CHAPTER: Federalism

Grade: **10**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

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

1. The idea of democracy has been discussed in Grade 9.
2. This chapter focus on the power- sharing aspect of democracy, referred to as federalism.
3. Start with the meaning of federalism is explained followed by the theory and practices of federalism in India.

2.

LEARNING OUTCOMES

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

1. Understand the meaning of federalism
2. Explain the two different kinds of federations
3. Analyse federal provisions and institutions in India
4. Explain how federalism is practiced in India
5. Reflect upon the idea of decentralisation practiced in India

3. Previous Knowledge Requirement (Keywords)

The below points should be refreshed before introducing the chapter:

1. Recall the idea of democracy learnt in the previous year. The student should be able to answer the meaning of democracy and the need for democracy.
2. Remember the contrast between Belgium and Sri Lanka in power sharing learnt in the previous chapter.
3. Recall the connection between state government and central government of India.

4. TEACHING PLAN

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

Subtopic and Learning Objective #1

Overview
LO:
Understand the meaning of federalism
Explain the two different kinds of federations

Teacher Activity

1. The teacher may introduce the chapter with performing **Activity 1.**
2. Explain the meaning of Federalism.
3. Describe the importance and features of federalism

a) Two or more levels of government
b) Different tires have its own jurisdiction
c) Jurisdiction mentioned in the constitution.
d) Fundamental provisions of one level of government cannot be changed and so on.

Check for understanding:

a) What is federalism?
b) What are the two levels of government in a federation?
c) State any two features of federalism.

Resources Suggested

Textbook, Resource 1

Activity 1

Name of the activity – Class discussion**.**
Type of activity – Individual/Random/Group
Learning Objective: Discuss how the state and central government is connected
Use it for – Chapter introduction.
Materials – Textbook
Teacher instructions:

1. The teacher may prepare a few questions on central and state governments. The intention is to help students arrive at the concept of power sharing
    a) What do you know about state government? (Ask about the government of your state)
    b) Which party is in power, whats the name of the CM? What affairs do they look after?
    c) What do you know about central government?
    d) Name of prime minister, which party does he belong to, what is the role?
    e) Why do you think that there are two governments?
2. The students should be given time to think and come up with valid points. This can be done in groups if the class size is more.

Activity 1

3 The teacher may draw the attention of students to the concept of power sharing and help them in making valid points based on that concept. A few point will be:

a) State government looks after the affairs of the state.
b) Central government deals with the affairs of the country as a whole.
c) State government makes policies and development plans keeping just the state in mind and not the country.
d) Central government gets involved in the matter of state when required.

4 At the end, the teacher may pick best points from each group and end the discussion. Students will list many points that describe power sharing. The teacher may introduce the chapter by explaining the meaning of federalism.

Subtopic and Learning Objective #2

What makes India a federal country?

LO

: Analyse federal provisions and institutions in India.

Teacher Activity

1. Explain Union list, state list and concurrent list. The teacher can quote a few examples for each of the list.

a) Union List: United Nations Organisation, Railways, Shipping and navigation on inland waterways
b) State List: Public health and sanitation, Fisheries, gas and gas works etc
c) Concurrent list: Adulteration of food stuff and goods, Charities and charitable institutions, newspapers books and printing press ect are a few examples.

2. Describe the exercise of power in union territories.

Check for understanding:

a) Give an example of union list.
b) What is a state list?
c) What is the majority required to pass change in power sharing?

Resources Suggested

NCERT Textbook

Subtopic and Learning Objective #3

How is federalism practiced?
LO:
Explain how federalism is practiced in India

Teacher Activity

1. The teacher may perform the **Activity 2** with the help of **Resource 1**
2. After completing the activity the teacher can explain the students about the creation of linguistic states.
3. Explain the language policy followed by the Indian federation to be flexible to all languages.
4. Explain the power sharing between the center and the state when the ruling parties were same and different.

Check for understanding:

a) When did the era of coalition government start?
b) What did the central government do to spread the use of Hindi?
c) Name the three states in India that were formed recently.

Resources Suggested

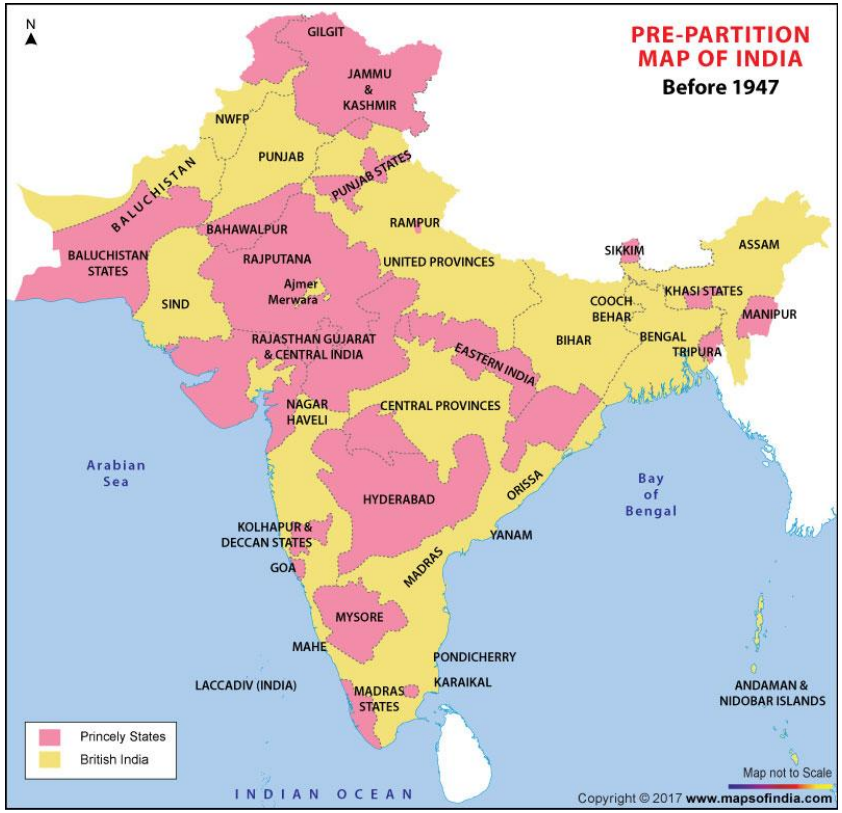
NCERT Textbook, Resource 1

Activity 2

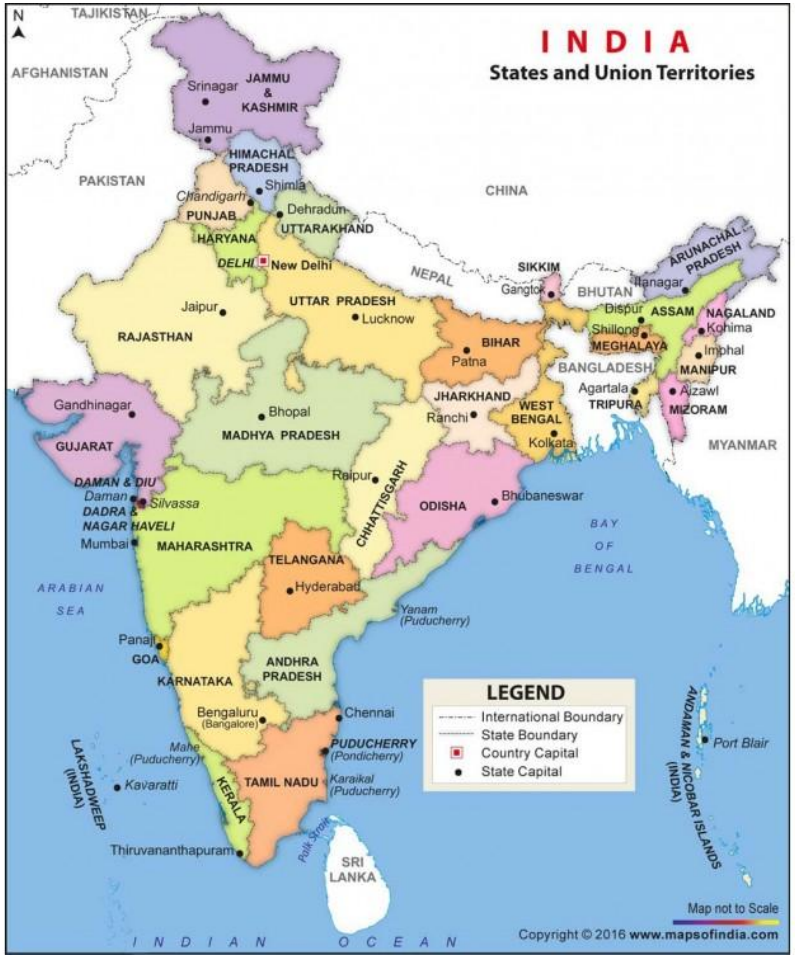
Name of the activity – Class discussion based on **Resource 1**
Type of activity – Individual/random
Learning Objective: Analyse the developments from 1947 to the present day in the political map of India.
Use it for – Enhance analytical skills and understand the creation of states based on language
Materials – Textbook, **Resource 1**
Teacher instructions:

1. The teacher may display the images in **Resource 1** and and ask the students to analyse the images.
2. The teacher can ask the students one by one to mention the differences they found between the two images.
3. The students will specifically notice the difference in the names of the states.
4. The teacher can conclude the session with the reason for the difference in names and introduce the topic.

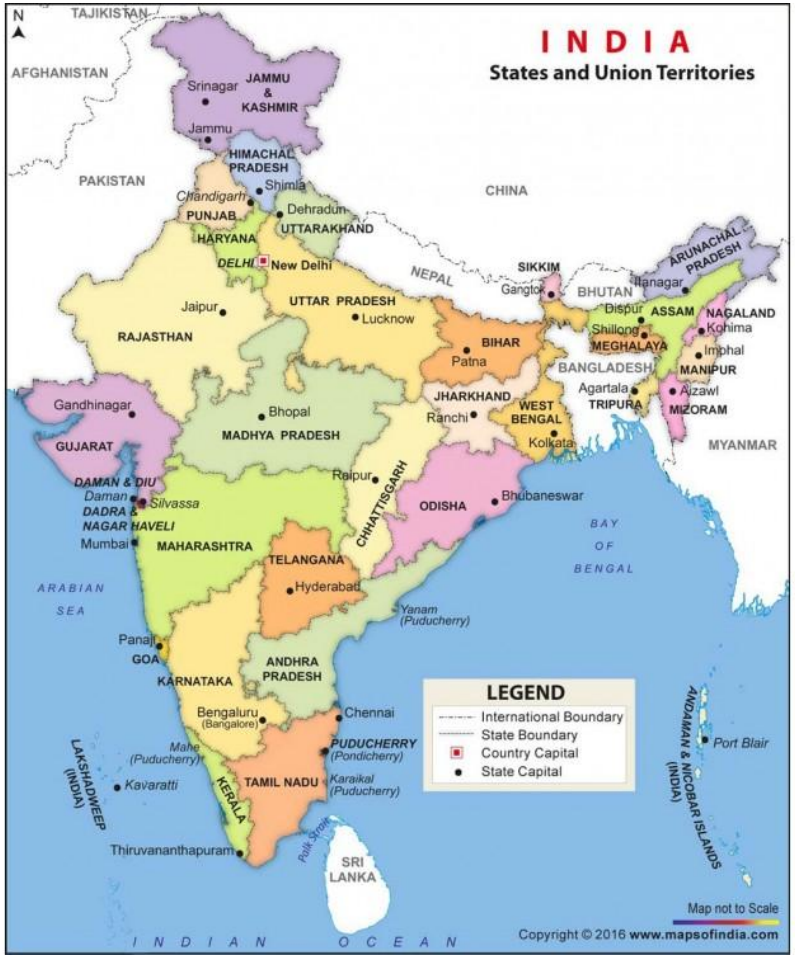
Resource 1


N
PRE-PARTITION
MAP OF INDIA
Before 1947
GILGIT
JAMMU & KASHMIR
NWFP
PUNJAB
PUNJAB STATES
BALUCHISTAN
BAHAWALPUR
RAMPUR
BALUCHISTAN STATES
RAJPUTANA
UNITED PROVINCES
SIKKIM
ASSAM
Ajmer Merwara
SIND
KHASI STATES
COOCH BEHAR
MANIPUR
RAJASTHAN GUJARAT & CENTRAL INDIA
BIHAR
BENGAL
TRIPURA
EASTERN INDIA
NAGAR HAVELI
CENTRAL PROVINCES
Arabian Sea
Bay of Bengal
HYDERABAD
ORISSA
KOLHAPUR & DECCAN STATES
YANAM
GOA
MADRAS
MYSORE
MAHE
PONDICHERRY
KARAIKAL
LACCADIV (INDIA)
MADRAS STATES
ANDAMAN & NIDOBAR ISLANDS
Princely States
British India
Map not to Scale
INDIAN OCEAN
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Resource 1


INDIA
States and Union Territories
N
TAJIKISTAN
AFGHANISTAN
PAKISTAN
CHINA
NEPAL
BHUTAN
BANGLADESH
MYANMAR
SRI LANKA
Srinagar
JAMMU & KASHMIR
Jammu
HIMACHAL PRADESH
Shimla
Chandigarh
PUNJAB
Dehradun
UTTARAKHAND
HARYANA
DELHI
New Delhi
Jaipur
RAJASTHAN
UTTAR PRADESH
Lucknow
SIKKIM
Gangtok
Itanagar
ARUNACHAL PRADESH
Dispur
ASSAM
NAGALAND
Kohima
Shillong
MEGHALAYA
Imphal
MANIPUR
Agartala
TRIPURA
Aizawl
MIZORAM
BIHAR
Patna
JHARKHAND
Ranchi
WEST BENGAL
Kolkata
Gandhinagar
GUJARAT
Bhopal
MADHYA PRADESH
DAMAN & DIU
Daman
Silvassa
DADRA & NAGAR HAVELI
Mumbai
MAHARASHTRA
Raipur
CHHATTISGARH
ODISHA
Bhubaneswar
TELANGANA
Hyderabad
ARABIAN SEA
BAY OF BENGAL
Yanam (Puducherry)
Panaji
GOA
KARNATAKA
ANDHRA PRADESH
Bengaluru (Bangalore)
Chennai
PUDUCHERRY (Pondicherry)
Mahe (Puducherry)
Karaikal (Puducherry)
LAKSHADWEEP (INDIA)
Kavaratti
TAMIL NADU
KERALA
Palk Strait
Thiruvananthapuram
ANDAMAN & NICOBAR ISLANDS (INDIA)
Port Blair
LEGEND
International Boundary
State Boundary
Country Capital
State Capital
Map not to Scale
INDIAN OCEAN
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Resource 1


INDIA
States and Union Territories
N
TAJIKISTAN
AFGHANISTAN
PAKISTAN
CHINA
NEPAL
BHUTAN
BANGLADESH
MYANMAR
SRI LANKA
Srinagar
JAMMU & KASHMIR
Jammu
HIMACHAL PRADESH
Shimla
Chandigarh
PUNJAB
Dehradun
UTTARAKHAND
HARYANA
DELHI
New Delhi
Jaipur
RAJASTHAN
UTTAR PRADESH
Lucknow
SIKKIM
Gangtok
Itanagar
ARUNACHAL PRADESH
Dispur
ASSAM
NAGALAND
Kohima
Shillong
MEGHALAYA
Imphal
MANIPUR
Agartala
TRIPURA
Aizawl
MIZORAM
BIHAR
Patna
JHARKHAND
Ranchi
WEST BENGAL
Kolkata
Gandhinagar
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Bhopal
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DADRA & NAGAR HAVELI
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ARABIAN SEA
BAY OF BENGAL
Yanam (Puducherry)
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International Boundary
State Boundary
Country Capital
State Capital
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INDIAN OCEAN
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Subtopic and Learning Objective #4

Decentralisation in India
LO:
Reflect upon the idea of decentralisation practiced in India

Teacher Activity

1. Describe the third level of government which comprises of the Panchayats, municipalities and municipal corporations
2. Explain the amendments made in the constitution to make the third tier powerful
3. After all the explanation is over the teacher can explain the local government structure with the help of **Resource 2.**

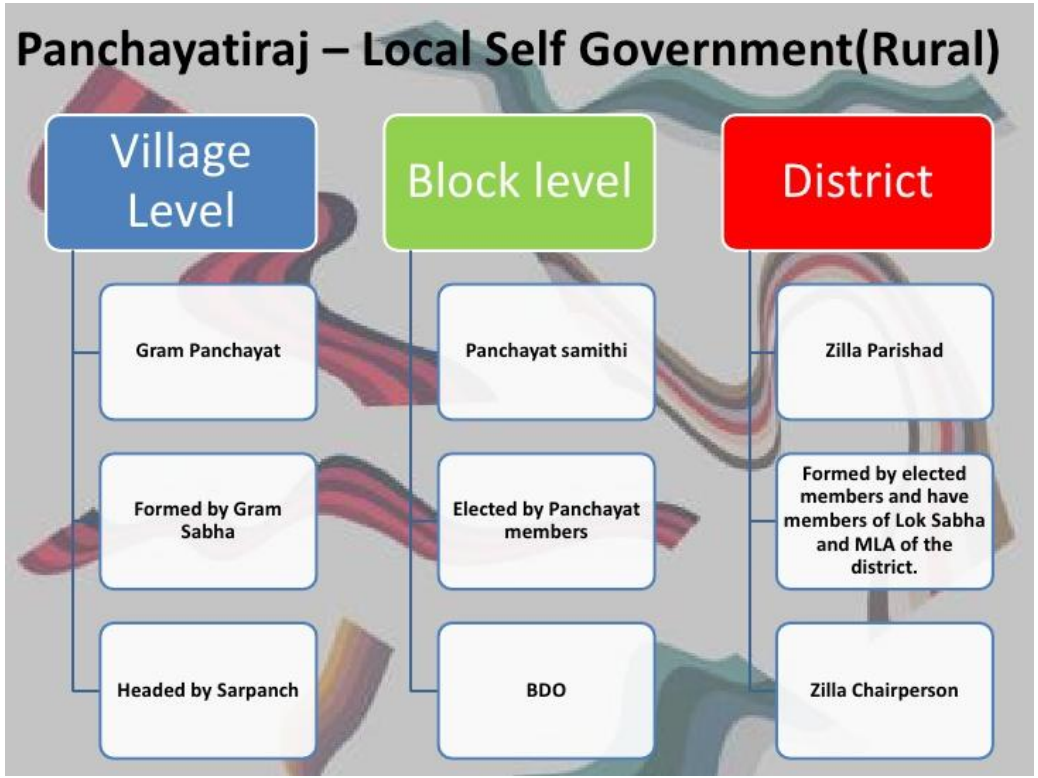
Check for understanding:

a) What is the other name of rural self government?
b) What is meant by decentralisation?

Resources Suggested

NCERT Textbook

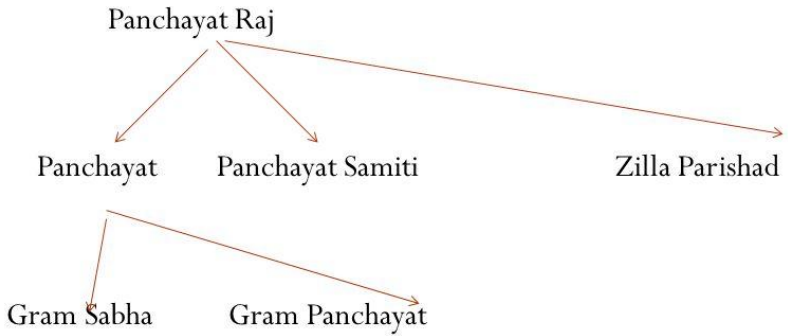
Resource 1


Panchayatiraj – Local Self Government(Rural)
Village Level
Block level
District
Gram Panchayat
Panchayat samithi
Zilla Parishad
Formed by Gram Sabha
Elected by Panchayat members
Formed by elected members and have members of Lok Sabha and MLA of the district.
Headed by Sarpanch
BDO
Zilla Chairperson

Resource 1

Panchayati Raj –

- 3 tier structure of rural local self government
- Linking the village to the district



5. WORKSHEETS

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

Worksheet 1

Answer the following questions in brief:

1. What do you understand by Federalism?
2. What fundamental change was brought about in the Belgian system of governance in 1993? Contrast it with that of Sri Lanka.
3. How do you differentiate federalism from a Unitary form of government?
4. Differentiate between coming together and holding together federalism.
5. Evaluate the main features of India which make it a federal country
6. Which are the units of Indian Union that enjoy very little power? Why
7. Why is it very difficult to make changes to the power sharing arrangement between the Union Government and State Governments?
8. What are the major tests faced by Indian democratic politics?
9. The creation of the linguistic states was the first and major test for democratic politics in our country". Explain the statement
10. Describe the language policy adopted in Indian Constitution

6. SOLUTIONS

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

Worksheet 1

1. Federalism is a system of government in which the power is divided between a central authority and various constituent units of the country such as states and local governments. Usually, a federation has two levels of government. One is the government for the entire country that is usually responsible for a few subjects of common national interest. The others are governments at the level of provinces or states that look after much of the day-to-day administration of their state. Both these levels of governments enjoy their power independent of the other.Several countries have a third level of government commonly known as Local Governments. Eg. Municipalities and Panchayats in India.
2. Before 1993, in Belgium, the powers of the regional governments could be withdrawn by the central government.The change that took place in 1993 was that the regional governments were given constitutional powers that were no longer dependent on the central government. Thus after this change, Belgium shifted from a unitary government to a federal government. On the other hand, Sri Lanka continues to be for all purposes a unitary system of government where the National government has all the powers

Worksheet 1

3 Federalism is a system of government in which power is divided between the central authority and various constituent units of the country. Federation may have government for the entire nation and government at the levels of provinces or states. Both these levels of the government enjoy their power independent of the others. Powers of each level is specified in the Constitution. A unitary government has one level of government or the sub- units are subordinate to the central government. The central government can pass orders to the provincial or the local government.

4 The differences are:

a) Coming Together Federations: Independent States coming together on their own to form a bigger unit, so that by pooling sovereignty and retaining identity they can increase their security. This type of ‘coming together‟ federations includes the US, Switzerland and Australia. In this first category of federations, all the constituent States usually have equal power and are strong vis-à-vis the federal government.

b) Holding Together Federations: A large country decides to divide its power between the constituent States and the national government. India, Spain and Belgium are examples of this kind of „holding together‟ federations. In this category, the central government tends to be more powerful vis-à-vis the States. Very often different constituent units of the federation have unequal powers. Some units are granted special powers.

Worksheet 1

5 The following features make India a federal state.:

a) India has a three tier system of government: The Central, the state and the Local Self Government.
b) There is a clear division of legislative powers in the constitution among these levels of Government such as the Union list, the State list and the Concurrent list.
c) The Union Parliament cannot make changes in the basic structure of the constitution. Any amendment needs two third majority in the Parliament and also must be ratified by at least half of the states.
d) Judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures. In case of any dispute about the division of power between the central government and the state governments, the High Courts and the Supreme Court make a decision.
e) Both the levels of government have the power to raise resources by levying taxes In order to carry on various responsibilities.

6 The Union Territories do not have the powers of the state. The Central government has special power in running these territories. These are areas which are too small to become an independent state but which could not be merged with any of the existing states. These are areas like Chandigarh, Lakshadweep or Capital City of Delhi, etc.

Worksheet 1

7 It is not easy to make changes to power sharing arrangement IN Indian Constitution. The Union Parliament cannot on its own change this arrangement. Any change to it has to be first passed by both the Houses of Parliament with at least two-third majority. Then it has to be ratified by the legislatures of at least half of the total States

8 The major test were:

a) Linguistic States: The creation of the linguistic states was the first and a major test for the democratic politics in our country. The central Government resisted this idea for some time but the experience has actually made the country more united.

b) Language Policy: A second test for the Indian federation is the language policy. Our constitution did not give status of national language to any one language. 22 languages motioned in the constitution have the national language status. Hindi is used as the official language of central government.

c) Centre -State Relations: restructuring the Centre-State relations is one more way in which federalism has been strengthened in India. After 1990, the single party rule in central government came to an end and state parties became significant. This led to a new culture of power sharing and respect for autonomy of state governments.

Worksheet 1

9 Formation of Linguistic states.

a) After 1947, the boundaries of several old States of India were changed in order to create new States. This was done to ensure that people who spoke the same language lived in the same State.
b) Some States were created not on the basis of language but to recognize differences based on culture, ethnicity or geography. These include States like Nagaland, Uttarakhand and Jharkhand.
c) When the demand for the states on the basis of language was raised, some national leaders feared that it would lead to the disintegration of the country
d) The central government resisted the idea of linguistic states for some time.
e) But the creation of linguistic states has actually made the country more united and it also made the administration easier

10 The policy adopted by the constitution was:

a) Our Constitution did not give the status of „national language‟ to any one language. Hindi was identified as the official language.
b) Promotion of Hindi continuous to be the official policy of the Government of India. Therefore, there were many safeguards to protect other languages.
c) Besides Hindi, there are 21 other languages recognized as Scheduled Languages by the Constitution.
d) A candidate in an examination conducted for the Central government may opt any of these 22 languages to write the examination.
e) States too have their own official languages. Much of the government work takes place in the official language of the concerned State.

6. EXTRA RESOURCES

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

Extension Activity 1

Name: Find your ruler

Purpose: Recall all the explanation given in the chapter.
Find out about the local government in the village or town you live in. If you live in a village, find out the names of the following: your panch or ward member, your sarpanch, your panchayat samiti, the chairperson of your zilla parishad. Also find out when did the last meeting of the gram sabha take place and how many people took part in that. If you live in urban areas, find out the name of your municipal councillor, and the municipal chairperson or mayor. Also find out about the budget of your municipal corporation, municipality and the major items on which money was spent

Reference Video Link

The students can be suggested to watch the following videos/ shown in class:
https://www.youtube.com/watch?v=8GuTZJzERxc