

Teacher's Guide

Democracy and Diversity

Part 3

Based on the NCERT Curriculum for Standard X



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Janaagraha's initiative to improve citizen engagement in India's democracy through their civic learning program

Developed in collaboration with Young Leaders for Active Citizenship (YLAC)

Democracy and Diversity | Teacher's Guide (3/4)

Part 3

Class X

Board – CBSE

Subject – Social Science

Textbook – Democratic Politics- II for Class X (NCERT)

Chapter 3 – Democracy and Diversity

Number of parts – 04

Length – 55-70 minutes (estimated, for a class of 40-45 students)

Note: Teachers may divide the lesson plan into as many periods as they see fit

Section I: What are we going to learn and why is it important?

Learning objectives

Students will:

- Understand over-lapping differences and their outcomes in the Indian context.
- Study a case of how peace and unity can be promoted through the right reactions to overlapping differences.

Learning outcomes

Students will be able to:

- Appreciate diversity and formulate initiatives at both individual and societal levels to mitigate these social differences that exist in the society.

Key Terms:

Dis-integration	Gender Differences	Cultural Differences	Religious Differences	Social Differences
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Materials needed:

1. A few print outs of the three case studies for the discussion overlapping differences in India.

Section II: How are we going to learn?

1. Introductory Discussion

Time: 5 mins

- We discussed in the previous lesson how differences can be overlapping and cross-cutting. Overlapping differences lead to social divisions while cross cutting differences ensure that any one community does not feel isolated or disadvantaged.
- In this lesson, we will understand how different social differences have led to consequences of national importance. What happens in India when different kinds of social differences are combined? For example what happens when a person is from the minority community and is also poor? For example, Dalit people in India are discriminated against and they also are amongst the poorest people in the Indian society.
- We will close this lesson by arriving at steps that you and I can take to avoid social divisions that result from over-lapping differences.

2. Overlapping differences in India and their outcome

Time: 20-30 mins

Materials needed: 4-5 print outs of the three case studies each. (Printable versions in the appendix section)

Note to the teacher:

- The purpose of this section is to make students understand
 1. How social differences are perceived by people and create disadvantages for certain people (as shown in the case of the north eastern students) and divisions among society.
 2. How politicians use social differences to create political tensions and divisions to use it to their advantage for vested interests (as shown in the Karnataka water dispute case study).
 3. How communities can respond to overlapping differences with tolerance and care and make everyone feel appreciated and valued.
- It is important to mention in the Karnataka case study that politics was mixed with cultural identity to create overlapping differences. It is also a good example of how political responses to social tensions can lead to violence and often conflict.
- Split the class into two groups, assign case 1 or 2 to each, and distribute a few sheets of the respective case study to the groups.
- Once the two case studies are discussed, discuss case study 3 with the entire class. This is a powerful example of how responses to overlapping differences can create harmony and unity.

Facilitation Notes:

- Social divisions of one kind or another exist in most countries. It does not matter whether the country is small or big. India is a vast country with many communities. The diverse nature of the country adds value to it but at the same time it causes conflict. We will be studying about the same in this part of the lesson.
- In your groups, you will be reading about two cases. One in which the social differences exist and are made worse by people’s action and another where social differences are created for political gains.
- Take the next 10 minutes in your groups and read the two case studies and answer the below mentioned questions. Two presenters from each group will then have to present what they studied for the entire class.

Case study	Notes for the teacher
<p>There has been a dispute between Tamil Nadu and Karnataka from the beginning of 20th century over sharing the water from Cauvery River. "For us, the Cauvery river is like a goddess, she is the lifeline of south Karnataka. We will not stand attacks on Kannadigas in Tamil Nadu in the name of our goddess," thunders Ravi Gowda, an activist of the rabble-rousing Karnataka Rakshana Vedike as he justifies the torching of TN-registered vehicles in the state.</p> <p>That's the kind of emotion the sharing of Cauvery waters evokes in Karnataka, a sentiment that the state's political parties have been milking for ages. In 2016, with the court ruling in favour of Tamil Nadu (for the second time) and directing Karnataka to release 12,000 cusecs of water by September 20, there were widespread protests and violence in the state on September 12. Two people were killed in clashes with the police in Bengaluru, and over 150 Tamil Nadu registration vehicles have reportedly been vandalised all over Karnataka. Losses in the arson are said to run into crores of rupees. With the police largely absent in the initial stages, businesses owned by Tamilians were mercilessly targeted by rioters.</p> <p>Link: India Today</p>	<ol style="list-style-type: none"> 1. Cauvery water is very crucial for the states of Karnataka & Tamil Nadu as most of the farmers in the Cauvery delta are dependent on the water. Considering the fact that significant area of these regions of both the states comes under drought prone area, water of Cauvery is very essential. 2. The politicians contest elections based on getting more access to the water from the river which instigates people to be more violent. 3. The politicians need to stop making the river dispute a matter of regional pride and instead focus on cooperation and conflict-resolution between states. 4. The conflict could have been avoided by reducing the dependency of each state of Cauvery River. Both Karnataka and Tamil Nadu have lost thousands of lakes over the years to pollution, industrial waste and encroachment. There is a dire need to conserve these and other water bodies and use conservation methods like Rain water Harvesting. 5. The two states can negotiate in a way that both States benefit. For example Karnataka can ask Tamil Nadu for electricity (Since it's facing a lot of issues) whereas Karnataka can give water in return.

<p>The issue which started as a resource sharing dispute between two states has now become a matter of pride for the residents of Karnataka and Tamil Nadu. In the wake of the tensions, fleet of buses owned by Tamil businessmen were burned down by people in Bangalore and nearby places. The issue has now become more ‘anti-Tamil’ than anything else. The scholar Janaki Nair, who has studied these convulsions in detail, has noted that the attacks were about “securing the identity of Kannada through attacks on linguistic minorities.” Further, the attacks were characterised by an envy of Tamil Nadu’s “political and cultural solidarity”.</p> <p>Source: The scroll</p>	<p>6. The Supreme Court ordered the creation of the Cauvery Water Management Authority (CWMA). This would help in keeping politics away from the matter of the river and lead to the best utilization of the water.</p>
<p>Raj Gogoi made his way from Assam to Delhi to seek admission in Delhi University’s (DU) Ramjas College a year ago. Yet, Gogoi did not anticipate the harrowing experience that was soon to follow. As he searched the length and breadth of the varsity campus and other surrounding areas for accommodation, he was either turned away or asked for an exorbitant amount as rent — nearly twice the normal charge. “I had to pay Rs 11,500 for a room that was available for Rs 6,500 to students from this part of the country. I found this accommodation in the Vijay Nagar area after searching for nearly one month,” he said</p> <p>The story is the same for thousands of students from the Northeast who flock to DU each year. While the North Eastern Women’s Hostel partially took care of accommodation needs for women students of the Northeast, no arrangement was made for men. “Landlords ask for high rents. They don’t even refund our security deposit. The property dealers, too, charge very high rates.</p> <p>Link: Hindustan Times</p>	<ol style="list-style-type: none"> 1. People from the North-Eastern part of the country are often discriminated against in different parts of India. It happens often because of a lack of understanding. People from the North East look different. 2. Many people know nothing about north eastern states or its culture. School textbooks have never taught them anything about this part of the country. 3. Studying about the culture of the North-Eastern part of the country should be a part of the school curriculum. 4. To ensure that students from the North East feel comfortable in the cities they move to, schools/colleges should assign sensitized mentors to these students. 5. Students should be encouraged and provided spaces to interact with students from other cultures. 6. To ensure that those moving to Delhi adapt to the local culture and needs, local people should be more understanding and welcoming of people. While the government can create rules and policies for

equality, it is not possible for the government to make everyone feel heard and valued. In times like these, it is the responsibility of the common folk to respect and accept other people.

Common Questions:

1. What was the problem in your case?
2. How were social identities involved in this case?
3. How did various stake holders respond to the social identities of others?
4. What were its consequences?

De-Brief (after the presentation)

- These are just two examples of how social differences can lead to multiple consequences, including violence and damage to lives and property.
- Religious tensions, caste based violence, gender based discrimination- all these have been instances when social differences have led to widespread tensions between social groups, especially in India.
- Additionally, social differences on the basis of caste, religion, and economic status have been used by politicians time and again to create divides to get political advantages.
- In a country like India, where there are countless social identities, it is all the more important that these matters are treated with utmost care and respect. Let's quickly go through an incredible case where overlapping differences were responded to with respect and care. They infact led to greater harmony and unity.

Case 3:

As mason Nazim "Raja" Khan toiled over the construction of a Shiva temple in a village in Punjab called Moom, a thought nagged him. There he was, a Muslim, building a Hindu temple. Yet there was no mosque nearby where he could worship. After finishing the construction of the temple he raised this concern with the Muslim community in the village. But they were too poor to afford the land. They approached the temple administrator to ask for a small area of land to build a mosque. A week later the temple management decided to handover nearly 900 sq ft of vacant land next to the temple. Purshottam Lal, an ayurvedic medicine practitioner who sits on the temple management panel, explains: "It was a very genuine demand. It was unfair that while we all share our joys and sorrows together, [the Muslims] didn't have a mosque." Two months on, Raja and a few other masons and labourers are happily building a place

where Muslims can worship. The Sikh community is contributing funds for the mosque, which shares its wall with their gurdwara, making for a rare example of communal harmony between the three religions in a land where minorities often complain about victimisation.

Link: [BBC News](#)

Questions to be put in the appendix

1. Why is this case a good example of communal harmony in India?
2. What is helping people of this village live in harmony despite religious diversity and overlapping social divisions?
3. What can we learn from this example?

De-brief:

This is a beautiful example of how people choose to support each other despite their many differences. Instances of tolerance like these are rare in our country but not impossible to find.

3. Activity: Embracing diversity in our day to day lives.

Time: 20-30 minutes



Source: [Hopkins Medicine](#)

Facilitation Notes:

- By now, we have understood in detail how overlapping differences in India and around the world have led to increasing tensions among communities.
- In India, women, religious minorities, lower caste communities are constantly facing multiple cases of discrimination, all leading to massive injustice and oppression. Being Indians and the next generation that takes this country forward, it is the responsibility of each one of you to make everyone feel included and united.
- I think it's safe to assume that it comes down to accepting differences among people, be it in gender, religion, caste or class, and making them a part of the larger Indian community. Despite of our differences, we all get to hear stories of how people belonging from different castes and religions helped each other. People from all religions are fed at the Sikh gurdwaras, Hindus and Muslims often celebrate each other's festivals.
- India as a country can only succeed if everyone, from across social groups, feels heard and appreciated.
- In this next section, we will divide the class into multiple groups and think of the many differences that divide our society. And then we will think of what can be done to reduce these differences.
- (The teacher to draw the following table on the board) I want everyone to now tell me the various divisions/differences on which you think Indians are divided. (Prompt students to think about the various times they have heard of conflicts among communities and what these conflicts have been about)
- (Take a few responses and make the following table on the board):

Gender Differences	Religious Differences
Caste Differences	Cultural Differences

- Now I want the class to divide itself into 4 groups. (divide the class into 4 groups)
- For the next 15-20 minutes, I want everyone to discuss in their groups about the broad difference that you have been assigned and then answer these two questions:
 - Where have I seen these differences in my community/ neighbourhood/ surroundings?
 - What can I do to encourage people to accept diversity?
- After 15 minutes, each group will come and present their discussion points and solutions to the class.

Points for the teacher to discuss: What can be done to encourage diversity?

Gender:

- Do not enforce gender stereotypes from early childhood. For example do not tell boys that crying is bad or that cooking and cleaning is not for them.
- Make time to actively talk about gender in classroom/home/community.
- Divide household chores equally. Value the work that is being done by the woman in the house as much as the earning member of the family.
- Conduct activities like role plays in your area to create awareness about gender inequality in India.
- Encourage women in your families to pursue their dreams.
- Make sure every single person in class has a voice regardless of their religious/gender/cultural identity.
- Create more opportunities for women in every field.
- Government should organize gender sensitization workshops for each section of the society.
- Gender should be made a part of school curriculum and the teachers should be trained and sensitized to teach the same.

Religion

- Celebrate all festivals.
- Interact and communicate with other religious groups to know more about their religion.
- When you find yourself thinking poorly of someone, stop and consider what influences have created your negative views of that individual.
- Encourage policies and practices in your classrooms/ homes where every religion is treated with respect. Eg, wish your neighbours on their festivals, celebrate all festivals in school/ offices etc.
- Tolerance to be taught at home from childhood.

Caste

- People should actively read Dalit writers to get a better understanding of the situation of people from the lower castes in India.
- You should challenge caste based inequality if you witness it around you.
- Do not segregate utensils in your house to be used by people belonging to a lower caste.
- Sensitize students about the caste system in India. Also make people from the lower caste aware of their legal rights for example the abolition of untouchability laid down by the Indian constitution as a fundamental right.

Culture

- Citizens should focus on building relationships and friendships with people from other cultures.
- Students should reach out and create a network of support among students for the ones who belong to a minority cultural background. For example students in Delhi University can create various community support groups for students from the North Eastern part of the country.

Section III: Closure

Time: 5 minutes

Summary by students and teachers

Note to the teacher: Select a student at random to summarize the key points and learnings of the session. The teacher to add to whatever points are missing.

- Many over-lapping social differences exist in India.
- These over-lapping differences affect politics.
- Politics sometimes also creates over-lapping differences for the gains of the politicians.
- If political parties start competing in terms of some existing social division, it can make social divisions into political divisions and lead to conflict, violence or even **disintegration** of a country as we saw in the case of Yugoslavia.
- Citizens have an important role to play in creating a tolerant society. We need to be more open minded and accepting of the differences we see in society. Then, and only then will we be able to create a progressive future for all of us.
- In the next session/class we will learn the three factors that are crucial in deciding the outcome of politics of social division.

Section IV: Assessment

Pop Quiz

Time: 5 minutes

Facilitation Notes:

Ask the following questions to the students:

- What is the difference between overlapping differences and cross-cutting differences?
- Case study from the text: (ask students to open their text book to Pg. 35 and read the case)
Ganesh had come back from his trip and was talking to Mahashweta about the Roma people who live in many countries of Eastern

Europe. He met Yordanka who works as a nurse in Bulgaria. This is what she has to say about Roma people:

“Being a nurse you can’t refuse to look after some people, but these Roma people are very dirty. Even when something small happens to any one in their family, all the family and even the neighbours just march to our hospital. And once they are in the hospital they don’t know how to keep quiet. They talk aloud, smoke and drop ashes all over and spit on the wall! They have no patience, and they just start pestering our doctors! And when they are just hanging out like that any way they look so aggressive. After all these dark skinned people don’t look like us. They have a strange sense of colour. Look at their dress, why can’t they try to look like everyone else in the country? And we all know they are thieves. I have heard people say that these Roma people live by selling their blood. None of them can afford the hospital fees. But when they are ill they just rush to hospital at the cost of good Bulgarians who pay their taxes!”

“That sounds familiar’ said Mahashweta.

Ganesh went on to talk about Modruzeni, a Romani who lives in Romania. When she was eighteen years old, she went to the hospital, to give birth to her first child. She had no money to pay to the doctor or nurse. Though she was in the hospital, nobody bothered to come and take care of her. Finally the sweeper, who was also a Romani, helped her give birth to a boy. And then the nurse appeared on the scene and said, “Here we have another criminal”. Talking about how the Roma people are treated in public hospitals, she says: “These doctors keep us waiting outside their cabins. On one occasion one doctor asked me to take a bath if I needed to be examined! Of course, I smelled. During the pregnancy I ate from the garbage containers, because I was so hungry all the time. My husband had left me. I had two children, and I was pregnant with the third.

The social worker refused my request for food assistance. My neighbour helped me to deliver the baby. I often feel it is better not to visit these hospitals.”

Mahashweta heard him out and said, “Ganesh, why do you have to travel halfway across the world to find this out? This is not a story about Romania and Bulgaria or about the Roma people. This is as much a story about our own country and about our people who are branded as criminals by our system.”

Do you think Mahashweta is right? Do you know of some community in your area that is treated like the Romans? Have you heard people say things similar to what Yordanka or Modruzeni say here? If yes, try to think of what the story would sound like if you heard it from the other side? Do you think the Bulgarian government should try to ensure that the Roma people dress and behave like other people from Bulgaria?

- Give examples of overlapping-differences in India.

Section V: Homework:

Ask students to list 5 over-lapping differences they see around them. They can choose examples from their home, classroom and community. They have to write about one of these differences in detail.

Section VI: Additional Resources**Resources for teachers:**

1. Reading: Two Tribes: Discrimination, being North-eastern and 'Indian-ness'
The article explains how people from the North-East part of India still continue to face various kinds of discrimination in the other parts of country.
Link: [Hindustan Times](#)
2. Reading: A brief history of the Cauvery dispute
This article discusses the history of the dispute over Cauvery river in the Southern part of India. It explains how the dispute started and its current status.
Link: [Economic Times](#)
3. Video: Dalits in India still struggle for Rights
The video highlights how India has a number of prominent Dalit politicians, including the country's president. However, despite laws that protect them, members of the lowest group in the Hindu caste system still face widespread discrimination.
Link: [YouTube](#)

Resources for students:

1. Reading: Restored Our Faith in Humanity. And Our Country
The article shares beautiful examples of communal harmony in India. It shows us despite all our differences we can come together and create a harmonious society.
Link: [The Better India](#)
2. Video: Unity In Diversity - India || A Short film by Red Media Productions
The video shows how India is an extremely diverse country but everyone stands united as Indians.
Link: [You Tube](#)



Appendix

Printable worksheets for the activity overlapping differences in India and their outcomes

Case Study 1: Tensions between Karnataka and Tamil Nadu over water sharing of the Cauvery.

There has been a dispute between Tamil Nadu and Karnataka from the beginning of 20th century over sharing the water from Cauvery River. Since the states often couldn't decide on how to tackle this issue or come to an agreeable solution, they have turned to the Supreme Court for dispute resolution. However, the states have often seen tensions that have risen to the levels that have caused violence over communal lines.

"For us, the Cauvery river is like a goddess, she is the lifeline of south Karnataka. We will not stand attacks on Kannadigas in Tamil Nadu in the name of our goddess," thunders Ravi Gowda, an activist of the rabble-rousing Karnataka Rakshana Vedike as he justifies the torching of TN-registered vehicles in the state.

That's the kind of emotion the sharing of Cauvery waters evokes in Karnataka, a sentiment that the state's political parties have been milking for ages. In 2016, with the court ruling in favour of Tamil Nadu (for the second time) and directing Karnataka to release 12,000 cusecs of water by September 20, there were widespread protests and violence in the state on September 12. Two people were killed in clashes with the police in Bengaluru, and over 150 Tamil Nadu registration vehicles have reportedly been vandalised all over Karnataka. Losses in the arson are said to run into crores of rupees. With the police largely absent in the initial stages, businesses owned by Tamilians were mercilessly targeted by rioters.

Source: [India Today](#)

The issue which started as a resource sharing dispute between two states has now become a matter of pride for the residents of Karnataka and Tamil Nadu. In the wake of the tensions, tens of buses owned by Tamil businessmen were burned down by people in Bangalore and nearby places. The issue has now become more 'anti-Tamil' than anything else. The scholar Janaki Nair, who has studied these convulsions in detail, has noted that the attacks were about "securing the identity of Kannada through attacks on linguistic minorities." Further, the attacks were characterised by an envy of Tamil Nadu's "political and cultural solidarity".

Source: [The scroll](#)

- What are the major concerns in this case?
- How is social identity being used to cause divisions?
- How can this problem be resolved?

Case Study 2: Discrimination of north eastern students in Delhi

Delhi University is often considered one of India's premier academic institution. Students from all over the country flock every year to get admissions, in the hopes of making it to their dream colleges. The university life, however, is not as welcoming for everyone. Raj Gogoi made his way from Assam to Delhi to seek admission in Delhi University's (DU) Ramjas College a year ago. Yet, Gogoi did not anticipate the saddening experience that was soon to follow. As he searched the length and breadth of the varsity campus and other surrounding areas for accommodation, he was either turned away or asked for an exorbitant amount as rent — nearly twice the normal charge.

"I had to pay Rs 11,500 for a room that was available for Rs 6,500 to students from this part of the country. I found this accommodation in the Vijay Nagar area after searching for nearly one month," he said

The story is the same for thousands of students from the Northeast who flock to DU each year. While the North Eastern Women's Hostel partially took care of accommodation needs for women students of the Northeast, no arrangement was made for men. "Landlords ask for high rents. They don't even refund our security deposit. The property dealers, too, charge very high rates, much higher than the ones asked of the local students or students from other parts of the country.

Source: [Hindustan Times](#)

Not just the rents, students from the north-east often find themselves in distressing situations when people pass harassing comments and sometimes even resort to violence. Cases of north-eastern students teased and physically attacked are rampant in Northern India. They are blamed for not being 'Indian' and asked to go back to China. The situation is far from being resolved but raises a very important question- 'Till when will India's national identity be used to torture, alienate, and oppress people?'

Source: [Youth Ki Awaaz](#)

- What are the major concerns in this case?
- How is social identity being used to cause divisions?
- How can this problem be resolved?

Case Study 3: Communal Harmony

As mason Nazim "Raja" Khan toiled over the construction of a Shiva temple in a village in Punjab called Moom, a thought nagged him. There he was, a Muslim, building a Hindu temple. Yet there was no mosque nearby where he could worship. After finishing the construction of the temple he raised this concern with the Muslim community in the village. But they were too poor to afford the land. They approached the temple administrator to ask for a small area of land to build a mosque. A week later the temple management decided to handover nearly 900 sq ft of vacant land next to the temple. Purshottam Lal, an ayurvedic medicine practitioner who sits on the temple management panel, explains: "It was a very genuine demand. It was unfair that while we all share our joys and sorrows together, [the Muslims] didn't have a mosque. "Two months on, Raja and a few other masons and labourers are happily building a place where Muslims can worship. The Sikh community is contributing funds for the mosque, which shares its wall with their gurdwara, making for a rare example of communal harmony between the three religions in a land where minorities often complain about victimisation.

Link: [BBC News](#)

1. Why is this case a good example of communal harmony in India?
2. What is helping people of this village live in harmony despite religious diversity and overlapping social divisions?
3. What can we learn from this example?

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