



Teacher's Guide

Popular struggles and movements

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)

Popular struggles and movements | Teacher's Guide (3/4)

Part 3

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 – 60-75 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 the impact of pressure groups and movements on policy and politics.
- Deduce that pressure groups and movements can either create a healthy or an unhealthy impact.

Learning outcomes

Students will be able to:

- Understand how pressure groups/movements and citizens can impact real change.

Key Terms

| | | | | |
|-------------|-------------------|--------------------------|---------------------------|------------------------------------|
| Jat Andolan | Nirbhaya Movement | India Against Corruption | Sectional interest groups | Promotional/Public Interest groups |
|-------------|-------------------|--------------------------|---------------------------|------------------------------------|

Materials needed

1. Laptop to screen the video in the opening activity
2. Copy of a sample stake holder map for the activity stakeholder mapping (printable version in appendix)

Section II – How are we going to learn?

Influence of pressure groups

1. Opening Session: Popular movements and politics

Time: 10 minutes

Facilitation notes:

- In the last class we saw that in a democracy several different kinds of organisations work behind any big struggle to bring about changes.
- These organisations do it either by
 1. Direct participation in competitive politics.
 2. Or by forming an organisation called interest groups or pressure groups which undertake activities to promote their interests or their viewpoints.
- Continuing this conversation, how many of you are aware of the movement known as India Against Corruption? (a few students may or may not raise their hands)
- How many of you know about the Lokpal Bill? (a few more may raise their hands)
- India has witnessed several movements since the beginning of time.
- Some of them had great implications on the democracy. India Against Corruption was one such movement, which was an anti-corruption movement.
- It was particularly prominent during the anti-corruption protests of 2011 and 2012, concerned with the introduction of the Jan Lokpal bill.
- It primarily sought to mobilise the masses in support of their demands and was led by Anna Hazare and Arvind Kejriwal along with several prominent civil society members.
- Tired of the mounting cases of corruption and oppression by the government, this movement aimed at policies which will make the government more accountable. In a nutshell, it demanded the formation of an independent anti-corruption body (known as the Jan Lokpal) that will investigate charges against the government and protect the people who had lodged these complaints.
- The movement saw widespread protests in the capital city of Delhi and people including senior citizens, women, and even school children came out in large numbers.
- However, Arvind Kejriwal and several other members of IAC felt that the movement won't serve the purpose until there is a direct involvement in the politics. As a result, they set out to form a new political party called Aam Aadmi Party or popularly known as AAP.

- Similarly, when the Assam movement led by students against the ‘foreigners’ came to an end, it led to the formation of the Asom Gana Parishad. The roots of parties like the DMK and the AIADMK in Tamil Nadu can be traced to a long-drawn social reform movement during the 1930s and 1940s.
- **Hence, sometimes political parties grow out of movements.**
- In some instances, the pressure groups are either formed or led by the leaders of political parties or act as extended arms of political parties. For example, most trade unions and students’ organisations in India are either established by, or affiliated to one or the other major political party.
- In most cases the relationship between parties and interest or movement groups is not so direct.
- They often take positions that are opposed to each other. Yet they are in dialogue and negotiation.
- Most of the new leadership of political parties comes from interest or movement groups.

2. The impact of popular struggles: a comparative study

Time: 20-25 minutes

Materials needed: Projector for video

Note to the teacher: In this section, students will analyse and compare two movements- the Nirbhaya movement and the Jat Andolan to understand that movements and popular struggles can have both positive and negative consequences.

- We learnt that interest groups organise protest activity like strikes or disrupting government programmes to gain public support and sympathy for their goals and their activities.
- On the other hand, they may even lead peaceful marches or hold meetings with the government.
- In this way they try to influence the country’s policies and political system.
- Up until now, we haven’t really explored if pressure groups are healthy or unhealthy in a democracy. Are they always justified in their demand or can they also be problematic and harmful for other stakeholders?
- We will be attempting to answer these questions by a comparative study. For that, I want everyone to first draw this table in your notebooks:
- (the teacher to draw the table on the board and the students to copy it)

| | Jat Agitation | Nirbhaya Movement |
|-----------------------------------|---------------|-------------------|
| What is happening in the video? | | |
| Who are involved in the struggle? | | |

| | | |
|---|--|--|
| Why do you think they are involved in the struggle? | | |
| What was the impact of the struggle on the public and the government? | | |

- We will now watch two videos to understand the influence of interests groups. Let's start with the first one:

- **Video: Jat agitation reaches the capital**

The video gives a snapshot of what the Jat agitation, the demands and the protests.

Link: [YouTube](#)



- The Jat agitation or Reservation Riots by Jats was a series of violent protests in February 2016 by Jat people of North India, especially those in the state of Haryana, which "paralysed the State for 10 days."
- The rioters sought inclusion of their caste in the Other Backward Class (OBC) category, which would make them eligible for affirmative action benefits. Besides Haryana, the protests also spread to the neighbouring states, such as Uttar Pradesh, Rajasthan, and also the National Capital Region.
- The riots led to massive damages to life and property. Some estimate these damages to be as high as billions of rupees.
- Take two minutes and fill the first column of the table.
- (after 3-4 minutes) We will now watch a video about the Nirbhaya Movement.
- In December 2012, New Delhi witnessed a horrific crime – a female medical student was violently gang-raped on a moving bus and then dumped onto the highway, injured and unconscious.
- While she didn't survive the attack, Nirbhaya, as she was named by the media, sparked a revolution in India and its neighbouring countries.
- Video: How The Nirbhaya Movement Changed The Way India Thinks About Rape

The video shows how the Nirbhaya tragedy changed the way India looked at rapes.

Link: [YouTube](#)



- Before we start comparing the two, everyone please fill the table:
- **Solution:**

| | Jat Agitation | Nirbhaya Movement |
|---|---|--|
| What is happening in the video? | In the video, the Jat community of Haryana can be seen protesting in order to be counted as OBC in the state. | The video talks about how the perspective of the country about rapes shifted after the Nirbhaya rape case in 2012. |
| Who are involved in the struggle? | Thousands of people of the Jat community. | The entire country participated in the struggle either through prime time debates, social media, candle marches or protests. |
| Why do you think they are involved in the struggle? | They wanted to be counted as OBC which would entitle them to reservation in central educational institutions and government jobs. | Through this movement people began to think about rape not as an embarrassment to the victim but an assault on her mind and the body. Hence they joined hands to change the deep rooted cultural acceptance of sexual assault. |
| What was the impact of the struggle on the public and the government? | Parts of Haryana was converted into riot hit zone, houses were burned down, railway tracks destroyed and blocked the national highways. The chief minister of Haryana, Khattar offered to include them in Economically Backward Category which would give them 20% reservation at the state level. | The country changed the way rapes were being talked about. The demands for the victim's rights and dignity grew louder and the entire narrative around rapes was shifted in the country. The number of survivors reporting crimes increased. The government also introduced a stronger legislative framework, a better system of law enforcement and definitive legal backing. |

Debrief:

- After watching both the videos, and answering the questions we may be facing a dilemma that whether the influence of such groups or movements on our democracy is healthy or not.
- In the Jat movement it led to massive destruction of life and property, while in the Nirbhaya movement it changed the very basics in the way a country looks at women rights and safety.
- Let's look at some of the cons of these groups.
- Expected Answer-
 - A democracy must look after the interests of all, not just one section.
 - It may seem that these groups wield power without responsibility.
 - Sometimes, pressure groups with small public support but lots of money can hijack public discussion in favour of their narrow agenda.
- Let's now discuss how pressure groups and movements have deepened democracy.
- Putting pressure on the rulers is a healthy activity in a democracy as long as everyone gets this opportunity.
- Public interest groups and movements perform a useful role of countering the undue influence of a small group of rich and powerful people.
- They help in reminding the government of the needs and concerns of ordinary citizens.
- When multiple different groups function actively, no one single group can achieve dominance over society. If one group brings pressure on government to make policies in its favour, another will bring counter pressure not to make policies in the way the first group desires.
- As in the case of Jat agitation, the government feared that if they would fulfil the demands of the Jats, the Gujjars, the Patels and the Meenas would not be far behind demanding an inclusion in the OBC.
- Through these movements and groups, the government gets to hear about what different sections of the population want. This leads to a rough balance of power and accommodation of conflicting interests.

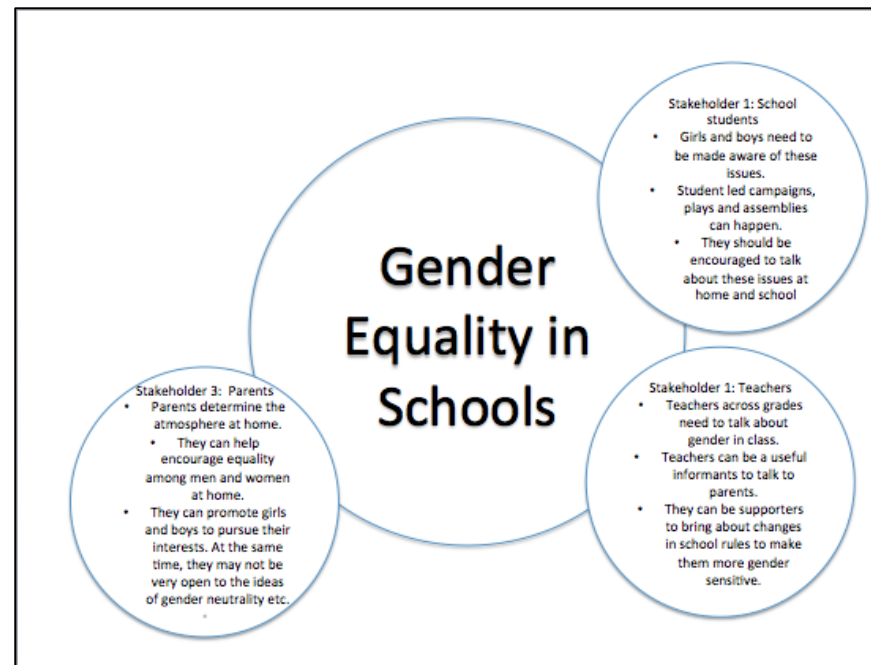
3. Activity- Stakeholder mapping

Time- 15-20 minutes

Materials needed: one copy of a sample stakeholder map (printable version in the appendix)

Facilitation Notes:

- In this journey of ours to understand how people can shape the democracy without being part of political parties, we understood that any such mobilisation requires participation from different sections or stakeholders of the society.
- We will now deepen our understanding about how these stakeholders play a vital role in any such movement.
- Keeping in mind some of the major issues facing teens these days, I have come up with three topics: mental health among teens, better facilities in schools, gender equality.
- Choose any one of them and find another partner who wants to work on the same issue.
- With your partner, you will be making a simpler version of a 'stakeholder map'. A stakeholder map basically lists down all the possible stakeholders in a problem and how they can either lend support or act as opposition.
- For every stakeholder that you identify, you will answer the following questions:
 - How are they associated to the issue?
 - What support can they lend? What are our demands from them?
 - If they are in opposition, what will be their main concerns?
 - How can we address these concerns?
- For better understanding, have a look at this sample stakeholder map for the issue 'gender equality'.
- This will give you an idea on how to make your maps: (Printable versions of the map in the appendix)



- (after the activity, get a few students to share their stakeholder maps in class)

Closing discussion:

- Through our discussions till now we came to the conclusion that every citizen plays a vital in the dynamics of a country's democracy. If not on our own, then collectively, we can create a pressure on the government to be heard and addressed.
- We can contribute in several ways, for example, by casting our vote, forming or joining political parties or participating in movements or pressure groups.
- All of these are crucial in the shaping up of a country's democratic system.
- These give the citizens a chance to influence politics and bring about real change.

Section III: Assessment

Time: 10 minutes

- Let us answer few questions quickly in our notebooks.
 1. Match List I (organisations and struggles) with List II and select the correct answer using the codes given below the lists:

| | List I | List II |
|----|---|------------------------------|
| 1. | Organisations that seek to promote the interests of particular section or group | A. Movement |
| 2. | Organisations that seek to promote common interest | B. Political parties |
| 3. | Struggles launched for the resolution of a social problem with or without an organisational structure | C. Sectional interest groups |
| 4. | Organisations that mobilise people with a view to win political power | D. Public interest groups |

2. How have pressure groups helped in creating a balance in the democracy?
3. What is the difference between a pressure group and a political party?
4. Think about one cause you strongly believe in. Do research on if any important work has been done on it? Have people in other countries fought for the cause? Who all were involved? What were the outcomes? Summarise the movement/ struggle in 200 words.

Solution:

1. Match the following:

1. Organisations that seek to promote the interests of particular section or group- Sectional interest groups
2. Organisations that seek to promote common interest- Public interest groups
3. Struggles launched for the resolution of a social problem with or without an organisational structure- Movement
4. Organisations that mobilise people with a view to win political power- Political Parties

2. How have pressure groups and movements helped in creating a balance in the democracy?

Through these movements and groups, the government gets to hear about what different sections of the population want. This leads to a rough balance of power and accommodation of conflicting interests.

3. What is the difference between a pressure group and a political party?

| Basis of comparison | Pressure Groups | Political Party |
|---------------------|--|--|
| Meaning | Pressure Group, refers to the interest group that attempts to influence the government policy, for a definite objective. | Political Party refers to an organization of people that focuses on the acquisition and retention of power through collective efforts. |
| Aims at | Exerting influence | Acquiring power |
| Entity | It is informal | It is formal |
| Membership | Only persons of similar set of values, beliefs and status can join pressure group. | People with similar political ideology can become members. |
| Elections | They do not contest elections, they only support political parties. | They contest elections and participate in the campaign |
| Accountability | They are not accountable to people. | They are accountable to people. |

Section IV: Closure

Recap by the teacher

Time: 5 minutes

Facilitation Note:

- We began this chapter with a discussion of how struggles around conflicting demand and pressures shape democracy. We studied the case of Nepal and Bolivia and how both these countries saw uprisings by citizens who were tired of injustice.
- This led to an analysis of the different ways and organisations through which ordinary citizens can play a role in democracy. We understood about pressure groups (public and sectional interest groups) and interest groups and how movements are formed.
- We looked at the indirect ways of influencing policies, through pressure groups and movements.
- In this lesson, we understood a few more cases of movements and why these are essential in a democracy. We took examples of the Jat andolan and the Nirbhaya movement and analysed how pressure groups and struggles are not always for just causes.
- In conclusion, it is important to note that while all groups do not always have just demands, popular struggles serve a very important purpose in a democracy. It keeps the power in check and brings it back to the people whenever people feel that they are being wronged.
- For the benefit of a democracy, it is important that people are given room and scope to raise their voices through popular struggle.

Recap by the students

Time: 5 minutes

Facilitation Note:

- Let's quickly write one unique characteristic and example for each-movement, sectional interest group and promotional interest group in our notebooks.

Section V: Homework

1. Find out about National Alliance for Peoples' Movements (NAPM).
 - a. What does it do?
 - b. What issues does it focus on?
2. Research on the internet and write a short note (50 words) on one example for each- movement, sectional interest group and promotional interest group.

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

1. **Book-** Democracy and Interest Groups-Enhancing Participation? By Jordan, G., Maloney, W

This is an innovative text which combines a solid theoretical analysis with the results of a substantial research project.

Link: [Palgrave](#)

Resources for students:

1. Civil Rights Movement

The article outlines the history of one of America's most important movements, the civil rights movement, and how did it evolve over time.

Link: [History](#)

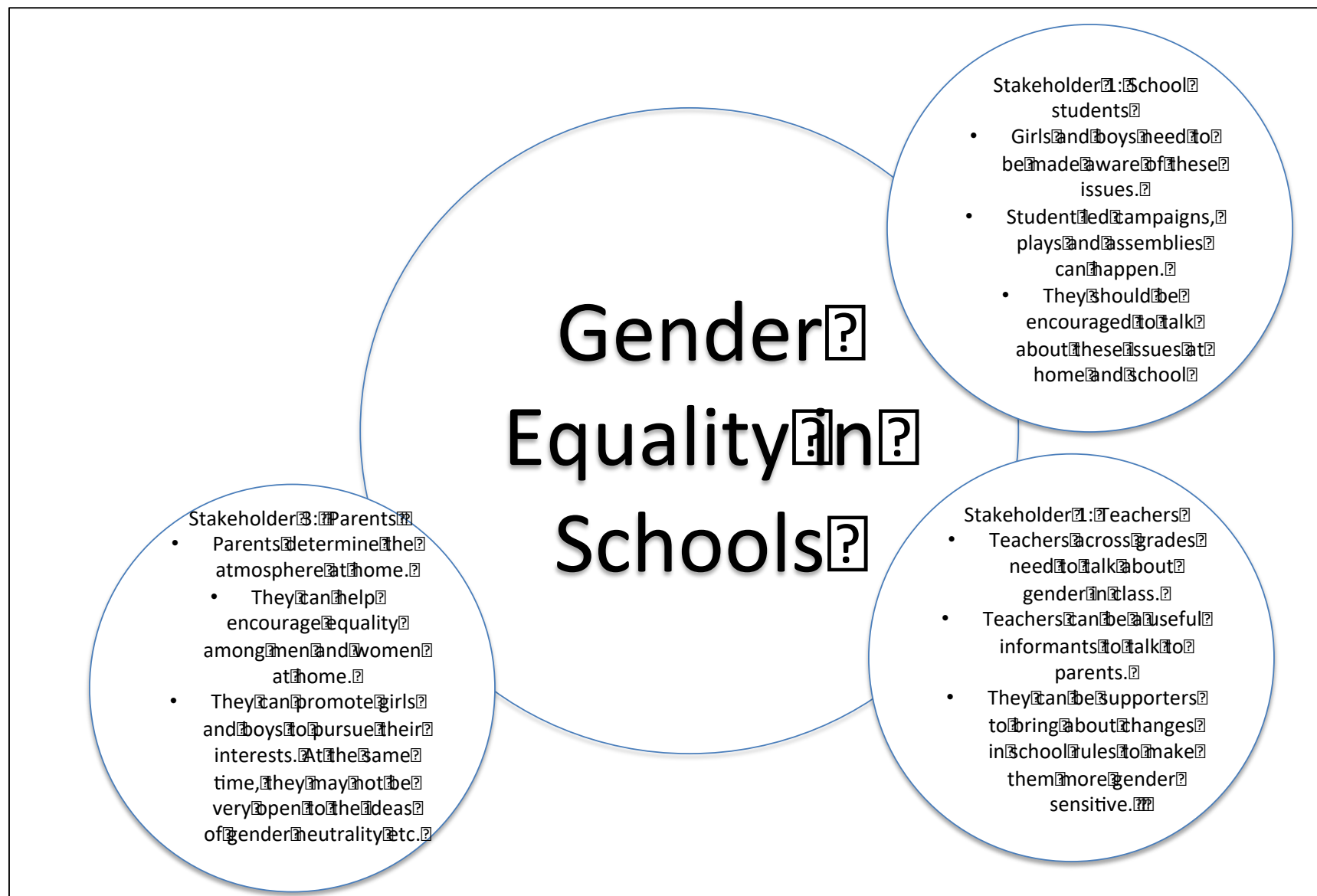
2. Documentary- India's Daughter

The documentary covers in detail the horrific Nirbhaya rape case

Link: [archives.org](#)

Appendix

Printable version of the sample stakeholder map for activity stakeholder mapping



ichangemycity



JANAAGRAHA CENTRE FOR CITIZENSHIP & DEMOCRACY

Disclaimer: This document contains pictures, icons, and content hyperlinks (“copyrighted material”) the use of which has not always been specifically authorized by the copyright owner (“third parties”). The copyright for such copyrighted material used in the document vests with/ are owned and operated by appropriate third parties, and are provided here for user information and convenience only. Janaagraha does not intend the usage of such copyrighted material for appropriation of intellectual property of third parties, and does not bear any responsibility for their accuracy or legality of content or their continued availability. All efforts have been taken by Janaagraha to ensure that all copyrighted material is accurately reproduced and prominently acknowledged to third parties, and not used in a derogatory manner or in a misleading context. If any content in this document violates rights of third parties or is in breach of copyright law, Janaagraha is willing to remove it immediately upon request. Contact information available at <http://www.janaagraha.org/>