



Teacher's Guide

Popular struggles and movements

Part 2

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 (2/4)

Part 2

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:

Understand the differences and similarities between pressure groups (sectional interest & public interest) and movements.

Learning outcomes

Students will be able to:

- Understand how citizens can influence the country's policies without being involved into active politics.

Key Terms

Narmada Bachao Andolan	Pressure groups	Sectional Interest groups	Promotional/Public Interest Groups	Movement
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Materials needed

1. Laptop to screen the picture in the opening activity,
2. Laptop and projector for videos

Section II – How are we going to learn?**Revision of previous class****Activity: Think pair share****1. Opening Session: Building a hook**

Time: 10 minutes

Materials needed: Laptops to display the pictures

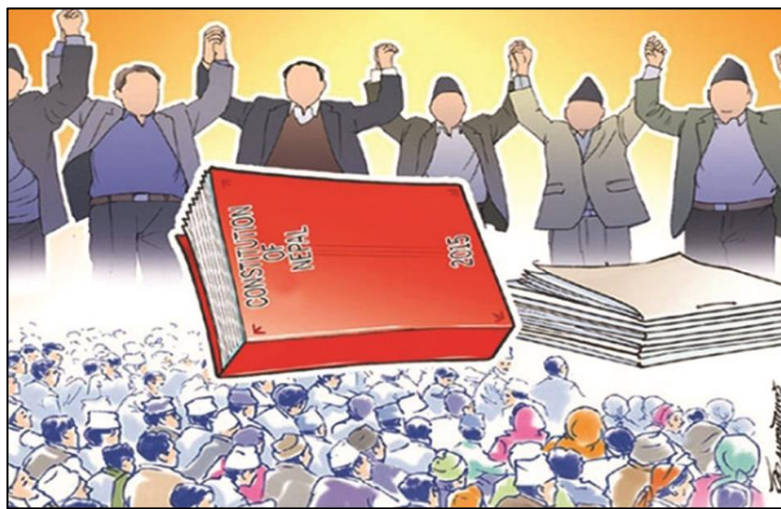
Note to the teacher: This activity is aimed at revising the concepts learnt in the previous class and introduce the idea that a popular struggle is not made of any one group but a diverse group of people and ideologies.

Facilitation notes:

- In the last class we saw how different countries around the globe struggled to keep the spirit of democracy alive.
- We witnessed Nepal's struggle for democracy, Bolivia's struggle against privatisation of water, India's struggle to save the environment and many more.
- Let's start the class by looking at these two pictures:



Source: [Economics of water](#)



Source: [My Republica](#)

- These pictures are from the stories of Nepal and Bolivia.

- In the first one you can see people of Bolivia protesting against privatisation of water while in the second one you can see the seven major political parties of Nepal coming together that eventually led to the adoption of a new constitution in 2015.
- Discuss with your partner and list down few differences and similarities between the two stories that we read in the last class.
- You have 5 mins to do this.
- Take one or two responses in the classroom.

Debrief:

- The correct answer is:
 - The movement in Nepal was to establish democracy, while the struggle in Bolivia involved claims on an elected, democratic government.
 - The popular struggle in Bolivia was about one specific policy, while the struggle in Nepal was about the foundations of the country's politics.
 - The call for indefinite strike in Nepal was given by the SPA or the Seven Party Alliance in Nepal. This alliance included some big parties that had some members in the Parliament. The protest against water privatisation in Bolivia was not led by any political party. It was led by an organisation called FEDECOR.
- We just discussed the differences between the two stories, but there are few similarities too.
- In Nepal's story, the SPA was not the only organisation behind the mass upsurge in Nepal. The protest was joined by the Nepalese Communist Party (Maoist) and other organisations like the organisation of the indigenous people, teachers, lawyers and human rights groups.
- On the other hand in the case of Bolivia, FEDECOR comprised of local professionals, including engineers and environmentalists. They were supported by a federation of farmers who relied on irrigation, the confederation of factory workers' unions, middle class students from the University of Cochabamba and the city's growing population of homeless street children extended support to the movement.
- Did you notice that irrespective of who started or even who led the movements in these two countries, the struggle was not for one person or even a few people. Multiple people, groups, ideas and organisations came together under a larger, umbrella cause.

2. Activity: **Group activity, watching video**

Time: 25-30 minutes

Material Required:

- Laptop to screen the video,
- 10 folder chits of paper with the following labels: environmental non-profits, schools, farmers, parent activist group, automobile manufacturing companies, thermal power plants, oil refineries, state government panel made of the chief minister and his council, villagers who are still dependent on fossil fuel, members of National Green Tribunal

Note to the teacher: The purpose of this section is to get students to get into multiple small and large group discussions to understand the concepts of sectional interest and public interest groups.

Activity Progression:

- The class is presented with a problem statement written on the board. The statement is about the increasing problem of air pollution in the city of Bangalore. The government has decided to impose certain sanctions and called for a stakeholder meeting.
- Depending on the class size, students are divided into 10 groups of 3-4 each. Each of these groups represents one stakeholder who presents the interest of a certain section of society like environmentalists, car manufactures, parent groups, schools, farmers etc.
- In this fictional meeting, every group is asked to present their demands to everyone else (made up of one group of students) and after their demands, the teacher asks other students to interject or raise support or objection for their demands.
- The government panel will present what they have planned to do to control this problem. Different groups can then raise concerns or questions to their policies.
- The teacher can also push the chairs in the class back and create space in the middle for the panel to sit or take this activity outdoors.
- At the end of this discussion, the teacher will then summarise the concepts of sectional interest groups and public interest groups.

Facilitation Notes:

- Okay everyone, for starters, I want the entire class to divide themselves into 10 groups. Each group will have 4/5 students and every group will be one unit for the rest of this lecture. I want everyone to now go and sit in their groups.
- (after the students have settled in their new groups)
- I now want one member of each group to come forward and pick up exactly one chit of paper, take it back to your group and don't open it yet or you will spoil the fun.
- Now here is your case (the teacher to write this on the board):

“As per research done by the committee X, it has been found out that Bangalore is one of the 5 most polluted cities in India and 6th most polluted city in the world. Increasing incidence of asthma, breathing issues are cropping up, especially among children and old people. The situation is often so bad that people cannot walk on the streets without face masks. Citizens blame the increasing number of cars and industries while the industries blame crop burning by farmers. The farmers assign the blame to low government support and lack of access to proper disposal facilities for their crops. The situation is also beginning to get the attention of environmentalists and non-profits around the city that demand the government protect its citizens.”

- The government has called a stakeholder meeting to understand what different people think in addition to coming up with measures of their own.
- Each of you will now open your chits and see which group you are representing.

(The various groups will be representing:

- environmental non-profits
- schools
- farmers
- parent activist group
- automobile manufacturing companies
- thermal power plants
- oil refineries
- state government panel made of the chief minister and his council
- villagers who are still dependent on fossil fuel
- members of National Green Tribunal- a national newspaper dedicated to the cause of better environmental practices)

- In your groups, I now want you to take 15 minutes, discuss this problem and answer these questions:
 - What are the 3 main demands that we are making? How will you gain public support for these demands?
 - What are the potential problems in their implementation?
 - Who will be in my support during these demands?
 - Which group may be against me when I make these demands?
- Think in depth. Do not just come up with half thought demands. Think of their consequences and effects.
- (For the next 30 minutes, the teacher will ask each group to present their demands. Groups will listen to each other, support some other groups or interject them. During this conversation, instances will also arise when two groups may become mutual supporters or turn against each other and so on. Encourage groups to question each other and raise objections whenever needed).

Debrief:

- Before anything, I hope you had fun in this activity! Did everyone notice how so many moving pieces of a system come together. Air pollution impacts everyone. But if you see, the car manufacturers and farmers will get impacted if sanctions are put against them. On the other hand schools, parents and other people are fighting for stricter control. Supporters and opponents emerged as people realised that their demands overlapped.
- Remember the case of Nepal or Bolivia? In Nepal, the struggle was joined by the SPA and the Nepalese Communist party, in addition to activists and groups with different interests. People from across the board found a common interest to fight for. Similarly in the case of Bolivia, the struggle was led by FEDECOR but was joined by environmentalists, engineers, activists and so on.
- Now let's see what kinds of groups emerged in this activity. Think about these groups: automobile manufacturing companies, thermal power plants and farmers. They were all fighting for themselves and looking for specific demands.
- These groups formed their own groups and put forth their demands. They represented very distinct stakeholders looking for special 'interests'
- All these are called **interest groups or pressure groups**. For example, there are various organisations that are working for more rights for women or fighting against child marriage or dowry. They each have a specific 'interest' they want to tackle.
- But interest groups which seek to promote the interests of a particular section or group of society are called **sectional interest group** because they represent a section of society: workers, employees, businesspersons, industrialists, followers of a religion, caste group, etc. Which were the other sectional interest groups here? (farmers, villagers, automobile manufacturing companies, thermal power plants, oil refineries were examples of these)
- Their principal concern is the betterment and well-being of their members, not society in general.
- Sometimes these organisations are not about representing the interest of one section of society.
- They represent some common or general interest that needs to be defended.
- The members of the organisation may or may not benefit from the cause that the organisation represents.
- These second type of groups are called **promotional groups or public interest groups**.
- They promote collective rather than selective good. For example, there is a non-profit group called Earth Justice. This organisation works to promote better environmental laws in its operational countries. While the organisation is working for one cause, it is not in the interest of only one person. It is in the interest of the society at large. Various human rights organisations like Human Rights Watch work in the interest of promoting better treatment for human beings in war torn countries across the world.
- They aim to help groups other than their own members.
- For example, in our discussion there are environmental non-profits, parent activist group, schools, local government body, members of National Green Tribunal.

- Now, think about the way these groups today influenced each other or the government. They could have adopted any of the following tactics:
 - They try to gain public support and sympathy for their goals and their activities by carrying out information campaigns, organizing meetings, filing petitions, etc. Most of these groups try to influence the media into giving more attention to these issues. **Who in your activity did this?**
 - They often organize protest activity like strikes or disrupting government programs. Workers' organizations, employees' associations and most of the movement groups often resort to these tactics in order to force the government to take note of their demands. **Which stakeholder in our activity thought of this?**
 - Business groups often employ professional lobbyists or sponsor expensive advertisements. Some persons from pressure groups or movement groups may participate in official bodies and committees that offer advice to the government. A lobbyist is a person whose job is to push one particular stakeholder's agenda with policy makers. **Did the oil refineries or the automobile manufacturers think of this?**

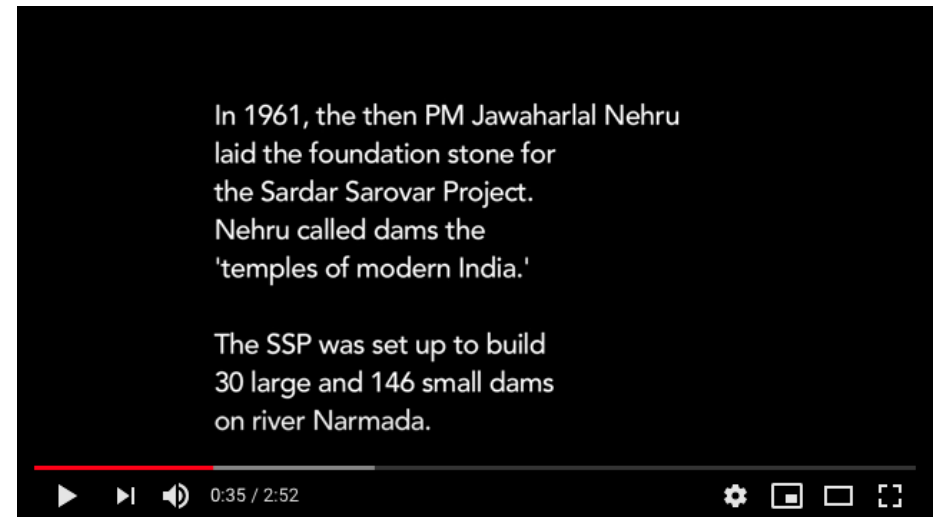
3. Discussion: Movement Groups

Time: 10 minutes

Materials Needed: Projector

Facilitation Notes:

- So far, we have focussed on two stakeholders in a movement: **sectional interest groups** and **public interest groups**.
- Now let's look at another important group in a struggle or a movement.
- Let's start by watching the following video:



Video: 30 Years of the Narmada Struggle.

The video talks about Narmada Bachao Andolan and gives a brief on the events that led up to it.

Link: [Youtube](#)

- While watching the video, ask students to take make a note of important dates and figures.
- The teacher to ask the following questions to the students:

What is the narmada bachao andolan?	Narmada Bachao Andolan is the most powerful mass movement, started in 1985, against the construction of huge dam on the Narmada river.
Why was the sardar sarovar damn being opposed?	The proposed Sardar Sarovar Dam and Narmada Sagar will displace more than 250,000 people. The main cause of this movement was large scale dam construction besides the Narmada River. This caused huge displacement of people in these areas due to the slow progress of government's rehabilitation policy.
Who all seemed to be involved in the struggle?	People of different age, community and sections of the society can be seen as part of the struggle. They were not only people who were to be displaced but activists, environmentalists and pressure groups.

Debrief:

- Narmada Bachao Andolan (NBA) is an Indian social movement.
- The struggle involved native tribals (adivasis), farmers, environmentalists and human rights activists against a number of large dam projects across river Narmada, which flows through the states of Gujarat, Madhya Pradesh and Maharashtra.
- It was a movement because it involved collective action.
- Examples of movement are-Movement for Right to Information, Anti-liquor Movement. Most of the movements are issue-specific movements that seek to achieve a single objective within a limited time frame. What was the objective of the Narmada Bachao Andolan?
- Like an interest group, movements (and movement groups) also attempts to influence policies rather than directly taking part in electoral competition.
- But unlike the interest groups, movements have a loose organisation.
- Their decision making is more informal and flexible.
- They depend much more on **spontaneous** mass participation than an interest group.
- These single-issue movements can be contrasted with movements that are long term and involve more than one issue. The environmental movement and the women's movement are examples of such movements. There is no single organization that controls or guides such movements.
- The struggle in Nepal was called a movement for democracy.

- Can you think of reasons for this? (Take 3-4 responses)
(Expected answer- The struggle involved people from all sections of the society- political parties, major labour unions and their federations, organisation of the indigenous people, teachers, lawyers, human rights groups etc. It was more of a spontaneous participation.)

4. Closing discussion:

Time: 10 minutes

Facilitation notes:

- We need to understand that through either of these methods: active politics (formation of political parties, joining existing political parties etc) or by forming pressure groups or starting movements, people mobilise the crowd to draw attention towards their interest.
- Such mobilisations are crucial for the proper functioning of the democratic machinery.
- But the question arises that how do they influence politics?
- The first and foremost step is that they try to gain public support and sympathy for their goals and their activities by carrying out information campaigns, organising meetings, filing petitions, etc. Most of these groups try to influence the media into giving more attention to these issues.
- You must have heard about the farmers from Tamil Nadu protesting near Jantar Mantar until last year.
- They often organise protest activity like strikes or disrupting government programmes. Workers' organisations, employees' associations and most of the movement groups often resort to these tactics in order to force the government to take note of their demands.
- You must have often heard of doctors and nurses going on strikes to force the government to fulfil their demand as their job is crucial to save a patient's life.
- As we discussed earlier, business groups often employ professional lobbyists or sponsor expensive advertisements. Some persons from pressure groups or movement groups may participate in official bodies and committees that offer advice to the government.
- In all of this, a very important question arises- to what extent are these groups successful and are their demands always valid and healthy for the country? We will explore this in a later class.

Section III: Assessment

- Question from textbook:

Mewat is one of the most backward areas in Haryana. It used to be a part of two districts, Gurgaon and Faridabad. The people of Mewat felt that the area will get better attention if it were to become a separate district. But political parties were indifferent to this sentiment. The demand for a separate district was raised by Mewat Educational and Social Organisation and Mewat Saksharta Samiti in 1996. Later, Mewat Vikas Sabha was founded in 2000 and carried out a series of public awareness campaigns.

This forced both the major parties, Congress and the Indian National Lok Dal, to announce their support for the new district before the assembly elections held in February 2005. The new district came into existence in July 2005.

In this example what is the relationship that you observe among movement, political parties and the government? Can you think of an example that shows a relationship different from this one?

- Let us answer few questions quickly in our notebooks.
 - State true or false:
 - a) SPA was the only organisation behind the upsurge in Nepal.
 - b) There are many indirect ways in which people can get governments to listen to their demands or their points of view.
 - c) FEDCOR was a political party.
 - d) There is hardly any difference between interests groups and movement.
 - e) Pressure groups promote their interests or their viewpoints without forming political parties.
 - Differentiate between :
 - a) sectional interest groups and public or promotional interest groups
 - b) interest groups and movement.

Solution:

- State true or false:
 - a) SPA was the only organisation behind the upsurge in Nepal. **False**
 - b) There are many indirect ways in which people can get governments to listen to their demands or their points of view. **True**
 - c) FEDCOR was a political party. **False**
 - d) There is hardly any difference between interests groups and movement. **False**
 - e) Pressure groups promote their interests or their viewpoints without forming political parties. **True**

- Differentiate between :

Sectional Interest group	Promotional or public Interest group
a. Sectional interest groups seek to promote the interests of a particular section or group of society.	a. Public interest group seek to promote collective rather than selective good.
b. They are sectional groups because they represent the section of society.	b. They are public groups because they represent the general people of the society.
c. Sectional interest groups principal concern is the betterment and well-being of their members not society in general.	c. The aim of public interest group is to help groups other than their own members.
d. The Bolivian organizations FEDECOR, Indian trade Union, are some examples of this type of group.	d. A group fighting against bonded labour fights not for itself but for those who are suffering under such bondage are example of this type of group.

Interest Groups	Movement
a. They do not have a loose organisation.	a. They have a loose organisation.
b. Their decision making is formal.	b. Their decision-making is informal and flexible
c. They do not depend so much on spontaneous mass participation and are formed by people with a common interest and occupation.	c. They depend much more on spontaneous mass participation.
d. The Bolivian organizations FEDECOR, Indian trade Union, are some examples of this type of group.	d. Narmada Bachao Andolan, Women's movement, Nirbhaya movement are, are some examples of movement.

Section IV: Closure

Recap by the teacher or students

Time: 5 minutes

- We started the class by discussing the difference between the movement in Nepal and that in Bolivia.
- While the movement in Nepal was against the foundation of politics in country, in Bolivia it was about a specific policy.
- There were certain similarities as well.
- In both the cases people from various background who shared a common interest came together to struggle for it.
- There are two way of influencing the decisions in a democracy :
 - direct participation in competitive politics
 - By forming an organisation and undertaking activities to promote their interests or their viewpoints called pressure groups or interest groups.
- Pressure or Interest groups are of two types:
 - Sectional Interest groups- they seek to promote the interests of a particular section or group of society.
 - Promotional or public interest groups- seek to promote collective rather than selective good.
- We then watched a video to understand that movements are more spontaneous, have loose organisation and the decision making is informal as compared to interest groups.
- Any such organisation is crucial for the proper functioning of the democratic machinery.
- Members of a movement or interest group organise protest activity like strikes or disrupting government programmes to gain public support and sympathy for their goals and their activities.
- Business groups often employ professional lobbyists or sponsor expensive advertisements. Some persons from pressure groups or movement groups may participate in official bodies and committees that offer advice to the government.
- As we have studied from very inspiring cases, for a democracy to function well, people need to stand up whenever there is injustice or if they arent heard. Movements and pressure groups help people organise themselves and put forth their demands as a collective

Section V: Homework:

Facilitation Notes:

- a) Today we have an interesting homework, you have to survey 5 people, and they can either be your family members or neighbours or anyone you know.

- b) You have to explain them briefly about mobilisation and ask them to answer the following questions.
- c) Make a note of their answers.
- d) The questions are: (draw the table on the board)

Name	Have they ever been a part of any mobilisation in school or college or office?	Details of the mobilisation (what was the motive, when was it, how did they know about it)?	What was the result of the movement ?	What inspired them to join the movement?

Section VI: Additional resources

Resources for teachers:

1. Book: Social Movements in India: A Review of Literature

This book critically examines and reviews the literature concerning social movements in India from 1857 to the present.

Link: [Amazon](#)

Resources for students:

1. The failed struggle for democracy

The video talks about how and why the movement for democracy has failed in the middle eastern countries.

Link: [Youtube](#)

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