

Teacher's Guide

Democracy and Diversity

Part 4

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 (4/4)

Part 4

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 – 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:

- Learn about the factors that determine the consequences of social divisions in a society.
- Understand the outcomes of politics based on social divisions.

Learning outcomes

Students will be able to:

- Appreciate the importance of democracy in making everyone feel valued and heard.
- Become conscious about the role of citizens and the government in addressing social and political differences that exist in a society.

Key Terms

Determinants	Multiple Identities	Democracy	Accommodation of social diversity
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Materials Needed

1. Prints of empty identity charts for one student each. (printable identity charts given in the appendix), 2 or 3 prints of the solved identity map for activity 2.
2. Projector for videos.

Section II: How are we going to learn?

1. Introduction: What determines the outcome of politics of social divisions?

Time: 5mins

Facilitation notes:

- In the previous lessons, we discussed various kinds of social differences that exist in the society. These divisions, when addressed with respect, can lead to everyone feeling accommodated in society and when left unaddressed can lead to a sense of alienation, tension, and even violence.
- These social divisions sometimes lead to conflict whereas at times can be avoided. A lot depends on how the politicians and the government deal with these situations. So is there a pattern that has been seen in the past or any major factors that determine what shape social divisions will take?
- What determines if the outcome of the social division is going to be favourable or not?
- Three factors are crucial in deciding the outcome of politics of social division:
 - First of all, the outcome depends upon how people perceive their identity.
 - Second, it depends on how political leaders raise the demands of any community.
 - Third, it depends on how government reacts to the demands of different groups.
- In this lesson we are going to discuss the three **determinants** that are important in deciding the outcome of politics of social differences in a society.

2. How people perceive their identity and the outcome of social division

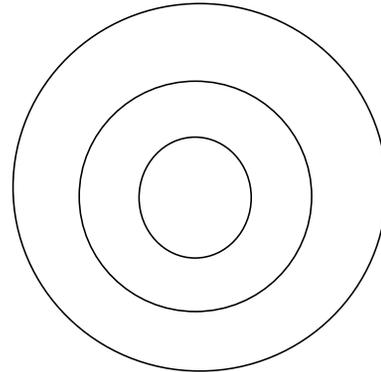
Time: 20-25 minutes

Materials Needed: Prints of empty identity charts for one student each. (printable identity charts given in the appendix), 2 or 3 prints of the solved identity map

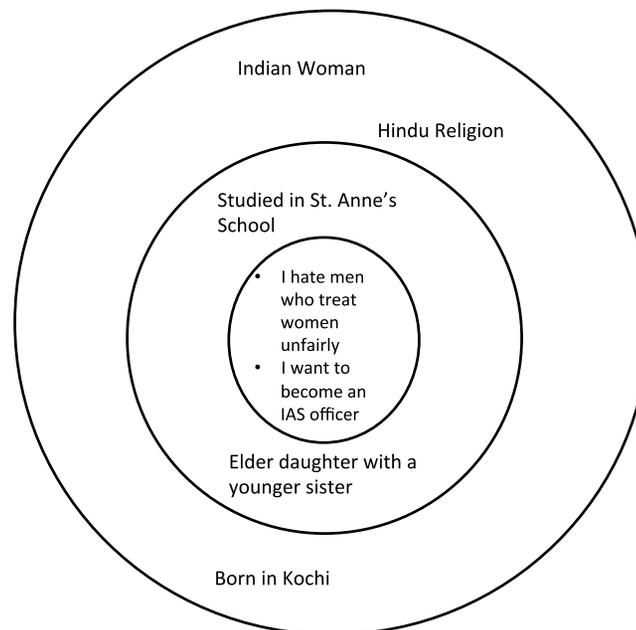
Facilitation notes:

- We're going to start with understanding the first factor that determines the outcome of the politics of social division: How people perceive their identities.
- For this, we will all be making identity charts for ourselves. An identity chart here would look like this:

- (Draw the following on the board)



- As you can see, this chart has three circles. Going from the biggest to the smallest circle we will think about ourselves and make our own chart.
- The biggest circle: Think of the broadest factor that defines your identity eg: your gender, your religion, your caste, your place of birth, your nationality etc.
- The middle circle: Think of the more specific things about yourself, in terms of the roles you play in life, etc. Things related to your role as a student, a friend, a family member. You can also include traits like your economic status, the number of siblings you have, the most spoken language at home etc.
- The smallest circle: Think about traits that you may not even share with your family and friends but are very unique to you. Eg: the things you like to eat, what you want to become when you grow up, what is the one thing about our society that you want to change, the values you believe in like honesty, hardwork etc.
- Let's see a sample identity chart so you all are absolutely clear with it: (teacher can draw this or take a print from the appendix section)



- Do you see how the identity chart is very broad in the beginning and keeps getting more specific in the smaller circles?
- Okay, now everyone take the next 10 minutes to make a similar chart for yourselves. No one will talk to each other while making this chart. (distribute either one chart each to the students or ask them to draw it in their notebooks)
- (Below is a list of questions the teacher can ask the students to think about, in case someone is having troubles making the chart:
 - What is your role in the family (eg. Daughter, sister, brother)
 - What is your background (eg. Religion, nationality, hometown, place of birth)
 - What are your hobbies and interests?
 - What are your physical characteristics?
 - Ask students to add two questions of their own choice to define their identity.
 - What is a part of your identity that will never change?
 - What are some things about your identity that may change?
 - Is your identity completely created by you or do outside factors affect your identity?)

- (after 10 minutes) I now want the students to take the next 5 minutes and discuss your charts with two or three people sitting around.
- Talk about the outer and the inner circles. Whenever you find something common between you and your partner, I want everyone to circle it with their pens.

De-Brief

- How many of you found more common things in the outer two circles than the inner most circles?
- Why do you think this is?
- This is because the outer two circles talk about more broad and common factors while the inner circle is very specific.
- Now think of large countries, especially like India, will people find more commonalities in broad factors or specific factors? (expected answer- broad factors)
- So a very important situation then becomes how people perceive themselves. If people focus on themselves as Indians, brown skinned, men or women, Hindi speaking, english speaking etc, they will consider themselves to be united and together.
- However, if people focus on their specific identities like english speaking girl who wants to become an engineer, or an upper caste old man who runs a business and does not like non-veg food, they will all find themselves to be different from others.
- Hence for the unity of the country, it is essential for people to think of themselves in **multiple identities** that are complementing to the national identity.
- This is what happened in Northern Ireland- everyone saw themselves only as catholic and protestant and not Irish. While in the country of Belgium, a majority of people think of themselves as Belgian and not Dutch or German speaking.
- Now let's understand the second factor that can make a huge difference in the outcome of social differences.

3. How political leaders raise demands of a group and the outcome it leads to

Time: 20- 25 mins

Note to the teacher:

Divide the class into 4 groups. Ask the students to choose one leader each for their respective groups.

Facilitation notes:

- We understand that how we view ourselves determines if we see others as a part of our larger community or as outside people who are different from us.

- I am now going to get you to think about a very interesting idea.
- You are all divided into 4 groups.
- First, within each group, you will elect a speaker/ leader who will present your discussions to the entire class later. Then I want you to start thinking about your own group. Think of yourselves as a community and ask for three special demands.
- These demands can be anything from not doing homework to giving another group the duty to clean up the classroom, to making another group do your homework etc.
- The purpose of you making these demands is that if these demands are accepted, your group will benefit majorly and will also be at an advantage in class.
- You have 10 minutes to discuss these demands and present them to the class.
- (After 10 minutes) every group leader will now come and present their demands to the class.
- (As the group leaders present their demands, ask the other groups if they accept the demands made by the leader. Some demands will put others at a disadvantage and some will be acceptable to the class)

De-brief

- You all went ahead and made demands.
- When I asked everyone else about the demands made by the leaders of the other groups, which demands were rejected the most? (demands that were unfair for others)
- Do you think any demand was very popular among the entire class? (demands that were more general- like less homework, more free periods for everyone etc.)
- From this activity, we can understand one key fact- when a leader made demands that only benefitted his group and put others at a disadvantage, the demand was rejected by the rest of the class.
- This same learning is also true for a country:
- The outcome of social differences depends on how political leaders raise the demands of any community. It is easier to accommodate demands that are within the constitutional framework and are not at the cost of another community.
- If people of one community or group raise demands that will harm others or disadvantage them in any way, then their demands will become difficult to accommodate. On the other hand, demands that do not divide people but benefit everyone are the easiest to accommodate.
- Let's wrap this section up with a video interview of one of the greatest leaders in America- Martin Luther King Jr.
- While he fought to end discrimination against the blacks in America, he emphasised greatly on doing so with respect and non-violence- and progress for the country and not just the whites or blacks.

- Can you think of another great Indian leader who did this?

Video: **Martin Luther King Jr. on life in the United States and the fight for equality, 1959**

In this video Martin Luther King Jr. has appeared for an interview. He was a civil rights activist in the US and raised demands for an equal treatment of African-American citizens in the US.

Link: [YouTube](#)

De-Brief



<u>Questions</u>	<u>Potential answers</u>
Who is being interviewed in the video?	Martin Luther King Jr. a very popular civil Rights activist in the US in 1950's is being interviewed in the video.
What is the demand he is raising?	He is raising a demand for Black people in the US being treated equally and not as second class citizens.
How does he think a demand should be raised?	He believes these political demands should be raised peacefully. The people they are fighting against should be treated with the same love and respect they would treat their family.

- Social divisions depend upon how political leaders raise demands of their community.
- In the video above Dr. King doesn't demand any other community's rights to be taken away at the cost of Black people. He just wants them to be treated how any white American citizen would be treated. The demand here is not at the cost of any other community.
- His demand also falls within the constitutional framework of the United States of America.
- For example the demand for 'only Sinhala' nation was at the cost of the Tamil community in Sri Lanka. It, therefore, will create tensions between people and is difficult to accommodate.
- You may also recall the case of Yugoslavia, where every community was unwilling to accommodate the needs of other communities which ultimately led to the dis-integration of the country.

4. How Government reacts to the demands of different groups?

Time: 15 mins

Facilitation Notes:

- The final and extremely important determinant of social differences is how the government reacts to the demands of various groups.
- The government can either listen to every group and make everyone feel united and equal or they can ignore demands by certain groups and only focus on other groups.
- When the government continuously ignores demands of a community, this suppression creates tensions and often leads to revolts and violence.
- As we saw in the examples of Belgium and Sri Lanka, if the rulers are willing to share power and accommodate the reasonable demands of minority community, social divisions become less threatening for the country.
- On the other hand, if the government pays reasonable attention to different social groups and tries to hear everyone's concerns, it leads to unification and strengthening of the country.
- Let's see the example of Yugoslavia, a country where the government was not able to handle the situation and this ultimately led to the disintegration of the country.

Note to the teacher:

- Show the following video to the class. The students will be taking notes while watching the video.
- The video has also been used in lesson plan 2. So if the teacher has shown it there, then please skip the video and only ask students to recall what happened in Yugoslavia for better understanding.

Video: Why did Yugoslavia collapse?

The video explains the disintegration of Yugoslavia due to over-lapping differences that turned into social division.

Link: [YouTube](#)



Facilitation notes:

- Political and economic instability began in Yugoslavia in the 1980's after the death of Prime Minister Joseph Tito.
- Yugoslavia was home to people from different ethnicities, language groups, religions, nationalities.
- The people of different nationalities started demanding an independent country.
- Different political parties started fighting amongst themselves which deepened the divide between people.
- In 1990's four republics declared their independence from Yugoslavia.
- This led to wars in the region. Many people died in these wars.
- People from different backgrounds could no more find a common ground to live together.
- These dividing ideas were promoted in the minds of the people to such an extent, that they began feeling that they could not live in the same country. Political parties further fanned this conflict to create deep divides between people which ultimately led to separations on political lines.

5. Conclusion

Time: 10-15 minutes

Facilitation Notes:

- Through this chapter, we have spoken about social identities and social differences.
- We then discussed how social differences can lead to divisions if they overlap.
- We discussed examples from India and the world.
- All this discussion leads to one conclusion- people want to be heard and feel accepted. The minute we start treating people as lesser than others or as outsiders it creates tensions. This is perhaps one of the reasons a **democracy** is such a great solution.
- In a democracy, political expression of social divisions is very normal and can be healthy. This allows various disadvantaged and marginal social groups to express their grievances and get the government to attend to these.
- Expression of various kinds of social divisions in politics often results in their cancelling one another out and thus reducing their intensity. This, in turn, leads to strengthening of a democracy.
- This is not to say that a democracy does not have its own set of problems.
- A positive attitude towards diversity and a willingness to accommodate it does not come about easily.
- People who feel marginalized, deprived and discriminated have to fight against the injustices. Such a fight often takes the democratic path, voicing their demands in a peaceful and constitutional manner and seeking a fair position through elections.

- Sometimes social differences can take the form of unacceptable level of social inequality and injustice.
- The struggle against such inequalities sometimes takes the path of violence and defiance of state power.
- Even today, we see India is divided in terms of caste, religion, place of birth, language etc. Any democracy should give people an opportunity to be heard. It is, in fact, the best way to make sure that everyone's differences and priorities are recognised and accepted.
- While we expect this from our politicians, on an individual level, each of us needs to understand this at our own level- a positive attitude towards other people and a willingness to accept creates room for growth and peace.
- And in our own ways, we need to make our friends, neighbours and relatives feel accepted.

Section III: Closure

Time: 5 minutes

Summary by students

Note to the teacher: Select a student at random to summarize the key points and learnings of the session.

Recap by a student

Time: 2 minutes

Recap by the teacher

Time: 3 minutes

- Social and political divisions exist in a diverse society.
- There are three factors that determine the outcome of politics of social divisions :
 - How people perceive their identity. In order to reach the best outcome to social and political differences people need to not look at their identities as singular and exclusive. They should see how identities are multiple and complementary with the National identity.
 - How political leaders raise demands of a group. It is easier to accommodate demands that are within the constitutional framework and are not at the cost of another community.
 - How government reacts to the demands of different groups. If the rulers are willing to share power and accommodate the reasonable demands of a minority community, social divisions become less threatening for a country.
- Assertion of social diversities in a country need not be seen as a source of danger. In a democracy political expression of social divisions is very normal and can be healthy.
- There is a need to have a positive attitude towards diversity and willingness to accommodate. We all must think of ways we can do this.

Section IV: Assessment

Pop Quiz

Time: 5 minutes

Facilitation Notes:

Ask the following questions to the students:

- What are the three determinants of outcome of social and political division?
- True or false: Social and Political divisions always lead to violence.
- True or false: Everyone in India has equal rights.
- True or false: It is in the hands of the citizens to create a just society.
- True or false: It is possible that a person can have multiple identities.
- True and false: Social divisions only exist in big countries like India.
- What can the government do to accommodate diversity?
- In dealing with social divisions which one of the following statements is NOT correct about democracy?
 - (a) Due to political competition in a democracy, social divisions get reflected in politics.
 - (b) In a democracy it is possible for communities to voice their grievances in a peaceful manner.
 - (c) Democracy is the best way to accommodate social diversity.
 - (d) Democracy always leads to disintegration of society on the basis of social divisions.

Section V: Homework

Find out how many communities are represented in your neighbourhood. Further, find out if there has been any conflict between any of these communities in the past 10 years, if so the reasons for the same.

Section VI: Additional Resources

Resources for teachers:

1. Reading: Teaching Social Justice in Theory and Practice
The article lists different methods to teach Social Justice in a school classroom.
Link: [Concordia University Portland](#)
2. Reading: Economic Survey 2018: Women's political participation in India low, need more

The article discusses the dire need to increase the representation of women in the Indian Parliament.

Link: [Financial Express](#)

Resources for students:

1. Reading: Mumbai farmer protest called off after Maharashtra govt accepts demands

This article talks about how 30,000 farmers protested owing to bad conditions of farmers. They demanded their loans to be waived. The Maharashtra government accepted their demand and has agreed to wave all the loans.

Link: [Live Mint](#)

2. Video: Everyone works together for a common goal

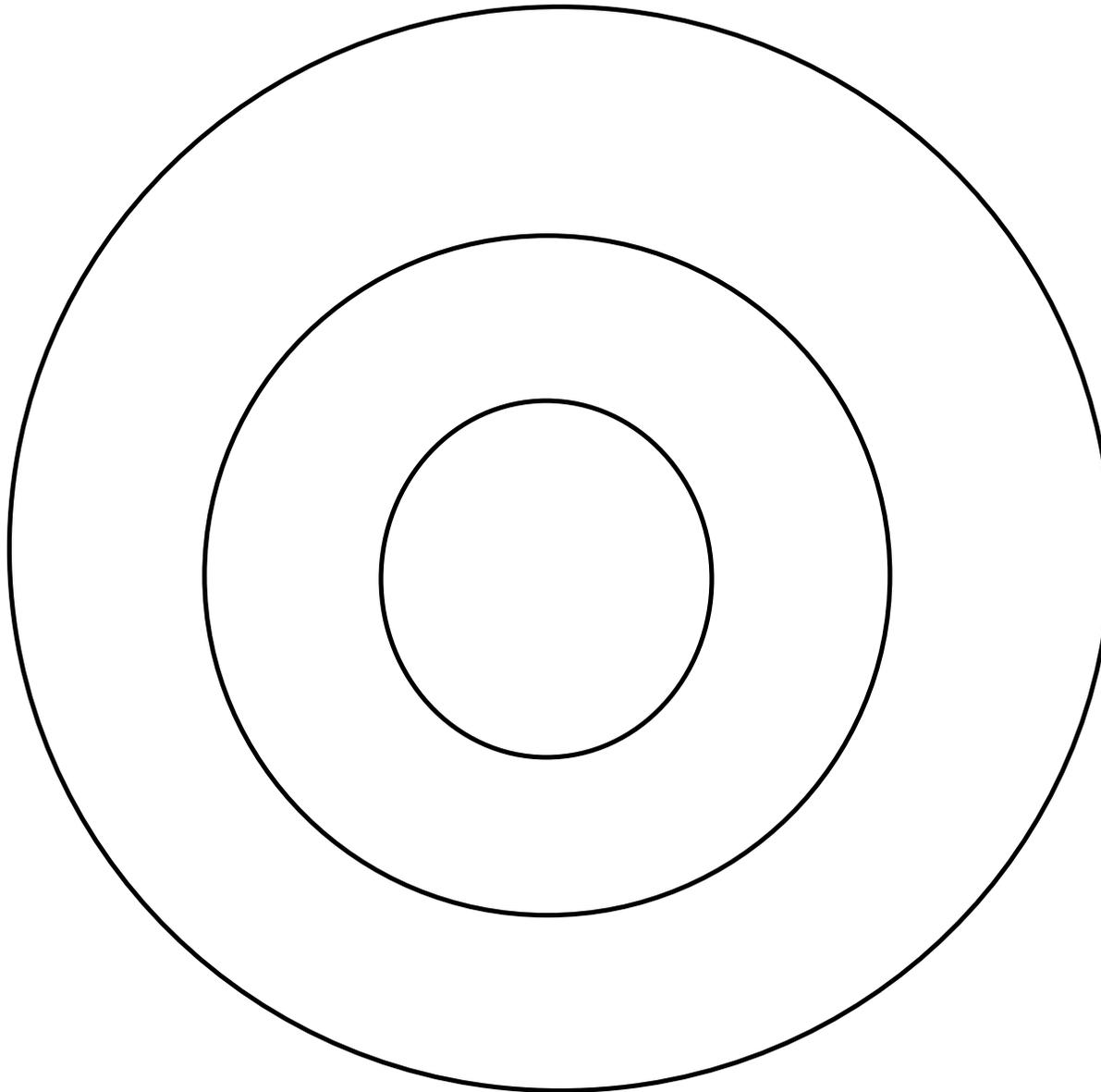
The video talks about what it means to be a part of the group. It takes a team of individuals all working together towards a shared purpose.

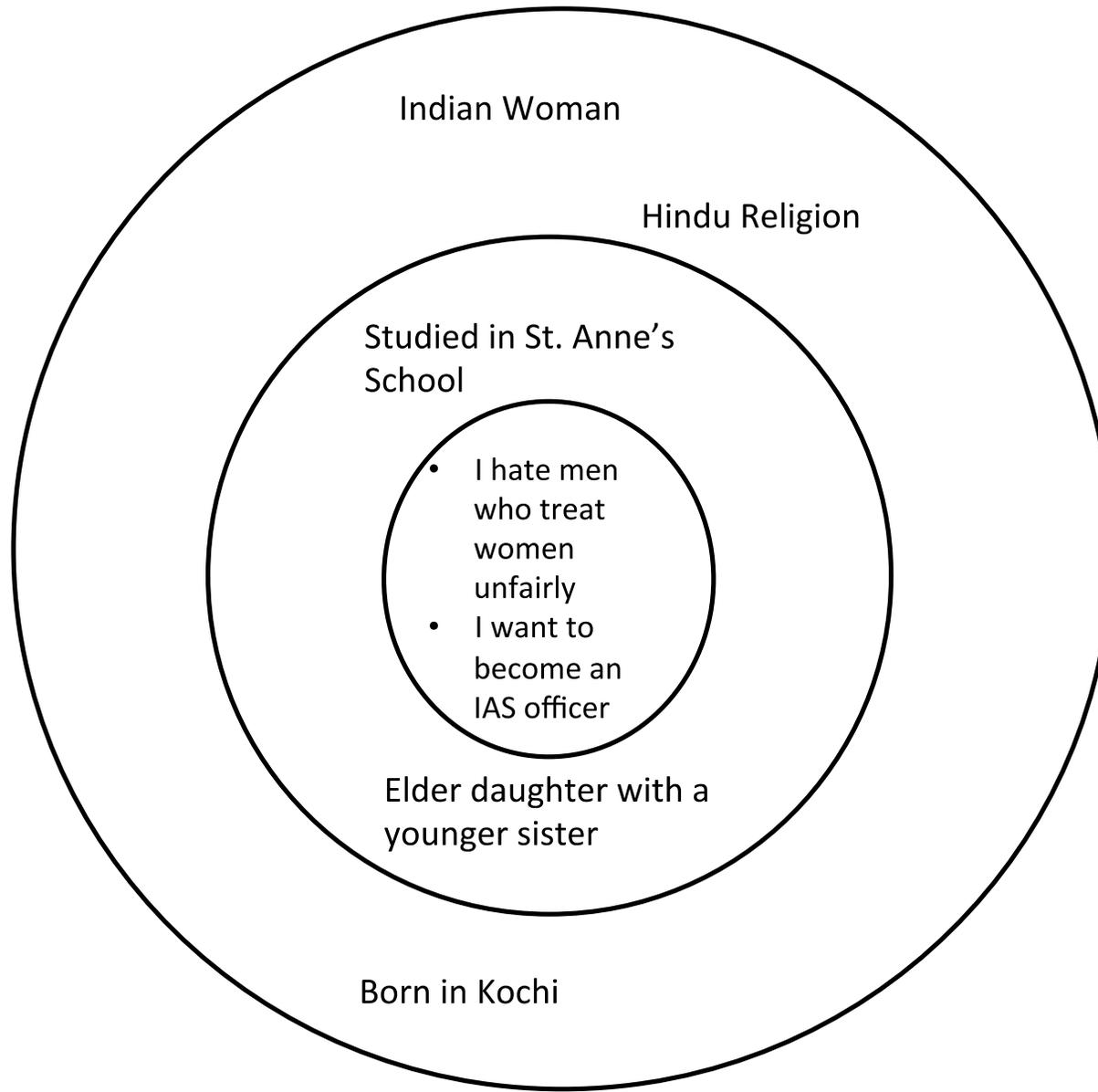
Link: [YouTube](#)



Appendix

Printable worksheet for the discussion : 2. How people perceive their identity and the outcome of social division





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