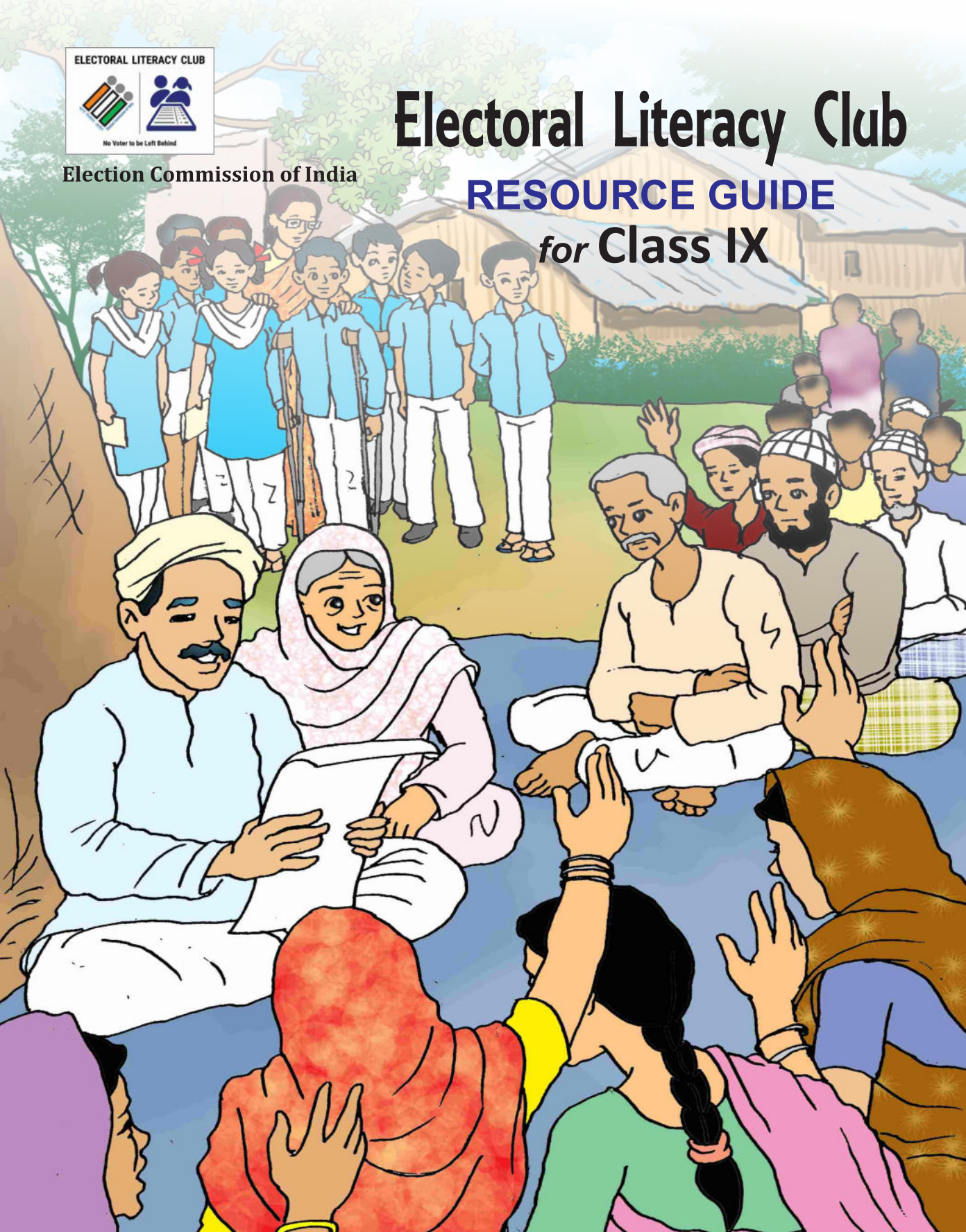


Election Commission of India

# Electoral Literacy Club

## RESOURCE GUIDE for Class IX







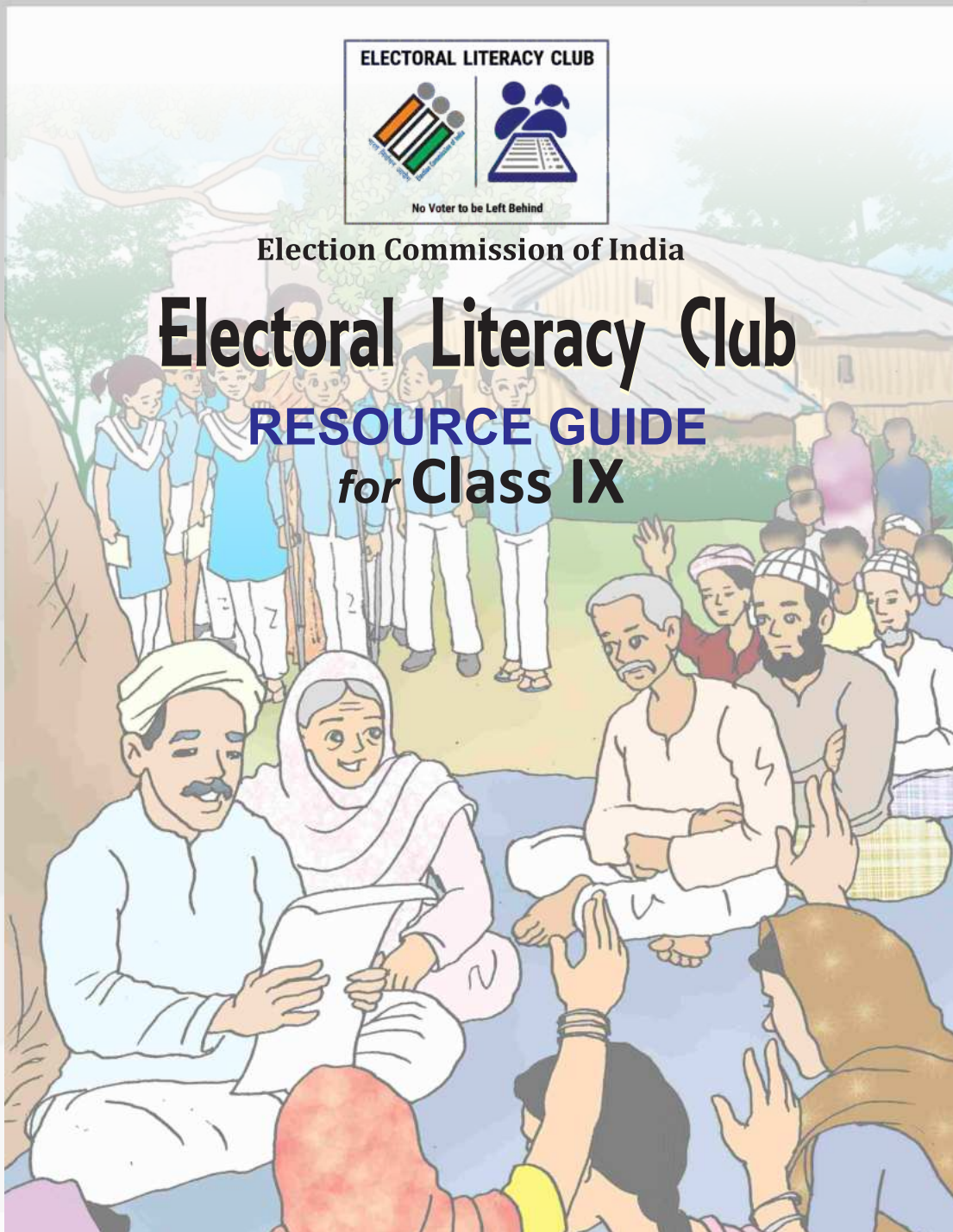


Election Commission of India

# Electoral Literacy Club

## RESOURCE GUIDE

### for Class IX



## FOREWORD

This Resource Guide comprises of detailed description of the activities to be conducted in the Electoral Literacy Clubs for Class IX. The Resource Guide carries instructions for the execution of the activities which have been carefully designed keeping in mind the messages of electoral education that the Election Commission of India wants to impart to 14-15 year old students, and therefore serves as a **Guide or Manual for the ELC Convener**.

Club Conveners and Nodal Officers are encouraged to conduct all or as many activities from this Resource Guide and also to adapt these activities in a manner to get the message across to their students. However, these activities for Class IX must focus on accomplishing the following Learning Outcomes by the end of the academic year –

1. Students must understand the concepts of representative democracy, elections, voting and realize the value of a vote
2. Students must understand the eligibility criteria for becoming a voter in India
3. Students must get familiar with the process of registration (Form 6, documents required, online registration method)
4. Students must recognize the role of a Booth Level Officer (BLO) who is the first point of contact with a voter and guides him/her through the registration
5. Students must gain a basic familiarization of the scenario inside a polling booth





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## 1. Introduction

Electoral Literacy Clubs are being set up in the country to promote electoral literacy in all age groups of the Indian citizens through engaging and interesting activities and hands-on experience but in a neutral and non-partisan manner.

Electoral Literacy Clubs are especially being set up in Secondary and Senior Secondary Schools all across India targeting the future voters (in the age-group of 14-17 years) studying in Class IX-XII. These shall be called ELC Future Voters.

The club will have all of the students from Class IX, X, XI and XII as its members. The following sections will discuss in detail how the ELC will be set up, who will be its participants, convener, where and how it will be conducted and what activities it will include.

## 2. Objectives

The objectives of Electoral Literacy Clubs are as follows-

- i) To educate the target population about voter registration, electoral process and related matters through hands on experience;
- ii) To familiarize participants about EVM and VVPAT and educate them about robustness of EVM and integrity of the electoral process using EVMs;
- iii) To help the target audience to understand the value of their vote and exercise their right of suffrage in a confident, comfortable and ethical manner;
- iv) To harness the potential of ELC members for carrying the electoral literacy to the communities;
- v) To facilitate voter registration for its members as they achieve the age of 18;
- vi) To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principles '*Every Vote Counts*' and '*No Voter to be Left Behind*'.





### 3. Structure

ELC shall be for each Class and Section. While the Electoral Literacy Clubs for each school grade will be different and consist of a set of activities unique to that particular grade, the activities for different Sections at each grade shall remain the same. The ELC shall conduct activity class wise in a scheduled class/session. All the students of the class shall be the members of the Electoral Literacy Club.

### 4. Members & Executive Committee

Students may be encouraged to run the ELC through an elected body of Executive Committee with elected representatives from each of the Sections. The elected representatives, under the guidance, consultation and supervision of the Nodal Officer of the School, will be responsible for organizing the activities of the ELC.

Alternatively, the School may conduct the activities through teachers who will involve the class students.

### 5. Nodal Officer & Duties

One or two teachers from the Humanities Department of the school will act as the Nodal Officers for the ELC. They will also act as Mentors for the respective ELC. The teachers with election duty experience should be given preference for this work. Their role will focus on:

- (i) Coordinating with formation prescribed by the District Election Officer for receipt of Electoral Literacy engagement resources. Electoral Literacy Resources for Students and Teachers will be provided online or other means by the District Election Officer.
- (ii) Facilitating training of teachers who will be conducting the ELC activities in the school on specific Resources/Tools.
- (iii) Guiding the teachers for conduct of the ELC activities.
- (iv) Organizing utilization of EL engagement resources for engaging with Future Voters for skill development through hands on experience.



- (v) Attempt generating new resources and forward the same to the District Election Officer.
- (vi) Develop a calendar of activities for the year in consultation with the Students /Executive Committee.
- (vii) Facilitate the enrolment of the students of Class XII when they become eligible.

**Note-** *Nodal Officer will be free to engage the Executive Committee Members in the operations of the ELC.*

## 6. Convener

There would be a teacher for each class who will conduct the ELC activity. Alternately, there may be a group of teachers who may conduct the ELCs of various classes. The training of the teachers shall be taken up by the Nodal Officer. The teachers shall be guided by the Nodal Officer in the conduct of the ELC activities. A balance between male and female conveners may be appropriately maintained.

## 7. Venue

Respective Classrooms shall be the venue of most ELC activities. Some activities shall however be conducted in the School Auditorium or in the School Sports Grounds.

## 8. ELC Sessions

There shall be activity based sessions and some activities shall be conducted for more than one ELC together. Different ELC levels shall have separate activities and hence hours/sessions earmarked for them shall range between a total of 6-8 hours of classroom sessions in an academic year.

## 9. Proposed Schedule of Activities

Following is a proposed schedule of the order of activities in which the ELC shall be conducted-



Month	Activity	Duration
Round the Year	ELC Wall Magazine	60 minutes class discussion on layout
April	Nirvachitra-Film Show	45 minutes
May	Card Game on Voting	45 minutes
November	Visit to Gram Panchayat	Half Day for Field Visit 45 minutes for post visit activity (same day or next day)
December	School Play	<b>Preparation</b> 30 minutes class discussion and practice (Performance in School Annual Day or National Voters' Day)
Total		3 hours approx (plus field visit)

## 10. Activities

This Electoral Literacy Guide Book for **Class IX** comprises a detailed description of six activities and their conduct. Of these, the Wall Magazine activity will be a monthly feature to be conducted by the club. It is not compulsory to conduct all activities. Activities may be scheduled depending upon the availability of time.

## 11. Session Structure

Every ELC is encouraged to follow the given session structure –

**Assembly** – The ELC members will greet each other as they assemble at the venue. The Convener will then take 5- 10 minutes to recapitulate the experiences and learning of the previous session.





**Activity Conduct** – The activity decided for the session shall be conducted by the Convener who must come prepared and ensure that the session duration is not exceeded.

**3-2-1 Summary and Recall** – All activities must follow this recall method. The Convener will randomly ask different ELC members the following:

- 3 things that they learnt today
- 2 things that they are going to keep in mind
- 1 thing they need to know more about (there students can ask questions related to the activity).

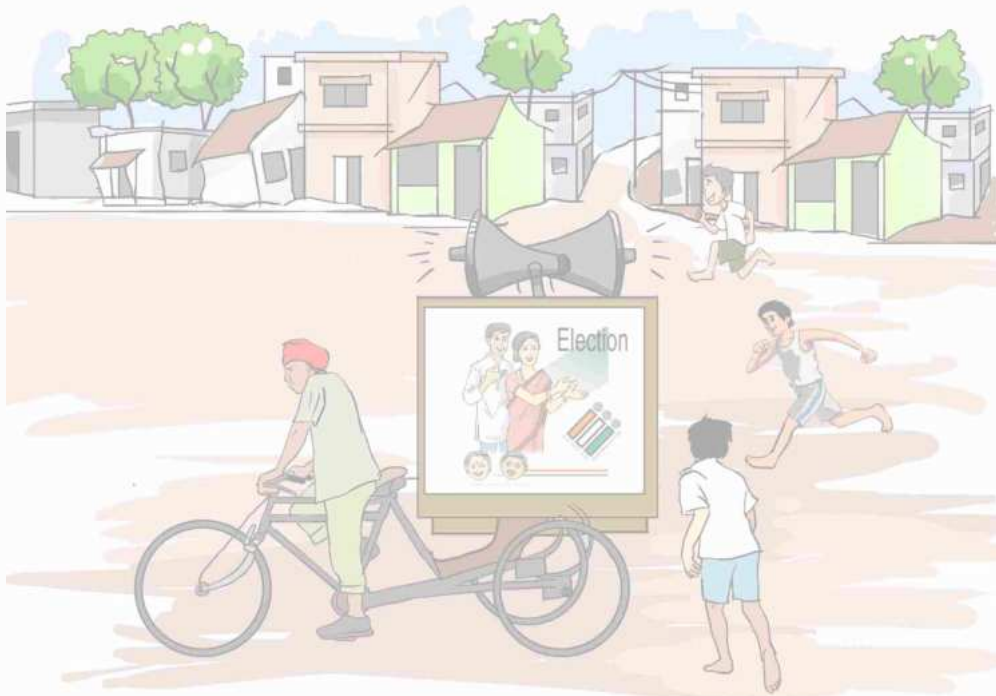
## 12. Accessible ELC

The ELCs will be an inclusive club that must make every attempt to ensure the participation of students with disabilities.

- The Convener shall make efforts to promote inclusion and sensitize members about the same.
- Try to ensure that the venue for ELC activity is easily accessible.
- If a student with hearing impairment is attending the meeting, a sign language interpreter should be made available for their convenience (the interpreter can be a companion that the student already has).
- Any activity conducted in the club should not leave behind students with disabilities.



## 13. ACTIVITIES WITH INSTRUCTIONS



## Activity: ELC Wall Magazine

### Overview

The idea behind a Wall Magazine is to create and share electoral literacy information in an interesting, creative and engaging manner and encourage participation from all students.

For this purpose the Wall in a prominent part of the school would be used. This shall be called the **ELC Wall**. The Wall will display various contents related to electoral literacy which can be pasted or pinned or even painted, if allowed.

School Administration shall allot a wall space or display board in the identified school corridor. The theme of the Wall Magazine shall keep changing every month.

### Resources

Sample Wall Magazine ( page number 24 & 25)

### Method

1. Various sections of class IX will take turns to manage the wall magazine for the month. For example, the first Wall Magazine will be made by class IX section A, the second by section B and so on. A representative of the previous section will hand over the responsibility of the Wall Magazine to the next section.
2. The Wall Magazine shall invite contribution from students of all classes in the form of essays, poems, drawings, letters, word games etc. It shall carry important announcements regarding major ELC activities being conducted in the month.
3. The theme of the Wall Magazine will keep changing every month. The contents of the Wall Magazine will be related to this theme.
4. The contents within the theme shall be changed weekly or fortnightly depending upon the quantity of contribution from the students.
5. Students can seek help of senior classes for creating the contents of the Wall Magazine.
6. The Wall will be divided into four major sections.





TOPIC	
<p><b><u>Section 1</u></b></p> <p>It will feature a glossary of election related terms and fundamental dicta or facts related to the theme.</p> <p>Dicta must comprise 2-3 short but important statement/ pieces of information/facts related to the theme.</p>	<p><b><u>Section 2</u></b></p> <p>It will feature contribution by the students on the current Theme, which shall be based on various aspects of the election process. These stories shall be developed by the students themselves and depicted in form of illustration. Alternatively, this section can showcase theme related election stories which can be picked from the <i>Belief in the Ballot</i>.</p>
<p><b><u>Section 3</u></b></p> <p>It will invite responses from the students on questions related to the theme such as 'are you a voter?', 'if not what to do for becoming a voter?' etc. and space shall be provided to the students to respond in the same section. Along with this, part of the section will be left blank to give the students some space to write comments or pose questions.</p>	<p><b><u>Section 4</u></b></p> <p>This Section will consist of announcements and descriptions of major activities to be carried out by the ELC.</p> <p>A part of this section will be left blank to give the viewer some space to pose questions.</p> <p>District Contact Centre No. (Election) shall be prominently displayed.</p>

## Timeline

The Wall Magazine will be created within the first week of every month by the ELC members.

## The First Wall Magazine

The first Wall Magazine should preferably be about the School Council Elections, if the school organizes one.



## Themes for Wall Magazine

Following are a list of themes and possible sub-themes for the wall magazine –

- 1) Democracy: The Government of the People, by the People, for the People
- 2) My Vote is My Right
  - The value of a vote
- 3) Inclusive Elections: Every Vote Counts the Same
- 4) Getting Registered
  - 18 years - the age of eligibility
  - Voters' List
- 5) Voter Card/My EPIC (Electors Photo Identity Card)
- 6) Who all can contest an Election?
  - Eligibility
  - Steps to become a Candidate
- 7) Ethical and Informed Voting
  - Do's and Don'ts in Election Campaign
  - Model Code of Conduct; whom to report malpractices by candidates
- 8) Electronic Voting Machine(EVM) and VVPAT(Voter Verifiable Paper Audit Trail)
  - Secrecy of Vote
  - Integrity of the Election Process through use of EVM/VVPAT
- 9) NOTA
  - When to use NOTA (None Of The Above)
  - Knowing the essential information of your candidate
- 10) Election Commission vs. State Election Commission/NVD Under the Wall Magazine various activities for the school may be conducted by the ELC of Class IX with the help of school authorities and respective societies/clubs on the running topic e.g. Debate Competitions, Essay Writing Competitions, Drawing Competitions, Song Writing Contest, Story Writing Contest, Quiz Contest, Collage Making Contest, Run for Democracy and Sports Contest.



## Activity: Nirvachitra – Film Show

### Overview

Introducing the electoral process and procedures through an engaging film/flipchart and thereafter using posters for information dissemination.

### Learning Outcomes

Post the completion of the activity, the students must -

- i) Know that 18 years is the age of eligibility to become a voter
- ii) Get familiar with the process of registration as a voter
- iii) Realize the value of a vote
- iv) Recognize the role of a Booth Level Officer who is the first point of contact with a voter and guides him/her through the electoral process

### Resources

- i) *Mast Dosti Matdaan* (Animated short film-12 minutes)
- ii) *Abhay and Abha* –Picture Book
- iii) *Loktantra Express* – Audio Story
- iv) Flip Chart on Registration & Voting

*Note-The picture book, audio story and flip chart maybe used as alternative resources if the film screening is not possible.*

### Material Required

- i) Screen, Projector, Laptop and Speakers
- ii) Notebook and Pen for each student
- iii) Chart Paper and Bold Markers

**Duration:** 45 minutes

**Timeline:** First week of April





## Method

1. Before the film screening/flip chart display, the Convener will engage the students in a short, informal discussion on elections and participation, with the aim to familiarize them with the topic of voter registration and briefly gauge the existing perceptions of the students.
2. The Convener can start by asking –
  - Who is the Prime Minister of India?
  - Do you know how he became the Prime Minister?
  - What is a democracy?
  - Why is democracy such a popular form of governance?
  - How can every voice be heard in a democracy?(elected representatives)
  - How do we choose our representatives in a democracy? (elections)
  - What is the instrument of making our voice heard? (a vote)
  - Do you think elections are important? Why is your vote important?
3. The Convener must now talk about the 14-17 age group comprising young and future voters of India and emphasize on how important it is for each and every one of them to vote when they turn 18.
4. Convener must then ask the ELC students if they are prepared to vote.
5. The Convener may leave the question hanging and proceed to show the film. Where the film cannot be screened, the facilitator may show the flip chart/picture book or play the audio story.
6. The class then delves in the larger debate around the importance of vote. The learners are prompted to recall their first memories of an actual election held in their vicinity irrespective of their parents/guardians/relatives/neighbors' participation.



7. The students are then provided with chart paper and colours and are asked to **make a poster** on either the most important takeaway of the film according to them or on importance of elections and voting.
8. The Convener will collect the posters and store it in a safe place. The posters must be carefully stored and can be used to decorate the future ELC venues or utilized for an exhibition in the school put up on the National Voters' Day.
9. Conduct a 3-2-1 Summary and Recall activity as described on page number 9.



## Activity: Card Game on Registration & Voting Vigilant Voter

### Overview

The card game takes the players through the process of enrolment as an elector and voting in an election. It can be played by 2-6 players per set.

### Learning Outcomes

Post the completion of the activity, the students must -

- i) Be aware of the eligibility criteria to become a voter
- ii) Get familiar with the process of registration as a voter
- iii) Get familiar with the scenario inside a Polling Station

### Resources:

- i) Card Game (4-5 sets as per class strength)

**Duration:** 30 minutes

**Timeline:** First week of May

### Method

1. This game can be played by students without any facilitation and guidance.
2. Instructions come with the game and can be played anytime by the students.
3. Class can break into 4-5 groups and each group can use one set of cards.
4. Post the game; facilitator can invite an informal discussion on the various aspects of the registration and voting.
5. Members can discuss if they want to include any of the prescribed process and eligibility requirements in the School Council Elections (if the school organizes one).
6. Conduct a 3-2-1 Summary and Recall activity as described on page number 9.



## Activity: Visit to Gram Panchayat/Gram Sabha/ Local Legislative Body

### Overview

The activity is aimed to let the students have first-hand experience of the representative nature of democracy in a close rural setting by observing a *Gram Panchayat* session. It is expected that this will help the members realize the importance of elections and voting.

### Learning Outcomes

Post the completion of the activity, the students must -

- i) Understand the importance of elections: the medium of choosing our representatives
- ii) Understand the election process of *Gram Panchayat/ Sabha/ Local Legislative Body*
- iii) Understand what is Representative Democracy after observing it in action

### Resources

- i) Reference paper on *Gram Panchayat* (on page number 26)
- ii) Format of Comic Making (on page number 29)

### Materials Required

- i) Notebook and Pen
- ii) Camera for Photo Documentation (optional)
- iii) Chart Paper and Bold Markers

### Preparation

- i) School to coordinate with nearby *Panchayat* for a visit. Alternatively, the field visit can be for any other local legislative body.
- ii) Escorting teaching staff and transport to be pre-arranged by the school for the visit.



**Duration:** Half day for field visit

**Timeline:** As per the schedule of the nearest *Gram Panchayat*

### Method

1. Before the field visit, Convener to brief the students and revisit the concept and functioning of local *Panchayat*, which has been taught in Social Studies in previous grades. Students to be also briefed about their conduct during the visit; students to carry their ID cards and escorted by a teacher.
2. During the visit, students observe the proceedings of the *Gram Panchayat/Gram Sabha*. Students also interact with the *Gram Panchayat* members.
3. Students should make the following observations:
  - a. Size and composition of *Panchayat* (Number of female and male members; other reservations if any)
  - b. Role of *Gram Panchayat/Sabha*
  - c. Election Schedule and term of the current *Gram Panchayat*
  - d. Roles and responsibilities of members of *Panchayat* and their educational background
  - e. Roles and responsibilities of government appointed officials
  - f. Issues being discussed
4. Students should also have a look at the *Gram Panchayat's* voters' list register.
5. Students write a report/diary entry on their visit to *Panchayat*.

### Post Visit Discussion

1. The learners are prompted to recall their memories of the *Gram Panchayat* visit. The convener asks for a few volunteers for a role play activity.





2. The volunteers may take 10 minutes to discuss and then execute a re-enactment of what they observed in the *Gram Panchayat*.
3. The convener then invites students to share their experience through a **comic drawing activity**.
4. The class will be given chart paper and bold markers to draw a one page comic based on their observance of the *Gram Panchayat*. The comic can either depict the participation in the *Gram Panchayat*, its importance or any other observance that the students might have from their visit. The format of the comic is provided in the resources.
5. Post the completion of the comic making activity, the various comics can be displayed to other students through notice boards and also be used as voter motivation content to be displayed during School Council Elections.
6. Through this process, the convener must help the students realize the importance of the *Gram Panchayat* meeting – how it is a platform for people's representatives to voice the concerns of the people.
7. Take the discussion forward to a state and national level and tell the students about how every vote is a voice that shapes the future of the country.
8. Conduct a 3-2-1 Summary and Recall activity as described on page number 9.



# Activity for National Voters' Day: School Play

## Overview

The aim is to involve the students in an interactive activity that educates them about some aspect of voting in elections as well as spread the messages through their performance. The school play will be performed in the spirit of celebrating the National Voters' Day.

## Learning Outcomes

Dependent on the topic chosen

## Suggested Topics

- i) Universal Adult Franchise– India's struggle to bring the vote to its every eligible citizen
- ii) Every Vote Counts
- iii) Voting – My Right, My Duty

## Resources

- i) Sentinels of Democracy
- ii) Belief in the Ballot

## Material Required

- i) Script of the Play

## Preparations

The students will prepare a script of their own on one of the topics suggested above and prepare the same either in the timings allotted for ELC activities or in free periods of school time-table.

**Duration:** Presentation time may be 20-30 minutes.



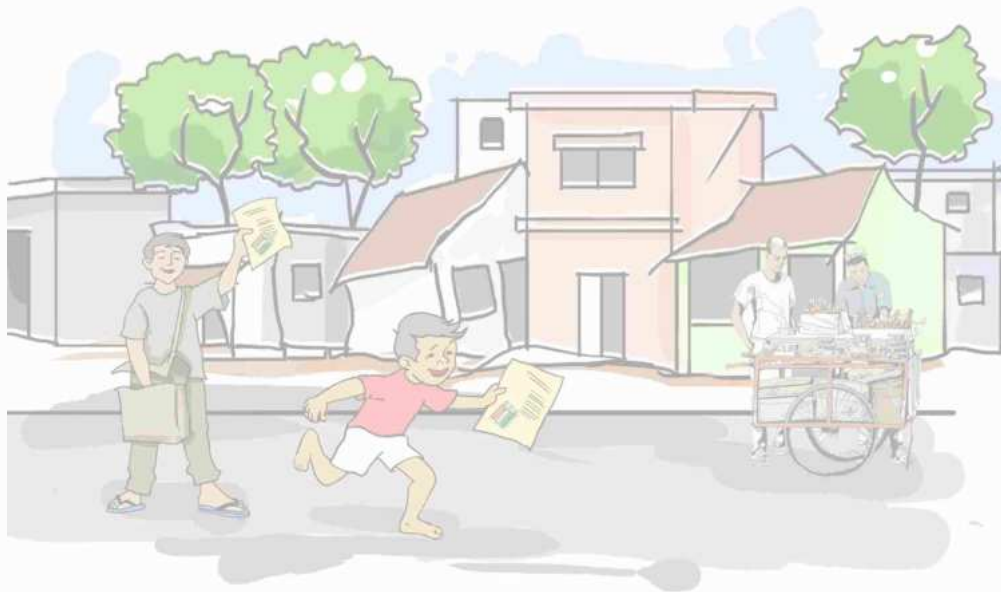
**Timeline:** This can be done either on the NVD or the annual day function as part of the cultural programme.

## Method

1. The students will audition for various roles in the play. The date and time for the same will be decided by the facilitator.
2. The facilitator, based on auditions will allot the roles to the students.
3. Students will perform the play in front of the entire school.



## 14. RESOURCES FOR ACTIVITIES



Resource

## ELC Wall : Sample Illustration for Wall Magazine sample- 1

### Topic - Democracy

- Democracy: a Government of the People, by the People and for the People.
- The people choose their representatives by voting in elections



Q.) What is the eligibility criteria of becoming a voter in India?

टटटटानक  
वृक्षक  
| वृक्ष  
|| बव ||

टटटटानक  
वृक्षक  
| वृक्ष  
|| बव ||

टटटटानक  
वृक्षक  
| वृक्ष  
|| बव ||

**Note –** (All content of the wall magazine will be created and managed by the ELC members of Class IX. Members of Class X, XI and XII shall contribute in the creation of content)



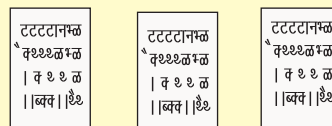
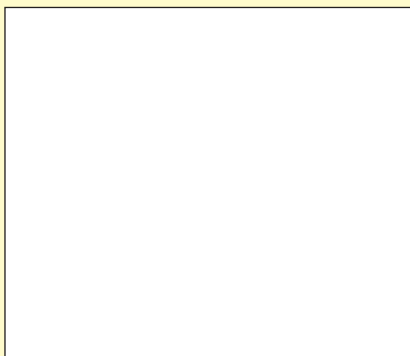
## ELC Wall : Sample Illustration for Wall Magazine sample- 2

### Topic - Getting Registered

- Eligibility for getting registered or enrolled on voter list-18 years
- Crucial date of eligibility (the date from which the eligibility is calculated) is 1<sup>st</sup> of January of current year.
- Form for enrollment- Form 6
- [www.nvsp.in](http://www.nvsp.in) for online registration, downloading forms etc



Q.) What form is required to be filled by overseas Indian citizens to get enrolled?



**Note –** (All content of the wall magazine will be created and managed by the ELC members of Class IX. Members of Class X, XI and XII shall contribute in the creation of content)



Resource

## Visit to Gram Panchayat

**Context:** The 73rd Constitutional Amendment in 1992 introduced Part IX to the Constitution of India which provides for a 3-tier system of *Panchayati Raj* in every State of India:

- *Gram Panchayat* at village level
- District *Panchayat* at district level
- Intermediate *Panchayat* at sub-district level at present in States/ Union Territories with population less than 2 million)

It also creates a provision for a *Gram Panchayat* General assembly of registered voters who reside within the area of *Gram Panchayat* constituency as a forum for direct participation of villagers in local governance *Gram Sabha* elects the representatives for the *Gram Panchayat*.

The minimum age for a person to contest in the *Panchayat* elections is 21 years and the fixed term for a *Panchayat* is 5 years seats are reserved for SC and ST candidates in proportion to their share of population and minimum 33.3% seats are reserved for women. The State Election Commission is responsible for conducting direct elections for all members of *Panchayat*.

*Sarpanch* is the head of the *Gram Panchayat* and is elected among the elected members in the first meeting of the *Gram Panchayat*. The chairpersons at district and sub district levels are indirectly elected among the elected members.

The roles and responsibilities of *Gram Panchayat* vary across different states broadly, *Panchayat* prepares plans for socioeconomic development for their respective constituency and also implements them. To facilitate this, States are supposed to designate powers to *Panchayats* and also make monetary funds available for completing these projects as per State Finance Commissions' recommendations.



*Resource*

Some of the function of a *Gram Panchayat* include:

- Implementation of Welfare Plans
- Social Justice and Development
- Women Empowerment
- Economic Development
- Development of Infrastructure such as Roads, Waterways, etc
- Ensuring Social Justice
- Making arrangement for Drinking Water
- Improvement in Agricultural Methods
- Development of Improved Irrigation Methods
- Development of Small Scale, Cottage and Food-Processing Units
- Eradication of Poverty
- Making arrangement for Elementary and Secondary Education facilities for Rural Children
- Fight Illiteracy and Encourage Adults to learn to Read and Write
- Improvement in Hygiene and Sanitation, etc



### Resource

The *Gram Panchayat* also has a Secretary (*Gram Sevak*) who is appointed by the government. The Secretary is responsible for calling the meeting of the *Gram Panchayat* and keeping a record of the proceedings. Several rules and regulations are decided by the State Legislature and can vary from State to State.

### Timeline of evolution of *Gram Panchayat*-

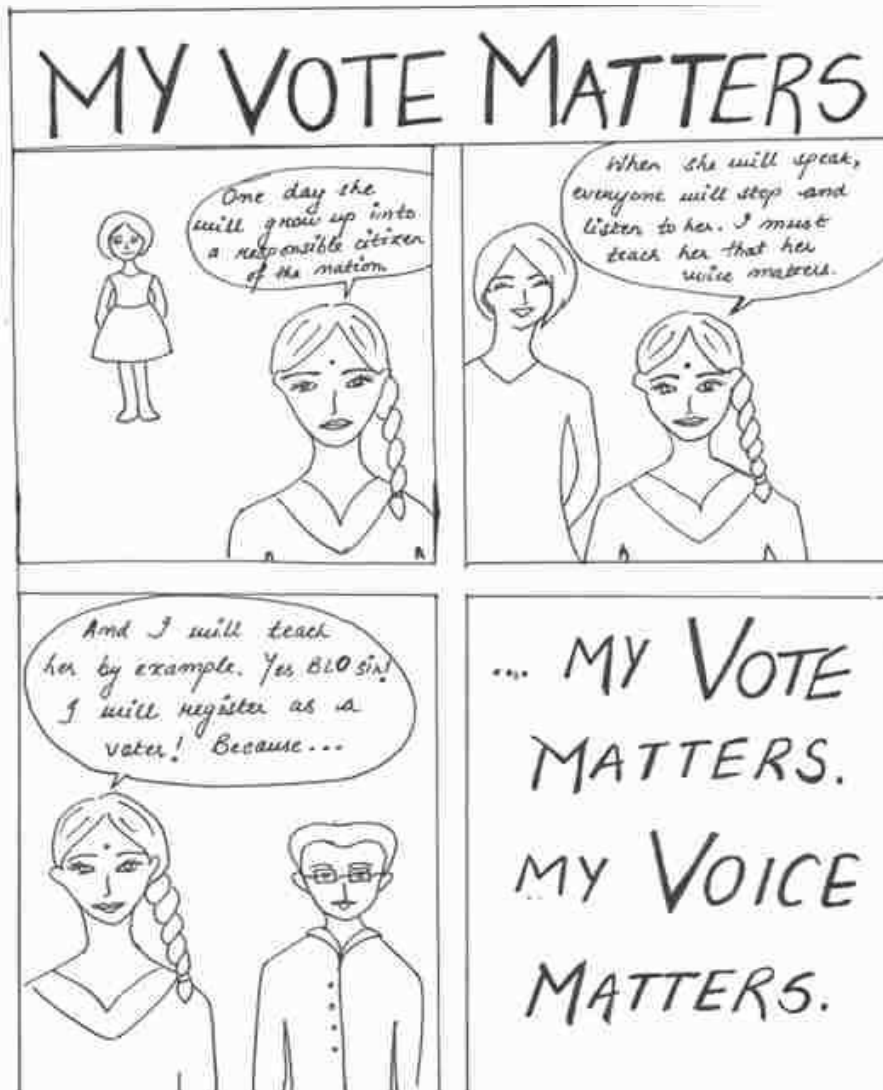
1. 1948-49: Constituent Assembly debates on the role of *Panchayati Raj* in Indian politics.
2. 1950: The Constitution of India comes into force on January 26. Directive Principles of State Policy mention village *Panchayats* as 'Units of Self-Government' (Art.40).
3. 1957: Balwantrai Mehta Committee, appointed in January, submits its report on November 24. Recommended establishment of 'Democratic Decentralization' which was eventually called '*Panchayati Raj*'.
4. 1958-60: Several state governments enact new *Panchayat Acts* bringing in three-tier *Panchayat* system.
5. 1978: *Panchayat* elections are held in West Bengal on party basis marking the beginning of second generation of *Panchayati Raj* Institutions. Ashoka Mehta Committee on working of *Panchayats* appointed.
6. 1991: 73<sup>rd</sup> (*Panchayats*) and 74<sup>th</sup> (Municipality) Amendment Bills introduced in the Parliament.
7. 1993: 73<sup>rd</sup> Amendment Act, 1992 comes into force on April 24. 74<sup>th</sup> Amendment Act, 1992 comes into force on June 1
8. 1993-94: All State governments pass Conformity Acts between May 30, 1993 and April 23, 1994



Resource

## Comic Making- Post Visit to Gram Panchayat

With the following as a reference point, the learners are asked to depict their stories in a comic format.





## Resource

The step by step guide of the same is given below –

1. The students are asked to convert their idea into a short story and imagine four scenes of their story.
2. Students to identify the characters in the story and the background of the scene.
3. Students to write a dialogue for each of the identified character.
4. They will make a rough drawing of each scene in their notebook.
5. Students are then provided with an A-4 sheet to be divided into four quadrants.
6. The learners are then asked to depict their stories in a comic format as shown in figure.

COMIC TITLE	
<b>Frame 1:</b> Introduce the topic and/or characters of your comic in this frame.	<b>Frame 2:</b> Depict the problem/issue that you want to discuss through your characters in this frame.
<b>Frame 3:</b> Provide a solution to the stated problem in this frame.	<b>Frame 4:</b> Give your Key Message/Punch Line/Parting Message in this frame.

## Abbreviations & Glossary

1. **BLO: Booth Level Officer** – is a local Government/Semi-Government official, familiar with the local electors and is generally a voter in the same polling area. S/he assists in updating the roll using his/her local knowledge. He, under the overall supervision of Electoral Registration Officer, is responsible for field verification, collection of information/data regarding electors and preparation of electoral roll or a part of it in respect of the polling area assigned to him.
2. **CEO: Chief Electoral Officer** – an officer of the Government designated by the Election Commission of India for superintendence, direction and control of elections and who shall also supervise the preparation, revision and correction of electoral rolls in the State.
3. **Constituency** – an area whose voters elect a representative to a legislative body.
4. **DEO: District Election Officer** – the Election Commission of India designates the head of district administration, (the Collector, Deputy Commissioner or District Magistrate) as District Election Officer of the district concerned. Working under the directions of the Chief Electoral Officer, the District Election Officer supervises all work in the district or in the area within his jurisdiction in connection with the preparation and revision of the electoral rolls for all Parliamentary, Assembly and Council Constituencies within the district. District Election Officer is responsible for providing polling stations, the publication of the list of polling stations and for providing the polling staff at elections.
5. **Election** – a formal decision making process by which a population chooses an individual to hold a public office.
6. **Elector** – an enrolled individual who is eligible to vote in the elections.



7. **Electoral Participation** – the action of engaging oneself in the processes that comprise an election as a voter, election official, candidate, political party or, any other stakeholder in a democratic form of government.
8. **Electoral Process** – a series of steps that voters, election officials, candidates, political parties and other stakeholders engage in as a part of the electoral exercise in a democracy.
9. **Electoral Roll** – Ordinarily known as 'Voters' List', electoral roll is list of persons registered as electors residing in a constituency. For proper management, the electoral roll of a constituency is divided into several parts which contain details of electors of the corresponding polling areas.
10. **EPIC: Electors Photo Identity Card** – is issued by Electoral Registration Officer to all electors registered in the electoral roll of the Assembly Constituency under him, for establishing the identity of the concerned elector at the time of poll.
11. **ERO: Electoral Registration Officer** – is the statutory authority to prepare the electoral roll of the Constituency under his charge. For the purpose of preparation and revision of electoral rolls of a constituency, the Election Commission, in consultation with the Government of the State, designates/nominates an officer of the State Government concerned, as the Electoral Registration Officer.
12. **EVM: Electronic Voting Machine** – is a machine used for the purpose of recording votes by electors during elections. It consists of two Units– a Control Unit and a Balloting Unit. Instead of issuing a ballot paper, the Polling Officer in-charge of the Control Unit presses the Ballot Button of Control Unit. This enables the voter to cast his/her vote by pressing the blue button on the Balloting Unit against the candidate and symbol of his/her choice.
13. **Model Code of Conduct (MCC)** – is a set of guidelines issued by the Election Commission of India for conduct of political parties and



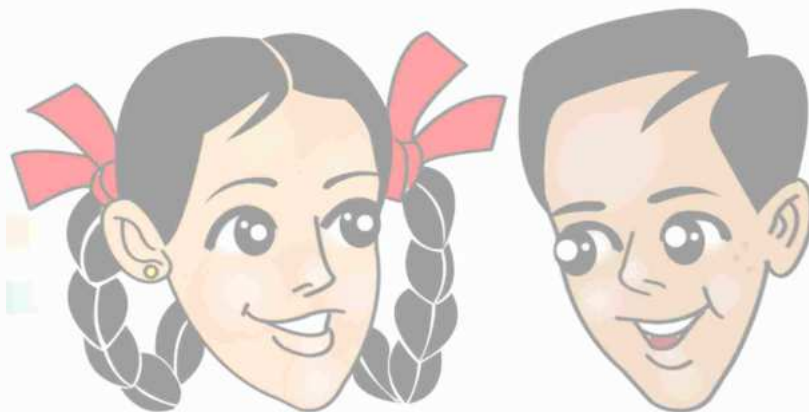
candidates during elections mainly with respect to speeches, polling day, polling booths, election manifestos, processions and general conduct. The Model Code of Conduct comes into force immediately on announcement of the election schedule by the commission for the need of ensuring free and fair elections.

14. **NVD: National Voters' Day** – is celebrated to increase enrolment of voters, especially young voters. The day is also utilized to spread awareness among voters regarding effective participation in the electoral process.
15. **NOTA: None Of The Above** – is an option introduced in October 2013, displayed on all EVMs and ballot papers to enable voters who do not wish to vote for any of the candidates to exercise their right without violation of the secrecy of their decision.
16. **NVSP: National Voters' Service Portal** – ([www.nvsp.in](http://www.nvsp.in)) is a website by the Election Commission of India which provides certain e-services relating to registration in electoral roll for citizens and election officials.
17. **Panchayat** – in India, the *Panchayati Raj* now functions as a system of governance in which *Gram Panchayats* are the basic units of local administration. The system has three levels: *Gram Panchayat* (village level), *Mandal Parishad* or *Block Samiti* or *Panchayat Samiti* (block level), and *Zila Parishad* (district level).
18. **PwDs: Persons with Disability** – group of electors that suffer from one physical disability or another and require special facilitation during elections.
19. **Suffrage** – the right to vote in political elections.
20. **Universal Adult Franchise** – the right to vote, given to all adult citizens without the discrimination of caste, class, colour, religion or gender.
21. **Voter Registration** – the action and processes (as mandated by the



Election Commission of India) involved in enrolling an eligible individual as a recognized voter.

22. **VVPAT: Voter Verifiable Paper Audit Trail** – VVPAT machines have been designed to allow voters to verify that the vote polled by a voter goes to the candidate of the Voter's choice. After casting a vote/pressing blue button on Ballot Unit of EVM, the VVPAT prints a slip which will contain serial number, name and symbol of the chosen candidate. This machine has a glass case display window in a way that only the voter can see it. The slip is displayed to the voter for about seven seconds and after that will be cut and dropped in the sealed box.





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