum, though relevant, is inadequate as we move up. Vetting by electoral experts coupled with suitable co-curriculum and extra-curriculum may make it an acceptable material for EL.

8.2.5 Senior Secondary Level in NCERT, CISCE and NIOS

At Senior Secondary level, electoral literacy is included only in Political Science streams that too in a limited manner. Students of other disciplines are deprived of EL completely despite constitutional obligations of universal adult suffrage. It is a void in the National Curriculum Framework that as the Young People are nearing the age of 18 and they need it the most, they are deprived of the requisite exposure to the EL to prepare them for electoral participation. This void needs to be filled with urgent strategic interventions.

8.2.6 State Boards

States have their own School Education Boards, Examination Boards and the variations in curriculum content in respect of civic and voter education may exist from state to state, though many of them adopt NCERT, CISCE or NIOS curriculum framework and content as such or with some customization. Some develop their own curriculum and content. ECI has already directed all the States that State Level Committees be set up. The progress of work in the states may be monitored on a periodic basis. A copy of the relevant contents of Chapter 3 after approval may be sent to the States for utilizing the same while working out the Electoral Literacy framework for their school.

8.2.7. Colleges & Universities

At the College and University levels (i) there is no coverage of EL excepting Political Science syllabi. (ii) EL course content coverage there under varies in different institutions (iii) Some have covered Electoral Literacy under Political Science in detail at Master's Level while others have covered the same at the undergraduate level also. Extracurricular engagement is missing even for those in Political Science discipline leave aside others. SVEEP has made inroads through its outreach in colleges and universities.

8.3 Recommendations on EL in Schools

8.3.1 Curriculum Analysis and recommendations as given in Chapter 4 should be shared with the MoHRD for correctional measures with the observation that the ECI should be consulted on all matters relating to Electoral Literacy.

8.3.2 The gaps in the curriculum, co curriculum and extra curriculum need to be addressed by MoHRD through inclusion of well designed Electoral Literacy Framework (scholastic and non scholastic).

8.3.3 A very careful exercise with the guidance and help of educational experts for proper distribution on principle of spiral effect and suitable exposure at different levels will have to be carried out.

8.3.4 Coverage and Content of Electoral Literacy for different classes and levels will have to be developed carefully with the guidance and help of the education experts. Supplementary reading materials should be developed by the Working Group.

8.3.5 The EL curriculum and content is dynamic in nature and as such, it would require continuous updating, upgradation and or revision in view of emerging challenges.

8.3.6 All electoral literacy has to be neutral and non partisan.

8.3.7 The expertise and knowledge on electoral matters and electoral practice vest with the Election Commission of India as per the provisions of the Constitution of India. Accordingly, all voter education or electoral literacy must flow from or must be cleared by the ECI for reason of its accuracy and elector and stakeholder confidence.

8.3.8 As an immediate strategic intervention, establishing Electoral Literacy Clubs ELCs in educational institutions would help in appropriate EL exposure through co-curriculum and extra-curriculum and engagement.

8.3.9 Teachers' Training would be one of the critical areas while establishing ELCs. Delivery mechanisms will have to be developed for students and teachers including resources and training of the teachers. Modules should be developed along with training of Master Trainers for maximizing the efficiency and efficacy of the system. Resource persons who have worked as Election Officials under the ECI directly or indirectly could be accredited for the purpose. It would be appropriate to conduct short online training courses in collaboration with ECI.

8.4.   Recommendations for EL at College and Universities

8.4.1 There has to be a uniformity of approach. Young people as they become 18 are all eligible to vote under principle of Universal Adult Suffrage irrespective of the discipline of their study and they all require requisite exposure to EL for confident, informed electoral participation.

8.4.2 As a long term measure, Policy Interventions are required for introducing suitable EL exposure uniformly to all Young People in colleges and universities and other educational institutions.

8.4.3 As an immediate strategic intervention, establishing ELCs in colleges, universities and other educational institutions would help in EL exposure through engagement. Suitable models for EL will be developed in-house by the ECI. EVM and VVPAT education besides ethical and informed voting shall be the cornerstone for ELC activities besides familarising the students with the electoral process.

8.4.4 Collaborations may be explored with key institutions such as UGC, IGNOU, 'Gyanvani' or work out communication on independent TV Channel. Existing collaborations if any, may be examined for exploiting full potential.

8.4.5 Teaching of Election Laws may be included in Law Courses. Election related laws should be a part of curriculum in the Law Courses of the Professional Educational Institutions.

8.5   Research to be Promoted

Research in electoral disciplines should be encouraged to assimilate innovation, technological integration in processes, elector confidence and international practice.

8.6   EL Framework: Nature and Scope

Having looked at the level of coverage of EL in educational institutions in the country and the imperative compulsion of preparing Young People as confident and informed Future Voters and to fulfill the constitutional obligation of uniform adult suffrage in letter and spirit, it is necessary to define the parameters of EL as has been done in many other democracies of the world. In this context, key fundamental aspects of Voter Education and Electoral Literacy have been defined in Chapter 3.

8.7   Electoral Literacy Clubs

Electoral Literacy Clubs may be one of the most effective, efficient, attractive and strategic platform for implementation of Electoral Literacy Programmes through engagement.

8.7.1. ELCs in Educational Institutions

ELCs may be established in all educational institutions in the States for exposure to EL through extra curriculum or engagement. Suitable vernacular name to the ELCs will be given and also suitable model will be developed for presenting to the State-Level Committees for customized adoption and implementation.

8.7.1.1 ELCs shall be established in Schools with focus on activities based learning. Interactive School Engagement (ISE) programme of the ECI shall be suitably integrated into the EL interventions through Schools.

8.7.1.2 ELCs may be set up in colleges, university campuses for engaging students in hands on experience in electoral literacy. They shall be termed ELC (New Voters) for Colleges and Universities. The 'Campus Ambassadors' may be integrated as an important part of the ELC. New Voters, collaborations with NSS, NCC, NYK etc may also be linked and integrated as far as possible.

8.7.2. ELCs in Communities

ELCs will also cover young people not covered under-the formal education system besides engaging the communities. Such ELCs will be Polling Station-centric. Under this, peer group effect would also be built in and may include even existing adult voters who are interested in EL. The BLO and Booth Awareness Groups (BAGs) may be integrated as an important part of the ELC. Suitable models for EL will be developed in house or with the help of experts. Existing partnerships will be carefully studied for developing this model.

8.7.3. **Voter Awareness Forums (VAFs) in Departments, private organizations and institutions**

to promote electoral awareness among employees. Induction as well as in-service training programmes in various departments and Ministries shall have a component on Electoral Literacy. Private organizations shall be asked to incorporate electoral literacy in their induction and various training programmes.

8.7.4. **The Conceptual Framework of the ELC** will be developed into a full Project Report once the proposal receives in principle approval, based on the details given in **Chapter 5 & 6**. The activities and tools shall be developed for the ELCs and the ELCs shall be provided budgetary support. ELC may be called 'Chhatra Matdata Club' for Hindi nomenclature; and the appropriate nomenclature as per regional languages may be worked out.

8.8 Support Mechanism and Framework

8.8.1 National Electoral Literacy Foundation/Committee, SCEL & DCEL

A National Electoral Literacy Foundation/Committee (NELF/NELC) may be set up to supervise and give recommendations to the Commission on various aspects of Electoral Literacy interventions.

State Level Committees on EL headed by the CEO, with membership from the State Education Department, the Committee shall supervise the EL interventions in the State

Similarly District level Committees headed by DEO shall coordinate and supervise the ELCs in the district.

The structures and role of the Committee shall be as detailed out in Chapter 7.

8.8.2 Dedicated Portal for EL and Delivery Mechanisms

The portal will be the repository of all the EL materials, tool kits, Student, Teacher EL Resources and other resources for the EL. Possibility of partnerships/collaborations including the same with the existing Distance Learning Institutions may be explored.

8.8.3 Media for Communication and Dissemination

'Nirvachan Channel' on Television/Internet shall be explored besides utilizing existing channels of Doordarshan and FM radio channels, Community Radio etc for imparting electoral literacy. Appropriate Distance Learning Modules will have to be developed for the purpose.

8.8.4 Use of Modern Technology and New Media in EL

Modern Technology, New media and Social Media should be effectively utilized for efficient dissemination of information especially nearer to the elections. Appropriate control mechanisms must be engaged in use of such media.

8.8.5 Electoral Museum

Museums for electoral practices and democratic culture and heritage in each of the States may be explored besides one at the CEO office at Delhi.

8.8.6 Collaborations

Collaboration framework and protocols will be developed and institutions of proven practice and excellence may be empanelled for collaborations. Institutional analysis and listing for their good work may be done in a continued manner. Existing collaborations may be seen for full exploitation.

Innovations such as Children's University of Gujarat etc. should be studied for developing attractive materials

Possibility of partnership with NIOS may be examined in the light of their existing infrastructure and the fact that their EL materials, once vetted by the electoral experts make fairly suitable materials for ELCs. Partnership with NLMA also may be looked at while examining this.

8.8.7 Budget

The entire work and its modalities are going to be heavy and supporting organizational structure is essential. Development of teaching and learning modules, their delivery system, and support to ELCs in whatever form required, stipulate suitable resource allocation. It is recommended that suitable budget support may be provided to support the entire EL programme as an investment for the Future Voters of the country.

8.8.8 Legislative Support

ECI has plenary powers under extant Constitutional Provisions for supporting the EL programmes in pursuit of free and fair elections, universal adult suffrage. However, if felt necessary, a suitable enabling legislation may be developed.

8.9 Research Study and Impact Assessment

A study shall be taken up to evaluate the ELC Project, in terms of Impact, Effectiveness and Efficiency for mid-term course correction and future strategies. An institute of national repute may immediately be taken on board to identify the parameters for evaluating the project in consultation with ECI, and draw out an evaluation methodology for concurrent evaluation of the project.

8.10 Timelines

The NELF, SCEL and DCEL shall be established and functional by September 2017. The curriculum correction by the MoHRD shall be pursued with. Meanwhile the preparation of the material and tools for the ELCs shall be completed by December 2017, followed by roll out of ELCs. The preparation shall include the designing of the material as well as pilot testing of the content with the target audience and subsequent modification.

The first batch of ELCs may be rolled out in identified Higher Secondary Government and Private schools, as identified by the NELF/SCEL and DCEL. Simultaneous translation and adaptation of the content shall be carried out by CEOs.

8.11 Conclusion

Mainstreaming of electoral literacy is a mammoth task going by the sheer scale of the numbers expected to be covered under this initiative. Partnerships and Collaborations shall be the main bulwark for implementing this vision. The final outcome expected from this unprecedented exercise is a confident and informed young electorate who appreciates the importance of engaging in the electoral process in a responsible and ethical manner and inculcates the habit of voting in the elections.

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