

## Teacher's Guide

Popular struggles and movements

Part 1

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)

## Popular struggles and movements | Teacher’s Guide (1/4)

### Part 1

Class X

Board – CBSE

Subject – Social Science

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

Chapter 5 – Popular struggles and movements

Number of parts – 04

Length – 70-90 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:

- Discuss examples of popular struggles across the globe including India.
- Identify the impact of these struggles on democracy.

##### Learning outcomes

Students will be able to:

- Understand the importance of collective action to bring about a change in society.

##### Key Terms

Democracy	Privatisation	Maoists	Citizen mobilization
Constitutional Monarchy	Water War	People’s movement	

##### Materials needed

1. One worksheet per student for opening activity
2. Laptops or any other video screening device (Bolivia’s case study)
3. Timeline activity: Timeline worksheet (Nepal case study)
4. Think Pair Share: Printed reading for each student or one sheet per pair of students (Chipkoo Andolan)
5. Turncoat activity: Stopwatch (even a stop watch in the phone would do)

## Section II – How are we going to learn?

### **Understanding Bolivia's water war**

#### **Activity: Watching video and then debrief**

##### **1. Opening Session: Bolivia's water war**

Time: 10 minutes

Materials needed: Laptops or any other video screening device, worksheet (can be printed or drawn on the board)

#### Facilitation notes:

- So class, last year, we began our journey to understand democracy, wherein we read about the stories of different countries.
- Can someone tell me the essence of a democracy?
- In a democratic form of government, the citizens exercise power directly or through elected representatives.
- Our country India is the largest democracy in the world. In India and around the world, citizens have often raised their voices when they felt something was not right. These movements and protests have taken various forms and led to different results.
- Let's not forget, the Indian Independence was also a result of a popular struggle led by Indians.
- The freedom struggle consisted of many sub movements such as the Non Cooperation movement, Dandi March, Swadeshi movement, Quit India movement, etc.
- Similarly, in other parts of the world too, the citizens undertake movements and struggles to achieve what they desire.
- In this chapter we will read about a few countries and their stories of struggle.
- Let's start with a video of the popular struggles in a small country of South America called Bolivia.
- Let's watch the video and read Pg.60 from your textbooks.
- After that, fill in the table of information on the basis of this video and the information given in the book.

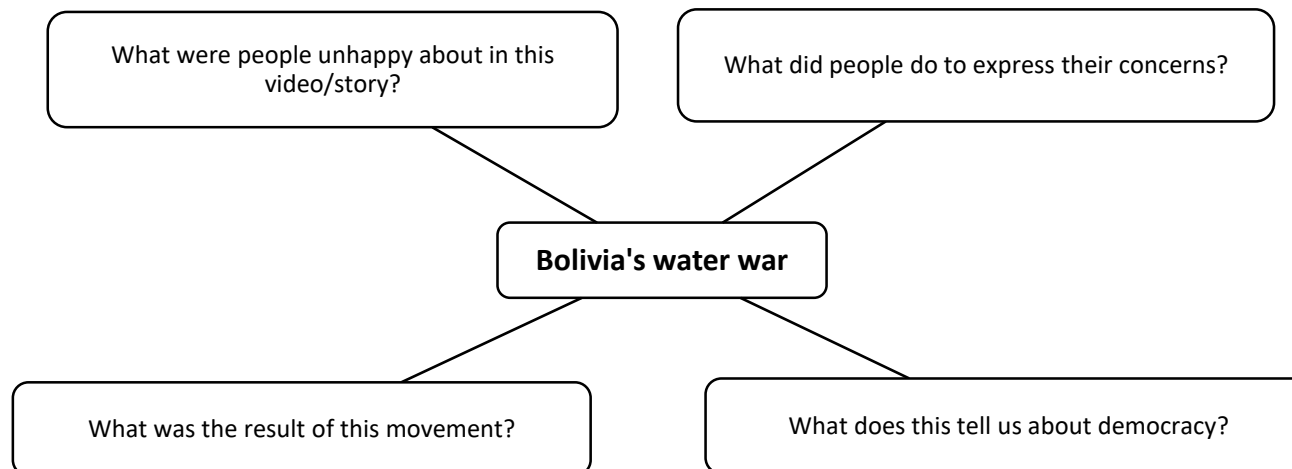


**Video: How the water was won**

The video details how the people of Bolivia won against the government in its decision to outsource water management to a private entity.

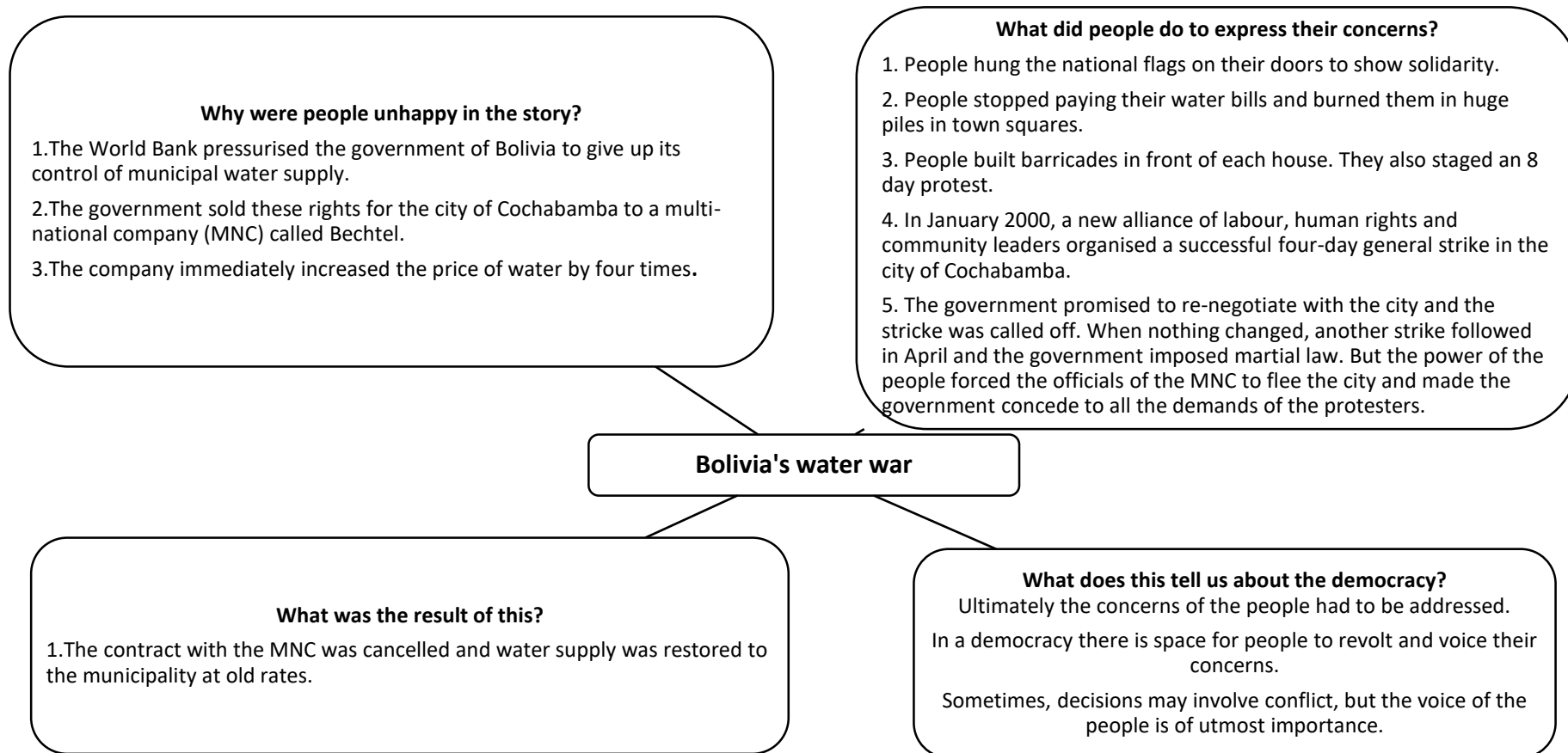
Link: [Youtube](#)

- After watching, each student will fill this worksheet.



The teacher should take 2-3 student responses and help students to arrive at the desired conclusions for the worksheet as follows:

Solution:



**Debrief:**

- In this activity, we saw how people came together to protest against the privatisation of water in Bolivia by the government.
- People from different sections and class of the society came together for a common cause risking their lives.
- They organised protests and strikes and pressurised the government to accept their demands which was in the interest of the citizens of the country.
- Eventually the government had to give up and accept their demands.
- This is how people of Bolivia participated in a major event that shaped Bolivia's democracy.
- Now let's understand about a more complicated and long-drawn issue in Nepal.

**2. Activity: Timeline Activity**

Time: 25-35 minutes

Materials needed: Timeline worksheet (can be printed from the appendix or drawn on the board)

**Facilitation Notes:**

- The story of Bolivia showed us how people successfully struggled against privatisation of water. Let us learn about a different story of how popular struggles have led to democracy in the world. This is the story of Nepal.
- Nepal had won democracy in 1990.
- Although the king formally remained the head of the state, the real power was exercised by popularly elected representatives.
- However, in 2001, King Birendra, was killed in a mysterious massacre of the royal family.
- As a result King Gyanendra, the new king took advantage of the situation and dismissed the then Prime Minister and dissolved the popularly elected Parliament. This effectively meant that Nepal had resorted back to a monarchy with the King being the head of state.
- This led to a movement in Nepal which lasted for about a decade and was aimed at restoring democracy.
- Take the next 10 minutes, read pages 58 and 59 in your textbook and complete this time line. (the teacher to distribute the timeline prints to each student or draw the timeline on the board).

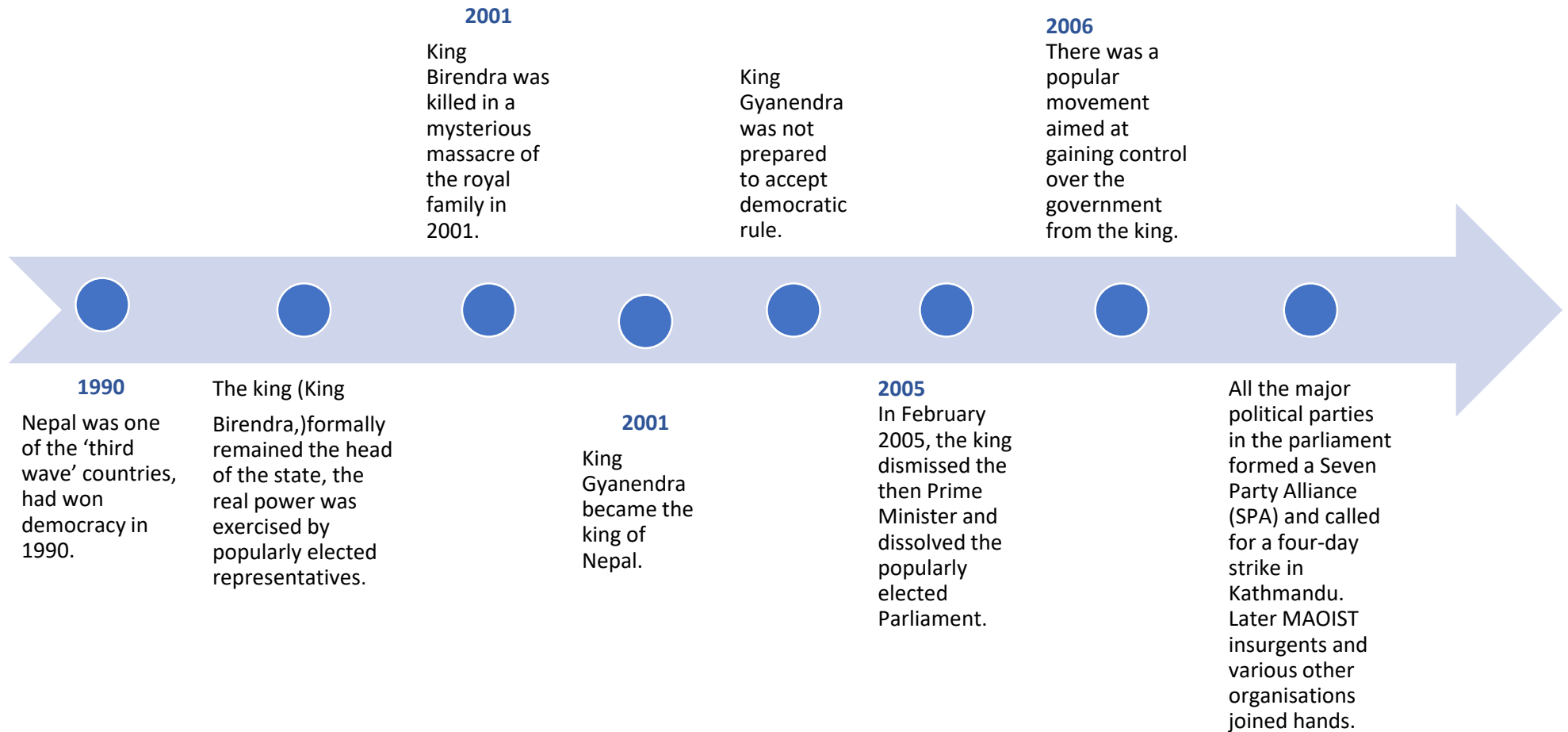
**Activity flow: Arranging events in a chronological order**

- Students will read the textbook for 10 mins.

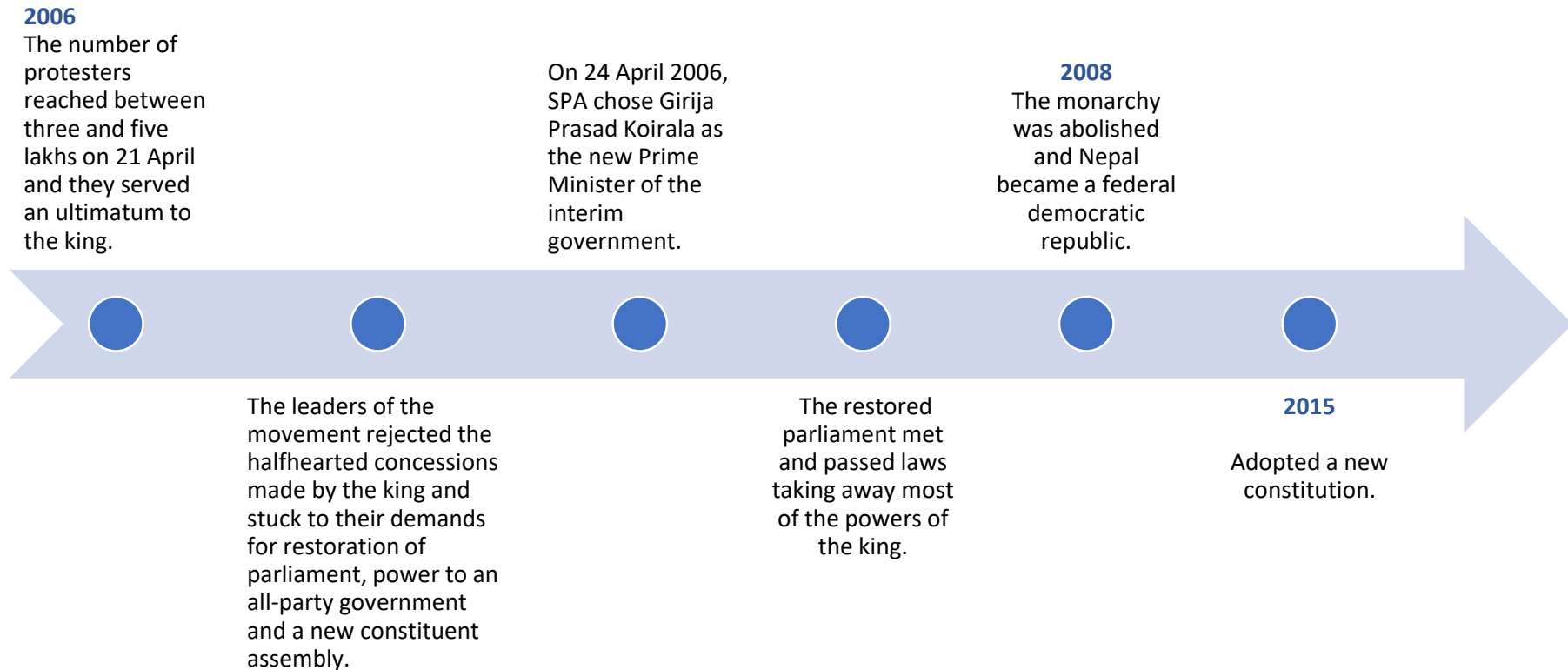
- Students will then fill the worksheet in next 10 mins by arranging the events in chronological order.
- The teacher will then facilitate a large group discussion in the classroom by taking 2-3 responses for the worksheet.



**Solution sheet: The teacher may draw this on the blackboard.**







Debrief:

- (the teacher can do a quick recap of what the students would have read)
- In Nepal after the death of King Birendar, King Gyanendra, the new king of Nepal took advantage of the weakness and unpopularity of the democratically elected government and in February 2005, dismissed the then Prime Minister and dissolved the popularly elected Parliament.
- To counter this all the major political parties in the parliament formed a Seven Party Alliance (SPA).
- Maoists, insurgents and various other organisations joined hands with SPA.
- People defied curfews and started protesting on the streets demanding for restoration of parliament, power to an all-party government and a new constituent assembly.

- The king was forced to concede all the three demands and in 2015, Nepal adopted a new constitution.
- This is how people of Nepal succeeded in achieving what they had strived for over 25 years.
- The cases of Nepal and Bolivia raise some very important questions around people's influence in a democracy.
- While these cases are very real, the question remains- can citizens actually bring about such large scale changes? Even in a country like India?
- Let's hold on to these questions and go to the next section.

### 3. **Activity flow: Think Pair Share**

Time: 10-15 minutes

Materials Needed: Printed reading for each student. (Printable worksheet in the appendix.)

Facilitation Notes:

- Till now we have seen people across the globe struggling to bring about a change in the way their country was administered. We will now discuss a movement which happened in our own country-India.
- Being world's largest democracy and second most populous country of the world, India has seen many such struggles in the past.
- These movements took place for varied reasons and in the various parts of the country.
- We will be now reading about "'Chipko Andolan'.
- The reading is about how women and men standing around trees, hugging them, resisted against rampant cutting of trees in Uttarakhand.
- You will be given a reading titled as "'Chipko Andolan' Was The Strongest Movement To Conserve Forests"
- You will have 7 minutes to read and answer the questions written on the board with your partners.
- (The teacher to distribute the reading in the appendix section to the students)

Note to the teacher: The purpose of this section is to show students of a very important case in India and how popular struggle by the people led to government action

**The guiding questions are:**

1. What was the Chipko Movement of 1974 about?

2. What was the result of this protest?
3. How did Chipko Movement originally start and what was the result of it?

**The correct answers are:**

1. What was the Chipko Movement of 1974 about?

In 1974, the government announced the auction of 2,500 trees near Reni village in Uttarakhand, overlooking the Alaknanda river. The villagers came together to protest the actions of the government by hugging the trees. Gaura Devi, the head of the village Mahila Mangal Dal, at Reni village led 27 of the village women to the site and confronted the loggers. The loggers started threatening them with guns. The women, in a peaceful protest, resorted to hugging the trees to stop them from being felled. The women kept an all-night vigil guarding the trees from the cutters until a few of them, unable to do anything, left the village.

2. What was the result of this protest?

The news of resistance spread like wildfire to nearby villagers and more people joined in. Finally, the news reached the ears of the then state chief minister Hemwati Nandan Bahuguna, who set up a committee to consider the matter. Eventually, it ruled in favour of the villagers.

3. How did Chipko Movement originally start and what was the result of it?

Chipko type movement started in 1730 when in Khejarli village of Rajasthan, 363 people of the Bishnoi tribe sacrificed their lives to save khejri trees. A woman named Amrita Devi led the movement in the 18th century and laid down her life along with a group of villagers while protecting trees from being felled on the orders of the King of Jodhpur. After this incident, the king, in a royal decree, banned cutting of trees in all the Bishnoi villages.

4. **Turncoat activity: Why a Democracy?**

Time: 10-15 minutes

Materials Required: A stopwatch to time the students

Facilitation Notes:

- We have discussed all these inspiring stories from India and the world. Let's now sharpen your thinking skills a little and see if you all can push your thinking.
- The activity we will now do is called 'Turncoat', which literally means that you will have to argue both sides of the case.
- I will give you a topic and ask you to give me points in favour of the motion. After some time, I will ask you to switch and ask you to give me points against the motion.

- For instance, if your topic is ‘Summer is the best season’, then you keep arguing why it is the best season till I say switch, then you argue why is it not the best season, and then you switch back.
- I will select two class masters. These class masters will write all the points on the board as and when the class shouts out the points.
- In the end, we will see which side of the argument has more points.
- Your topic is ‘Popular struggles are important and desirable in a democracy’.
- You can draw on all your past knowledge and what you understood from all these cases and let’s see who wins!
- (The teacher then selects two class masters. Let the class argue first popular struggles are good for democracy, let students raise their hands and share their arguments.)
- After 30-40 seconds, ask students to argue ‘why popular struggles are not good for democracy’.
- You can do this switching 3-4 times.
- Potential points for the turncoat:

Popular struggles are important and desirable in a democracy	Popular struggles are not important and desirable in a democracy
<ul style="list-style-type: none"> <li>• The government cannot make unpopular decisions. People can revolt against unfair decisions</li> <li>• They can fight for their rights.</li> <li>• It keeps the government in check and ensures they do not exercise undue powers.</li> <li>• Popular struggles are a great way for minorities to feel represented.</li> <li>• If you do not allow protests, then citizens may carry latent anger leading to unrest.</li> </ul>	<ul style="list-style-type: none"> <li>• Popular movements may not always ask for justified rewards or benefits.</li> <li>• The government may feel pressured to give in to something that may not be good for the country.</li> <li>• Everyone is not equally represented in popular struggles.</li> <li>• The struggle may turn out to be violent and cause damage to people and property.</li> </ul>

### Debrief

- That was quite exciting! Well done everyone.
- More or less the class covered all important points.
- It is true that while popular struggles are a great way to be heard. There is also a chance that people may make unreasonable demands and conflicts may be created for political reasons.

## 5. Closing discussion

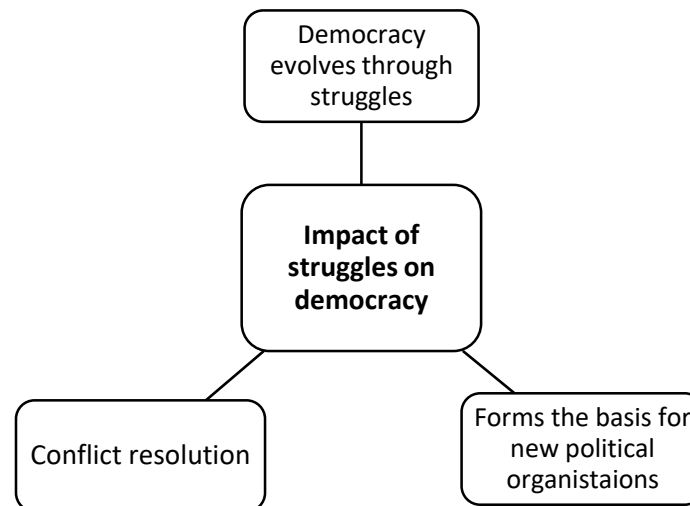
Time: 5 minutes

### Facilitation notes:

- Through the course of today's class we identified how people played an instrumental role in shaping the fate of their country, its policies and politics.
- The purpose of today's class was to understand the value of collective action that has been taken up in the past and how it has shaped our present day society. There is no denying that popular struggles can have positive or negative outcomes. Conflicts can lead to widespread damages. If struggles become violent, people risk losing their lives and property.
- Therefore, to avoid such violent situations, democracy allows peaceful protests by aggrieved citizens, so that they can legitimately raise their voices when they are unhappy about something.
- Here are a few things to consider:
  1. Democracy evolves through popular struggles. Defining moments of a democracy usually involve conflict between those groups who have exercised power and those who aspire for a share in power. As in the case of Nepal, the Maoists and all major political parties came together to protest against the king as they aspired for a democratic form of government where even they could participate in the decision making process through representative democracy. Popular struggles lead to transition into democracy, expansion of democracy, and deepening of democracy.
  2. Democratic conflict is resolved through mass mobilisation. In Bolivia, the citizens united to protest against the increase in water prices and forced the government to reduce it. Similarly in Nepal, people forced the government to adopt a new constitution.
  3. These conflicts and mobilisations are based on new political organisations, for example the formation of Aam Aadmi Party (AAP) in Delhi. AAP has its origin in 'India Against Corruption' movement. This movement was organised by Anna Hazare, Arvind Kejriwal and some other social activists who had been involved in Team Anna, a strand of the anti-corruption movement for a Jan Lokpal Bill that had gained momentum in India during 2011 and 2012.

There can be other agencies of organised politics other than just political parties such as pressure groups and movement groups also. (We will discuss pressure groups and movement groups in the next class)

- The teacher to draw the following diagram on the board:



### Section III: Assessment

Time: 5 minutes

- Let's close this class by answering few questions:

**a) Fill in the blanks:**

- Maoists are the communists who believe in the ideology of \_\_\_\_\_, the leader of the Chinese Revolution.
- Nepal adopted its new constitution in \_\_\_\_\_.
- The government sold the water rights for the city of \_\_\_\_\_ to a multi-national company (MNC) in Bolivia.
- All the major political parties in the parliament formed a \_\_\_\_\_ and called for a four-day strike in Kathmandu, the country's capital
- The SPA chose \_\_\_\_\_ as the new Prime Minister of the interim government in Nepal.

**Answer Key:**

- Maoists are the communists who believe in the ideology of **Mao**, the leader of the Chinese Revolution.
- Nepal adopted its new constitution in **2015**.
- The government sold the water rights for the city of **Cochabamba** to a multi-national company (MNC) in Bolivia.
- All the major political parties in the parliament formed a **Seven Party Alliance (SPA)** and called for a four-day strike in Kathmandu, the country's capital
- The SPA chose **Girija Prasad Koirala** as the new Prime Minister of the interim government in Nepal.

**b) Answer the following questions:**

- How did King Gyanendra take advantage of the death of King Birendra?
- Why did Bolivia give up its control of municipal water supply?
- Name few agencies of organised politics. (Political parties, pressure groups and movement groups are few agencies of organised politics.)
- What role do people play in shaping up the democracy?
- What can be the potential disadvantages of popular struggles?

**Section IV: Closure****Recap by the teacher**

Time: 5 minutes

- Let us once revise the stories we read today.
- The first story was about Bolivia's water war, where the citizens mobilised against the privatisation of water in the city of Cochabamba, which led to increase in water bill.
- Then we read about Nepal, where the citizens struggled for a democratic government for almost 25 years. Finally in 2015, Nepal adopted its new constitution.

- And last but not the least we read about the Chipko Andolan in Uttarakhand, where people villagers hugged the trees and prevented them from being cut down.
- Through these stories we understood that the impact of such struggles on democracy are: conflict resolution, evolution of democracy and formation of the basis for new political organisations.
- Hence such struggles and movements are extremely crucial for any democracy.

### **Section V: Homework:**

Ask the students to read the following text:

1. “In 1984, the Karnataka government set up a company called Karnataka Pulpwood Limited. About 30,000 hectares of land was given virtually free to this company for 40 years. Much of this land was earlier used by local farmers as grazing land for their cattle. However the company began to plant eucalyptus trees on this land, which could be used for making paper pulp. In 1987, a movement called Kittiko-Hachchiko (meaning, pluck and plant) started a non-violent protest, where people plucked the eucalyptus plants and planted saplings of trees that were useful to the people.”

Suppose you belong to any of the following groups, what arguments would you put forward to defend your side? The groups are local farmers, environmental activists, government officials working in this company or just consumers of paper.

2. The ‘Right to Information’ Act mandates that if a citizen asks for information from a public body, the institution is bound to provide it in a timely manner (at a maximum of thirty days). The act was a milestone in the Indian democracy, enabling citizens to view information on the dealings of their government and questioning them. Research this act and answer the following?
  - i. What were the events that led to the passing of the Right to Information Act?
  - ii. Who were the participants of it?
  - iii. What were their demands?
  - iv. What were the results of the demands made by these groups/ mention 3 features of the act.



## Section V: Additional resources

### Resources for teachers:

1. Reading: India and the Two Faces of Political Mobilization

This is a book on trends, tendencies and various features of the Indian political landscape and gives a closer look at the population, the political leadership and the institutions to examine the role they play in the varied outcomes for the country.

Link: [India and the Two Faces of Political Mobilization](#)

2. Reading: The Political Consequences of Social Movements

This is a research study on the political consequences of social movements. It focuses on movements in democratic politics and the United States.

Link: [The Political Consequences of Social Movements](#)

### Resources for students:

1. Article: A look at some of the powerful protests that shook India

This article talks about some of the powerful protests of modern India.

Link: [Economic Times](#)

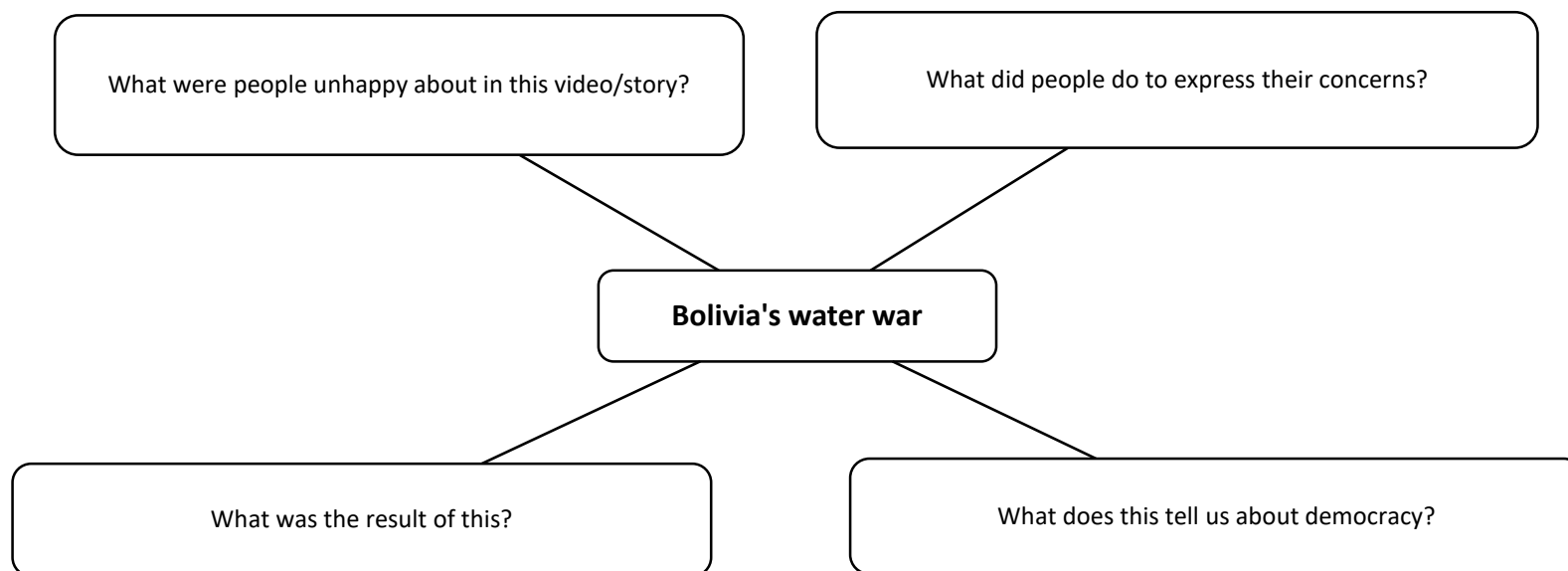
2. Article: Standing up for trees: Women's role in the Chipko Movement

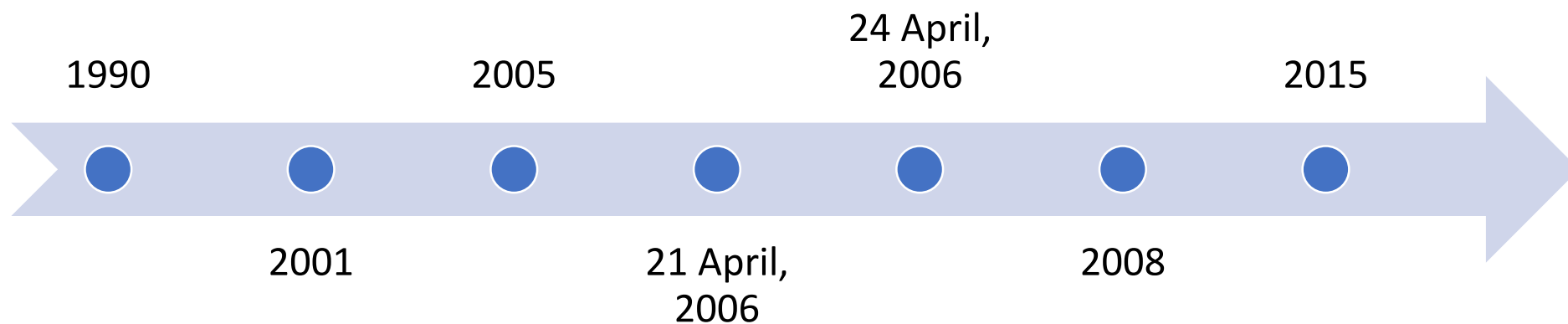
The article talks about history of Chipko movement and the context in which it arose.

Link: [Standing up for trees: Women's role in the Chipko Movement](#)

## Appendix

The following are printable versions of the sheets for the graphic organiser, the timeline for Nepal and the Chipko Movement





### 'Chipko Andolan' was the strongest movement to conserve forests

Women and men standing around trees, hugging them, holding each other's hands – This was the scene in a village in Uttar Pradesh in 1973, now in Uttarakhand, where the modern Chipko Movement took birth under the aegis of Sunderlal Bahuguna, a noted Garhwali environmentalist.

This was the strongest form of resistance against rampant cutting of trees, where people asserted their rights over nature, vowing to protect it. The movement turned 45 years old today. Chipko type movement dates to 1730 AD when in Khejarli village of Rajasthan, 363 people of the Bishnoi tribe sacrificed their lives to save khejri trees. A woman named Amrita Devi led the movement in the 18<sup>th</sup> century and laid down her life along with a group of villagers while protecting trees from being felled on the orders of the King of Jodhpur. After this incident, the king, in a royal decree, banned cutting of trees in all Bishnoi villages.

The modern movement was a collective protest that the rural folk undertook, based on the Gandhian principles of non-violence. This was a concerted way to halt the ravaging of the foothills of the Himalayas. In the name of development, forest contractors cut down acres of trees, and loot timber.



Source: [India Times](#)

The name 'Chipko' comes from the word 'embrace', as the villagers hugged the trees and prevented them from being cut down.

The Chipko andolan is a movement that practised the methods of Satyagraha where both male and female activists from Uttarakhand played vital roles, including Gaura Devi, Suresha Devi, Bachni Devi and Chandi Prasad Bhatt.

On March 24, 1974, the day the lumbermen were to cut the trees in Reni, a local girl rushed to inform Gaura Devi, the head of the village Mahila Mangal Dal, at Reni village. Gaura Devi led 27 of the village women to the site and confronted the loggers. Confrontation happened and talking between the two groups failed. The loggers started threatening them with guns. The women, in a peaceful protest, resorted to hugging the trees to stop them from being felled. The women kept an all-night vigil guarding the trees from the cutters until a few of them, unable to do anything, left the village.

The news of resistance spread like wildfire to nearby villagers and more people joined in. Ultimately, it reached the ears of the then state chief minister Hemwati Nandan Bahuguna, who set up a committee to consider the matter. Eventually, it ruled in favour of the villagers.

This became a turning point in the history of eco-development struggles in the region and around the world.

Source: [India Times](#)

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