



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

Project Document on Electoral Literacy Clubs in India

(Framework and Action Plan)

**Election Commission of India,
Nirvachan Sadan, New Delhi 110001**

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Foreword

Election Commission of India, to fulfill their Constitutional obligations in right perspective, attaches high importance to electoral literacy through its flagship voter education programme - SVEEP that aims at mainstreaming of electoral literacy as a focus area under its Strategic Plan 2016-25.

The Commission's Report on 'Mainstreaming of Electoral Literacy through Educational Institutions, Organizations and Communities in India (Conceptual Framework and Action Plan)' has already been formulated and taken up for implementation. The 'Mainstreaming Report' approaches introduction of electoral literacy through curricular and extracurricular interventions in collaboration with the Central and the State Governments besides Expert Education Institutions and the 'in house expertise' of the Commission.

'Project ELC: Project Document on Electoral Literacy Clubs in India' discusses and consolidates the concept and approach besides drawing up the Action Plan and Timelines on the extracurricular interventions for engaging the target populations of future and new voters through hands on experience under the 'Electoral Literacy Clubs' in educational institutions, and 'Chunav Pathshalas' under booth centric strategy for populations not covered under the formal education system. Besides, 'Voter Awareness Forums' is also a part of the strategy for engaging employees of organizations in government and non government sectors.

'Project ELC' sets a mammoth task before us for educating and capacity building of the youth for enhanced as well as informed electoral participation among the new and future voters. 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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Operationalisation of the First

Batch of ELCs of the Project

25th January, 2018

Part A

1. Background

The importance of developing the practice of citizenship development for electoral participation is vital to investment in future of democracy. 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 electoral 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 programs.

1.1 Population of Young and future voters

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 at 18-19 years 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. 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 Crore were enrolled in schools, with 17.14 Crore in rural and 6.86 Crore in urban schools. The young and future voters, demonstrably, constitute a sizeable part of India's democratic polity and its future.

1.2 The Voice of Young People; Timely Guidance into Electoral Participation through Electoral Literacy

It is imperative that young people's voice is heard, their interests for electoral participation encouraged through careful study and investment in the future of democracy. 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 generation needs to be 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.

1.3 Voter Education in India

The obligation and guidance for voter education for the participating States stem from the international treaties such as 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 for larger democratic participation, 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).

- 1.3.1 The year 2009 witnessed the launch of SVEEP Phase I for 2009-13 followed by Phase II (2013-14) which 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 (NVD) celebrations and the institutional linkages.
- 1.3.2 Partnerships with concerned Ministries and Departments for sustained interventions aimed at strengthening the voter education/electoral literacy were evolved. The MoU between the ECI and the National Literacy Mission Authority (NLMA), in 2013 for collaboration in electoral literacy under the 'Sakshar Bharat Programme' has helped ECI extend its voter education programme through the substantive network of the NLM to cover a large population. Lok Sabha elections 2014 was the main area of focus, besides covering General Elections to many 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)

- 1.3.3 We now build on the earlier two phases of the programme as we move on to SVEEP Phase III. One of the strategic pillars of SVEEP III is 'Continuous Electoral Literacy and Democracy Education' with inter alia electoral literacy in the curricula, co and extra curricula as one of key objectives. We have to work on the goals set forth for mainstreaming of electoral literacy among the young and future voters through the curricular, co-curricular and extracurricular interventions at the school, college and the university level including well designed coverage to the voter populations of that age group not covered under the formal educational system.

1.4 International Experience: Democracy Clubs and other Structures

- 1.4.1 Electoral Literacy for young and future voters has been given very high priority by democracies across the world. Most of the countries have a very well designed curriculum based student and teacher electoral literacy resources in place for the purpose. The concerned Election Management Bodies have their own system of delivery of the above resources to the targeted student populations through concerned educational institutions.
- 1.4.2 For extracurricular engagement, 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, and 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.

1.5 Need for Strengthening Electoral Literacy:

Realizing the significance and import of engaging with the young people 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. The 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 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.

1.6 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.

Activity 3: Promoting informed and Ethical voting.

Goal 2: 'Continuous Education in Electoral Democracy by Developing tools and contents'

Under the Systematic Voters' Education and Electoral Participation (SVEEP) Programme. Following set of Activities are 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 informal sector such as, corporate refreshers and training programmes of other CSO's.

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.

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

1.7.1. 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 EMB’s from major democracies and Heads of International Institutions 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 and guidance to developing strategies and action plans for translating the Goals under Strategic Plan of the ECI 2016-25.

1.7.2 In their pursuit for maximizing the 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 global e-platform.

1.7.3. 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.

1.8 Setting up of the Working Group on Electoral Literacy

The Commission set up Working Group/Committees at the national and the state level with stakeholders as members to analyze 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.

Part B

2. Report on 'Mainstreaming of Electoral Literacy through Education Institutions, Organizations and Communities in India'

2.1 Detailed analysis of curriculum relating to Civic Education and electoral literacy in the Social Studies courses under National Curriculum Framework, Text Books developed by NCERT, CISCE and National Institute of Open Learning has been carried out and discussed in the Working Group constituted by the Election Commission on the subject. In the light of all the examination, analysis and consultations, a detailed Report has been prepared on 'Mainstreaming of Electoral Literacy through Education Institutions, Organizations and Communities in India'. The findings of the Working Group bring out that the curriculum framework and the syllabus developed there under is rather inadequate in preparing young people ready for electoral participation. The Report inter alia, approaches the mainstreaming of electoral literacy through two main channels:

- (i) Curricular Interventions that is to say introducing a larger and appropriate component of electoral literacy in the curriculum framework; and
- (ii) Extracurricular (non scholastic) interventions through setting up of 'Electoral Literacy Clubs' in educational institutions (The expression Educational institutions would include schools secondary and senior secondary, colleges, universities, institutions of higher learning falling in Government and non government sectors), Communities, and 'Voter Awareness Forums' in Govt. Depts. and organizations, Institutions both, Government and non government.

2.2 The Report on Mainstreaming of Electoral Literacy has been examined at length and submitted to the Commission for kind consideration and direction. In the light of the in principle approval of the Report by the Commission, the detailed operational framework of the ELC Programme is given in the following.

Part C

3. Electoral Literacy Clubs

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. Extracurricular interventions are aimed at engaging the young people for hands on experience in electoral literacy so that they are at home with the conceptual framework and operational framework of the Electoral Literacy (EL) including facilitation for registration as a voter.

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 (new voters 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 the schools. As the mainstreaming of electoral literacy through curricular reframing and redeveloping may take some time, it has been considered prudent to strategically connect with the young and future voters through extracurricular interventions in ELCs.

ELCs shall be the seat of learning through hands on experience and envisaged to serve as a vibrant hub of Electoral Literacy direct interaction in education and other institutions in the country for strengthening the culture of electoral participation among young and future voters. Once the program comes into operation, it has the potential of becoming largest electoral literacy experiment in the world with over a million ELCs in the Country.

The entire engagement will be non partisan and strictly neutral in nature with the sole objective of enhancing electoral literacy through engaging culminating in enhanced electoral participation among the young and future voters.

3.1 ELCs: Aims and Objectives

3.1.1 Aims

In general the Aims of ELCs will be as follows:

- (i) ELCs will be responsible for developing and sustaining the electoral culture among future and new voters aimed at enhanced electoral participation that is to say registration and exercise of franchise. ELC will aim to develop a culture of registration and electoral participation right from their first election once they cross 18 years of age.
- (ii) ELCs will appropriately engage the future voters and new voters as a continuous process for active learning and requisite skill development in matter of 'Elections' in general and for informed, inclusive, confident, comfortable and ethical electoral participation in specific.
- (iii) ELCs shall encourage students to understand and appreciate value of the vote and ensure that they do not miss their first vote of life.
- (iv) ELC shall function as a mini election office to conduct simulated elections, organize events and activities that promote understanding electoral system and processes, electoral institutional structure, organization and electoral participation.

3.1.2 Objectives

The overall objectives of establishing of Electoral Literacy Clubs in schools and educational institutions, Communities, Government and non government institutions etc are:

- (i) Educate the targeted populations about voter registration, entire electoral process and related matters by engaging them through well designed attractive resources in hands on experience.
- (ii) EVM and VVPAT familiarisation and education about robustness and non-tamperability of EVM and integrity of the electoral process using EVMs.
- (iii) Capacity building for generating/locating information on what, when, where and how of the elections and electoral process right from a young age of around 14 years (Class IX onwards).
- (iv) To help target audience to understand the value of their vote and exercise their suffrage right in a confident, comfortable and ethical manner.
- (v) To facilitate the target audience to understand the constitutional, legislative and legal provisions besides the technological innovation and integration in elections and nature and role of the Election Commission, Courts, Media and other stakeholders.
- (vi) To harness the potential of ELC members for carrying the electoral literacy in communities.
- (vii) ELCs will facilitate voter registration for its members as they achieve the age of 18.

3.2 Institutional Coverage and Target Populations under the ELCs

Each school, educational institution and all other institutions, mentioned as below, shall establish an Electoral Literacy Club that will initiate, coordinate and implement activities that promote and sustain electoral literacy through engagement in hands on experience. The ELCs shall be established as per the following pattern:

- (i) ELC Future Voters; for Classes IX to Class XII (Secondary and Senior Secondary Level).
- (ii) ELC New Voters: College, University, all other educational institutions including professional and technical educational institutions.
- (iii) ELC (Communities): For all those youth who are not a part of the formal education system.
- (iv) Voter Awareness Forums : For Government Departments, Organizations, Autonomous Bodies, Semi Government and all non government and the private sector.

The coverage, following the fundamentals principles of 'universal suffrage', shall extend to all the institutions in the country in the categories as mentioned above.

3.3 Expected Outcomes

- (i) Target audience aware of what, how, when and where of electoral process i.e. registration and voting in election.
- (ii) Target audience understand the value of their vote and the sanctity of 'secrecy of vote'.

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- (iii) Target audience aware of the working and robustness and non-tamperability of the EVM and the function of VVPAT.
 - (iv) Increase in registration among the target audience and specifically higher EP ratio in the 18-19 year age cohort.
 - (v) Overall increase in voter turnout in elections.

4. Structure of the ELCs and Strategies for Implementation

4.1 ELCs at Schools (ELC Future Voters)

Electoral Literacy Clubs (ELC) will be set up in each of the schools for students at the Secondary and Senior Secondary Level to start with. The club will have all of the students from Class IX, X, XI and XII as its members. Students may be encouraged to run the ELC through an elected body of Executive Committee with elected representatives from each of the Sections. Alternatively School may conduct the activities through teachers involving the class students while the activity is being conducted.

4.1.1 Duties and Responsibilities of Elected members

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.

4.1.2 Duties and Responsibilities of the Nodal Officers

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 job content will focus on:

- (i) Coordinating with formation prescribed by the District Election Officer for receipt of EL engagement resources. EL Resources for Student 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 Future Voters for skill development through hands on experience.
- (v) Guiding the School Elections as per the ELC activity.
- (vi) Attempt generating new resources and forward the same to the District Election Officer.
- (vii) Develop a calendar of activities for the year in consultation with the Students/Executive Committee.
- (viii) Facilitate the enrollment for the students of Class XII when they become eligible.

Nodal officer will be free to engage the Executive Committee Members in the operations of the ELC

4.2 ELC: New Voters: (Colleges and institutions of higher learning)

Electoral Literacy Clubs will be set up in colleges, university campuses for engaging students in hands on experience in electoral literacy. Guidance and involvement of teachers especially those who have experience of election duties will be an important component. EL Resources for Student and teachers will be provided online or other means by the District Election Officer through the Nodal Officer.

The club will have students as its members and would be run by an elected body from amongst the students with elected representatives from each of the Classes. The elected representatives shall constitute the Executive Committee of the ELC. The elected representatives will elect one of the reps as its Chairman and another as Vice Chairman. **Campus Ambassador will act as the Convenor of the ELC and will assist the Nodal Officer in discharge of their functions.**

4.2.1 Duties and Responsibilities of the Executive Committee.

The Executive Committee, under the guidance, consultation and supervision of the Nodal Officer will be responsible for organizing the activities of the ELC. The elected body shall endeavour to generate the culture of electoral participation amongst the ELC Members and will have the following role:

- (i) Organizing the Club enrollment.
- (ii) Plan activities for the ELC and develop the calendar of activities for the year
- (iii) Generate ELC resources
- (iv) Facilitate the enrollment for the students not registered as voters.

4.2.2 Duties and Responsibilities of Nodal Officer and Mentor

One or two teachers from the Political Science Department of the College etc 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 job content will focus on:

- (i) Promote and supervise Club enrollment.
- (ii) Supervise the election and formation of the Executive Committee of ELC.
- (iii) Coordinate with formation prescribed by the District Election Officer for receipt of EL engagement resources.
- (iv) Attempt generating new resources and forward the same to the District Election Officer.
- (v) Guide and supervise the development of the calendar of activities for the year by the Executive Council.
- (vi) Facilitate the enrollment for the students not registered as voters.

4.3 ELC (Communities)- Chunav Pathshala

Following the fundamental principles of the 'Universal Suffrage' and the mandate of the ECI in terms of Part XV of the Constitution 'Elections', it is equally important to cover those future voters and new voters left outside the formal education system notwithstanding the reasons.

The ELCs catering to those outside the formal education structures shall 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.

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

4.3.1 BLO to Act as Nodal Officer

The respective BLO will act as Nodal Officer for these ELCs. The BAGs shall support and guide the ELC and shall assist the BLO in making the ELCs functional and enrolling members.

4.3.2 Enrollment of Members

The enrollment of members will be carried out Polling Station wise with the help of BAGs and field functionaries of the government besides non-political CSOs and volunteers. Voluntary help by teachers, NLM functionaries, Panchayat officials or the Municipal officials (Non elected) of that Polling Station area may be taken for enrollment.

4.3.3 Operationalization of Chunav Pathshala

Once the Enrollment Register is ready, rest of the details as in case of ELCs in Schools shall follow mutatis mutandis. Special care will be taken by the District Election Officer to ensure Non Partisan nature of the ELC functioning in such cases.

The Venue of the 'Chunav Pathshala' shall be Polling Station in the last Lok Sabha or the Assembly Election or any other venue identified by the BLO.

4.4 Voter Awareness Forums

4.4.1 Voter Awareness Forums will operate in Government Departments, Government and non government Organizations and Institutions, Corporate and other institutions.

4.4.2 The membership of such forums will be open to all employees of the concerned office.

4.4.3 Head of the each Organization/Department/Office shall appoint one person as the Nodal Officer. Preference shall be given to an officer who has experience of the election duty.

4.4.4 Nodal officer will liaise with the District Election Officer or the CEO of the State for VAF Resources. The Resources will be supplied by the ECI online directly or through the CEO's.

4.4.5 The essential feature of VAFs will be inculcating the electoral culture for informed, inclusive and ethical voting, appreciation of EVM and VVPAT and use of other technology in electoral processes, obliteration of voter apathy especially in urban areas.

4.4.6 The activities of the VAF will be divided into two categories:

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- (i) Continuous Voter Education for sustaining electoral culture.
 - (ii) Election Centric Voter Awareness activities.

5. General Features of the ELC Programme

- (i) All ELCs will be given code numbers by the CEO's office and the information will reflect the membership strength.**
- (ii) ECI shall provide the resources for ELC to the CEO and DEO Office for onward distribution. The same shall be available on a dedicated ECI portal specifically developed for the purpose.**
- (iii) The Resources will be developed by the ECI in Hindi and English. The CEOs office shall get them translated in local languages as may be necessary.**
- (iv) Capacity building of Nodal persons of ELC shall be carried out. Master Trainers shall be trained by ECI. CEOs shall be responsible for planning training at state level and DEOs at district level.**
- (v) Non Partisan nature of the ELCs/VAF must be maintained and the Nodal Officer shall ensure compliance of this norm.**
- (vi) Incentives shall be devised to reward and recognize well performing ELCs and the incentives may be state or region specific to encourage the ELC members and nodal persons.**

Part D

6. Student Teacher Resources

6.1 Inventory of Generic Resources

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

- Interactive School Engagement Program.
- Electoral Literacy weeks at the time of the NVD.
- Debates relating to Electoral Literacy.
- Wall Magazine, news magazine.
- Essay Competitions, Story writing competitions.
- Engaging with nearby communities for Electoral Literacy Programs.
- Drawing and Poster making competitions.
- Quiz, Games, Puzzles, Cartoons, Scrabble, **Pathfinders** etc.
- Youth Parliaments and debates on relevant electoral participation issues.
- Technology driven initiatives including Social media, Student Blogs.
- Electoral Literacy Camps.
- Mock Vote or Simulated Voting.
- Visitors programme including Elected Representatives, Election Officials;
- Voter Registration camps or innovative programs for voter registration;
- Any other activities as may be prescribed by the Election Commission.

6.2 The activities cited are illustrative and may evolve and expand with interaction and practice including international best experiences and practices.

6.3 Activities for young people of different age may be determined in consultation with concerned stakeholders and expert, and should have a linkage with the curriculum, requirements of electoral literacy for particular age group and the desired outcomes for the electoral participation

6.4 **The inventory of resources and tools for ELCs are being developed.** The Resources shall be transferred to the CEO's in soft copies as well as sample hard copies. CEO's concerned will process the same for adaptation and translation/dubbing in the local language. The engagement as per requirements will be in local languages for effective interactions.

6.5 Further activity design, structure and content will be developed in-house or through Experts as may be necessary by the SVEEP Division of the ECI.

6.6 SVEEP websites may also host Resources and delivered to the CEO/DEO through access to the Website.

6.7 Only the EL resources as may be prescribed by the ECI shall be used as resources. In case of any activity development outside ECI, the same must be approved by the ECI through respective CEO.

6.8 SVEEP Division shall be clearing House for any activities, design and developed outside the ECI.

6.9 Work on Communication:

Communication development for effective and efficient connect in entire process from national to the lowest levels will be developed. The existing communication systems of the SVEEP programmes may be utilized wherever possible. Satellite communications may be used for dissemination of specific modules if necessary.

6.10 Continued Research and analysis into design; strength of connect with the target population and impact of the Student Teacher Resources will be carried out. Feedback mechanisms will be developed and brought in place.

7. Teachers' Training

Teacher Resources will be prepared along with the student resources for each of the tools for appreciation and prior comprehension of the teachers in charge. Training of Teachers may be done at the State level and cascade down to District level in coordination with State Education Departments and other institutions. CEOs will include training calendar as a part of the State Plan and obtain the approval of the Commission in time.

Master trainers for each state will be trained through the IIIDEM framework. Modules will be developed for the purpose. District Master Trainers shall be trained at State level/RIDEM.

Part E: Organizational Framework

8. National Electoral Literacy Committee (NELC)

A National Literacy Committee shall be set up in the Election Commission. The NELC shall be the Apex Body for all matters relating to the ELC including their operationalization. The NELC shall function under superintendence, direction and control of the ECI. The NELC shall report to the ECI through its Chairman.

8.1 Organizational Framework

Chairperson: Senior Deputy Election Commissioner, ECI Members:

- (i) Four CEO's by rotation from each of the Regions,
- (ii) Representatives from Ministry of HRD dealing with School Education and Higher Education, NCERT, CICSE, NIOS, NLMA ,UGC and AICTE(or its substitute).
- (iii) Representatives from the Major Educational Organizations from Non Government Sector.
- (iv) Representatives of Scouts and Guides, NCC, NSS, NYKS.
- (v) Senior Fellow, ECI, Advisor.
- (vi) Any other Person(s) as may be necessary for the ELC work.
- (vii) Director, SVEEP Division, Member Secretary and the Convener.

8.2 Secretariat of NELC

A Secretariat shall be set up for NELC as part of SVEEP Division. The SVEEP Division will be suitably strengthened for the purpose.

8.3 Functions of the NELC

- (i) The NELC will be overall in charge of planning, implementation, monitoring and evaluation of the Programme.
- (ii) Consider State Plans of Action on implementation of ELC Programme from all the CEOs, consider and recommend for approval with or without amendments or comments.
- (iii) Provide guidance on development of Student, Teacher Resources for ELCs especially the matching of the resources with particular level/class.
- (iv) Consider setting up of research/ studies proposals for Concurrent Programme evaluation and suggest amendments as may be necessary.
- (v) Help in maximization of coverage under the ELCs and VAFs in the respective organizations.
- (vi) Identify best performers and cause case studies for citation and reference of others to emulate.
- (vii) Give suggestion and provide linkages for efficient communication of the EL Resources to the target operational areas.

(viii) Training of Master Trainers, short listing of Resource Persons for Training of Master Trainers for Training in States.

(ix) Any other matter as the Commission may direct or the Chair may suggest.

8.4 Communications:

The SVEEP Division will prepare or cause to be prepared a model of communication system for the operations in the ELC Organization. The Communication system will cover setting up of Proforma for different activities, setting up of timelines and feedback on the same, transmission of the resources for teachers and students and all other functions to be necessarily covered under the operational system of the ELCs. The communication system should also enable timelines for monitoring with Performa which can be filled by the Nodal formations and automatically information can be generated at the CEO and the ECI level.

The Communication system may be internet based with a connect with the CEO's and the DEO's and other key stakeholders. The web based system will accommodate data Bases also on various aspects.

8.5 Concurrent Monitoring and Evaluation and Research Activity for efficient and effective implementation.

Concurrent monitoring and evaluation research and studies will be set up by the SVEEP Division with a view to ensure timely implementation of the Programme and course corrections as may be necessary.

9. State Committee on Electoral Literacy (SCEL)

9.1 **Organizational Framework: The State Committee on Electoral Literacy (SCEL)** shall be constituted in each State as given below:

- (i) Chairperson: Chief Electoral Officer of the State.
- (ii) Member Secretary and Convener: Joint Chief Electoral Officer.
- (iii) Secretary, Science and Technology and/or Secretary, Information Technology.
- (iv) Representatives of Scouts and Guides, NCC, NSS and NYKS at State Level.
- (v) Directors of Secondary Education, Higher Education, SCERT and;
- (vi) Representatives of state level non government organizations/civil society organizations connected with the electoral literacy, education etc. Such organizations must be non partisan in nature.
- (vii) Representatives of schools/colleges or universities in the state.
- (viii) Addl/Joint CEO(SVEEP) – Member Secretary and Convener.

Where the Committees have already been set up under the directions of the Commission for mainstreaming of the Electoral Literacy, such committees will automatically function as SCEL and the members may be added in the light of model composition as mentioned above.

9.2 Functions of the State Level Committee

Following tasks may be assigned to the State Level Committees:

- (i) The SCEL will be overall in charge of planning, implementation, monitoring and evaluation of the Programme within the state.
- (ii) Draw up a calendar and plan of action for setting up of:
 - (a) the ELCs (Future Voters) in all the Secondary, Senior Secondary Schools,
 - (b) the ELCs (New Voters)in colleges, universities and other educational institutions.
 - (c) the ELCs (Communities) for those young people who have dropped out of school or college,
 - (d) Voter Awareness Forums in the State.
- (iii) Prepare lists of State Master Trainers. These trainers will undergo training as per schedule prepared by the Commission.
- (iv) Organize and develop calendar of training for the state with specific timelines.
- (v) Prepare a district wise codified list of ELCs in the state with a view to monitor the establishment of the ELCs in each of the institutions across the respective states.
- (vi) Prepare a list of non partisan/neutral NGOs/CSOs who can be associated with establishing the ELCs especially the ELC (Communities)/Chunav Pathshala.
- (vii) Translate and adapt the ECI provided Student-Teachers resources for use at ground level. Disseminate to the Districts.
- (viii) Collect or arrange to collect information on innovation, develop documentation and forward the same to the SVEEP, ECI for consideration.

10. District Committee on Electoral Literacy (DCEL)

10.1 **District Level Committee** for the Electoral Literacy Clubs shall have the following composition:

Chairman: District Election Officer

Members

- (i) All EROs
- (ii) Deputy Development Commissioner
- (iii) Chief Medical Officer.
- (iv) Heads of Professional Colleges if any or their Reps.
- (v) District Education Officer/ District Superintendent of Education.
- (vi) District Sports Officer
- (vii) Reps of NYK, NLM, NCC, NSS,

-
- (viii) District Officer in charge of IT/NIC.
 - (ix) Representatives of Educational Institutions
 - (x) Representatives of NGOs/CSOs working in the field of literacy
 - (xi) Deputy Election Officer nominated as ELC Nodal Officer - Convener

10.2 Broad List of Activities at the District Level

District level is the critical level for implementation and operationalization of the entire ELC Project. Major activities for identification of the institutions and establishment of the ELCs are to take place in the Districts only. Therefore this level would require special focus from all aspects. Following broad list of activities is suggested for the district level:

- (i) The DCEL will be overall in charge of planning, implementation, monitoring and evaluation of the Programme within the district.
- (ii) The District Election Officer will appoint a Deputy Election Officer/District SVEEP Nodal Officer as the Nodal Officer for the ELCs. List of such officers with their email addresses, and contact details will be forwarded to the respective CEO's. The CEO's will consolidate the information and send it to the SVEEP Division for building a Data Base for operational purposes.
- (iii) Prepare a Assembly constituency wise Data Base of the educational institutions and community locations (Secondary and Senior Secondary Schools, Colleges, Universities, professional educational institutions and other educational institutions for the establishing ELCs. Performa for the data base will be communicated separately by SVEEP Division to the CEOs of concerned states.
- (iv) Prepare Data Base for establishing first batch of the ELCs by 25th January 2018. Such lists should include equal representation from amongst ELC (Future Voters), ELC (New Voters), ELC (Communities) covering rural and urban areas and VAFs.
- (v) Prepare a Data Base for the Teacher/nodal person of ELC, number of students for each educational institution. These Data Bases will be used for training, transmission of EL resources, feedback on progress of establishment of the ELCs, monitoring, concurrent evaluations etc. The Data Bases therefore will have to be prepared as per Performa laid down by the Commission to be communicated through the respective CEO.
- (vi) Update list of Campus Ambassadors in Colleges and Universities.
- (vii) Prepare a list of non partisan/ neutral NGOs/CSOs who can be associated with establishing the ELCs especially the ELC (Communities)/Chunav Pathshala.
- (viii) Training of the Nodal Person: Draw up a calendar of training programmes for teachers/ nodal persons for the ELCs and BLOs(for ELC community or Chunav Pathshala). ELCs to be announced on NVD 2018 should be trained as the first batch.
- (ix) District Master Trainers may be identified for their training at State HQs.

11. Partnership Building

Partnerships shall be developed at different levels for organization, structure and operationalisation of the ELCs. Overall framework for partnerships may be maintained at the standard pattern developed for SVEEP and as such the overall guidelines and framework and protocols laid down by the Commission. The Partnerships will be underlined with the fundamental premise of NON PARTISAN and NEUTRAL in nature. Partnerships should preferably be with the Government organizations, Institutions and Authorities etc. Association with NGO's/CSO's may be made as may be necessary with necessary scrutiny following due procedures and approvals.

The Partnerships may be developed with the Governmental, nongovernmental or even with the international agencies. The area of collaboration /partnership will depend upon the emerging needs in the implementation of the project. The partnerships may operate at the following levels:

National Level

- (i) At the national level with the international agencies, the expert agencies for technical cooperation.
- (ii) Government Departments, Organizations, Authorities, Educational Institutions for assistance and cooperation in project implementation.
- (iii) Nongovernmental organizations especially the major educational institutions.
- (iv) Partnerships for Resource Development.

State Level:

At State level the Partnerships may be developed for emerging needs especially for the following areas:

- (i) Government Departments, Organizations, Authorities, Educational Institutions for assistance and cooperation in project implementation.
- (ii) Nongovernmental organizations especially the major educational institutions.
- (iii) Partnerships for Resource Development.
- (iv) Performance linked Partnerships for enrollment of young voters both, future and new voters in ELC (Communities).
- (v) Partnerships for Training of Teachers and such other officials who will act as nodal officers for ELCs.

District Level.

The Partnerships at the District and lower level will mainly focus on enrollment of students especially in ELC (Communities).

General

Above areas are illustrative only may evolve further as per the emerging issues in the implementation of the Project. All Partnerships at different levels should be subject to requisite approvals.

12. Rules and By Laws

Nature of the Institutions referred to above will be decided and separate orders shall be issued for the purpose. Model Rules and Bye Laws will be framed for the ELCs in consultation with the CEOs and rolled out to formalize the ELCs into institutionalize structures.

Appendix I : Timelines

TASKS	RESPONSIBLE	TIMELINE
1. Letter to MoHRD along with a copy of the 'Conceptual Framework & Action Plan for Mainstreaming of Electoral Literacy through Educational Institutions, Organizations and Communities in India ' for necessary intervention through curriculum	ECI	Sept 2017
2. Write to the Chief Secretaries enclosing copy of 'Conceptual Framework & Action Plan for Mainstreaming of Electoral Literacy through Educational Institutions, Organizations and Communities in India ' for necessary intervention through curriculum especially for State Board syllabus/books .	SCEL/CEO	Sept 2017
3. Prepare a list of Govt. and non Govt. Educational institutions of repute	ECI	September 2017
4. Make an assessment of additional staff requirement on functional need basis, work on approvals.	ECI	September 2017
5. Letter to MoHRD/Chief Secretaries along with a copy of the ELC Project document for support	ECI/CEO	By September 30th, 2017
6. Issue of orders for constitution of the NELC and SCEL, DCEL and detailed instructions on ELC, data base and timelines	ECI	By Oct, 2017
7. Letter to DEOs enclosing Project Report on ELCs alongwith detailed instructions on action points, activities with timelines and the list of deliverables.	CEO	By Oct
8. First meeting of NELC	ECI	Oct 2017
9. SCEL/DCEL set up	CEO/DEO	By Oct 2017
10. First meeting of the SCEL/DCEL	CEO/DEO	By 5th/ 15th Nov
11. Names and details of members of the SCEL to be made available to ECI/ Data base ready at ECI's portal	CEO	By 15th Nov
12. Names and details of members of the DCEL to be made available to CEO/data base available at CEO's website	DEO	By 20th Nov 2017
13. DEO to appoint one Deputy Election Officer/District SVEEP Nodal Officer as the Nodal Officer for the ELCs. List of such officers with their email addresses and contact no to be maintained on DEO's website and shared with the CEO's office. CEO to maintain the data on its website.	DEO	By 20th Nov 2017
14. Development of the first set of Student - Teacher Resources and share with CEOs	ECI	October 2017

15.	Organize a workshop on Resources, Implementation of the Project and fast tracking of the Project implementation.	ECI	October 2017
16.	Incorporation of inputs of workshop and finalisation of 1st set of resources and share with CEOs	ECI	October 2017
17.	Set up concurrent research studies to (i) evaluate the programme implementation and report back (ii) operations of the ELCs in rural areas; quality, efficiency, efficacy (iii) Similar studies in urban areas (iv) Impact analysis in terms of electoral literacy through innovative tools and electoral participation.	ECI	October 2017
18.	Translation and adaptation of Resources by the State	CEO	November 2017
19.	Preparation & Issue of proforma for data bases of Nodal persons in each educational institution (Teacher/s) and number of students. (To be used for training, transmission of EL resources, feedback, monitoring, concurrent evaluations etc)	ECI	By Oct 2017
20.	Identification of state govt educational institutions and coordination for setting up of ELCs	CEO	Oct/Nov 2017
21.	Identification of educational institutions in the district and coordination for setting up of ELCs	DEO	Oct/Nov 2017
22.	Preparation of data base of Nodal persons in each educational institution (Teacher/s) and number of students in the district as per the prescribed proforma. Maintain database on DEO's website	DEO	Oct/Nov 2017
23.	Update list of Campus Ambassadors in Colleges and Universities	DEO	Oct/Nov 2017
24.	Submission of data base and list of District Master Trainers to CEO	DEO	By 30th Nov
25.	Identify non partisan CSOs and other members for ELC (Communities)	DEO	Oct/Nov 2017

26.	Training & Capacity Building			
	a. State Master Trainer's training at IIIDEM	ECI		December 2017
	b. Draw up calendar for State training programme of Master Trainers from districts	CEO		December 2017
	c. Draw up a calendar of district training programmes for teachers/nodal persons for the ELCs.	DEO		December 2017
	d. Finalise the list of State Master Trainers /District Master Trainers	CEO/DEO		December 2017
	e. Training of District Master Trainers at State HQs/RIDEM	CEO		1-10th Jan 2018
	f. Training of ELC Nodal Persons at district hqs by District MTs (1st batch)	DEO		15-20th Jan 2018
	g. Training of BLO on resources /tools for ELC(Communities)/Chunav Pathshala	DEO		15-20th Jan 2018
27.	Examine and suggest communication systems for ELCs.	ECI/NELC		Sept 2017
28.	Communication resources - Setting up of a dedicated portal.	ECI/NELC		By Dec 2017
29.	Collect international best practices and create an e-resource center for reference	NELC		Continuous
30.	Budget and norms for assistance at ECI/State	ECI/CEO		By Dec 2017
31.	Write to all Central Govt. Depts. and other Govt. and Non Government organizations for establishing the VAFs	ECI		January 2018
32.	Write to all State Govt. Depts. and Non Government organizations in the state for establishing the VAFs	CEO		January 2018
33.	Launch of 1st batch of ELCs	ECI		NVD 2018
34.	Pilot testing, processes for elections etc to be completed well before the NVD.	CEO/DEO		
35.	NVD celebrations in the respective ELCs as per the guidelines of the ECI.	DEO		
36.	Networking of ELCs	CEO/DEO/ECI		By March 2018
37.	Review of resources and tools and further develop teacher and student tools, kits and resources.	NE LC/SCE L/ DCEL		Mid year review in July ahead of ISE Phase II

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	TASKS	2017				2018		
		SEP	OCT	NOV	DEC	JAN	FEB	MAR
1.	Letter to MoHRD along with a copy of the 'Conceptual Framework & Action Plan for Mainstreaming of Electoral Literacy through Educational Institutions ' for necessary intervention through curriculum							
2.	Write to the Chief Secretaries enclosing copy of 'Conceptual Framework & Action Plan for Mainstreaming of Electoral Literacy through Educational Institutions ' for necessary intervention through curriculum of State Board syllabus/books							
3.	Prepare a list of Govt. and non Govt. Educational institutions of repute							
4.	Make an assessment of additional staff requirement on functional need basis, work on approvals.							
5.	Letter to MoHRD/Chief Secretaries along with a copy of the ELC Project document for support							
6.	Issue of orders for constitution of the NELC and SCEL, DCEL and detailed instructions on ELC, data base and timelines							
7.	Letter to DEOs enclosing Project Report on ELCs alongwith detailed instructions on action points, activities with timelines and the list of deliverables.							
8.	First meeting of NELC							
9.	SCEL/DCEL set up							
10.	First meeting of the SCEL/DCEL							
11.	Names and details of members of the SCEL to be made available to ECI/ Data base ready at ECI's portal							
12.	Names and details of members of the DCEL to be made available to CEO/data base available at CEO's website							
13.	DEO to appoint one Deputy Election Officer/District SVEEP Nodal Officer as the Nodal Officer for the ELCs. List to be maintained on website and shared with the CEO's office. CEO to maintain the data on its website.							

14.	Development of the first set of Student - Teacher Resources and share with CEOs								
15.	Organize a workshop on Resources, Implementation of the Project and fast tracking of the Project implementation.								
16.	Incorporation of inputs of workshop and finalisation of 1st set of resources and share								
17.	Set up concurrent research studies to evaluate the programme implementation								
18.	Translation and adaptation of Resources by the State								
19.	Preparation & Issue of proforma for data bases of Nodal persons in each educational institution (Teacher/s) and number of students.								
20.	Identification of educational institutions and coordination for setting up of ELCs in state								
21.	Identification of educational institutions in district and coordination for setting up of ELCs								
22.	Preparation of data base of Nodal persons in each educational institution and maintain database on DEO's website								
23.	Update list of Campus Ambassadors in Colleges and Universities								
24.	Submission of data base and list of District Master Trainers to CEO								
25.	Identify non partisan CSOs and other members for ELC (Communities)								
26.	Training & Capacity Building								
	a. State Master Trainer's training at IIIDEM								
	b. Draw up calendar for training programme of Master Trainers from districts								
	c. Draw up a calendar of district training programmes for teachers/nodal persons								
	d. Finalise the list of State Master Trainers /District Master Trainers								
	e. Training of District Master Trainers at State HQs/RIDEM								
	f. Training of ELC Nodal Persons at district hqs by District MTs (1st batch)								
	g. Training of BLO on resources/tools for ELC(Communities)/ Chunav Pathshala								

27.	Examine and suggest communication systems for ELCs.												
28.	Communication resources - Setting up of a dedicated portal.												
29.	Collect international best practices and create an e-resource center for reference												
30.	Budget and norms for assistance at ECI/State												
31.	Write to all Central Govt. Depts. and other Govt. and Non Government organizations for establishing the VAFs												
32.	Write to all State Govt. Depts. and Non Government organizations in the state for establishing the VAFs												
33.	Launch of 1st batch of ELCs												
34.	Pilot testing, processes for elections etc to be completed well before the NVD.												
35.	NVD celebrations in the respective ELCs as per the guidelines of the ECI.												
36.	Networking of ELCs												
37.	Review of resources and tools and further develop teacher and student tools, kits and resources.												



Election Commission of India

Nirvachan Sadan, Ashoka Road, New Delhi-110001

Website : www.eci.nic.in, Tel. 011-223052205, Fax : 01123052219