



Teacher's Guide

Key Elements of a Democratic Government

Period 3

Based on the NCERT curriculum for Standard VI



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)

Key Elements of a Democratic Government | Teacher's Guide (3/3)

Period 3

Class VI
Board – CBSE
Subject – Civics
Textbook – Civics Textbook for Class VI (NCERT)
Chapter 4 – Key Elements of a Democratic Government
Number of periods – 03
Length – 60 minutes

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

Learning objectives

Students will:

- Understand the meaning and importance of equality.
- Understand how equality makes democracy more effective.
- Understand the role played by the government in ensuring an equal and just society.

Learning outcomes

- Practice of just and fair behavior towards everyone

Key terms

Equality	Justice	Apartheid	Untouchability
----------	---------	-----------	----------------

Section II: How are we going to learn?

Facilitation notes: In the previous session we spoke about the role of government in conflict resolution. In this session, we will understand the concept of equality and its link with conflict. We will also introduce the idea of justice.

Activity: Understanding equality through gender

Time: 15 mins



Note to the teacher: This activity will introduce the concept of equality/ equal treatment by getting students to think about gender.

Facilitation notes:

- Please ask all students to draw their image of the following in their notebooks. Please ask them to do this on their own first, without consulting anyone. *[Give students up to 3 minutes to draw each of these]*
 - An athlete
 - A pilot
 - A teacher
 - A maid
 - An officer
- Once everyone is done drawing, ask students to compare their sketches with those of their classmates sitting next to them and answer the following questions:
 - How many of the above did you draw as a male figure? Which ones?
 - How many did you draw as a female figure? Which ones?
 - Why did you draw these figures as you did? Can't a man be a maid and can't a woman be a pilot?
- De-brief the activity:
 - What we saw here is the lack of "equality" in the way we think of and treat men and women.
 - "Equality" is the state of being equal, especially in status, rights or opportunities.

- When we have a certain perception of what men and women can or cannot do, it can lead to inequalities.
- In reality there is no restriction on what a man can do and what a female can do. Everyone is free to choose a career and a profession of their choice.
- But our belief that they are not equal creates problems.
- For instance, in several households, girls are encouraged to leave their studies and help their mothers in the kitchen because they are not expected to get an office job like a man.
- What if a girl really wants to study and become an officer? By not allowing her to study, we are taking away her opportunities.

The manifestations of inequality in real life

Case 1: Apartheid

Time: 10 minutes

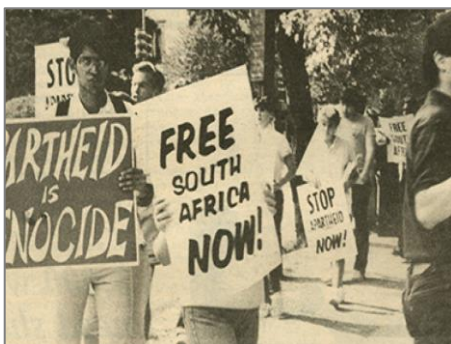
Facilitation notes:

- We learnt about Apartheid in the previous session. Can someone explain what Apartheid was and how is it linked with the concept of equality?
- Yes, so before South Africa became independent and democratic, the Black and Asian Africans were not treated equally as the white population. There was widespread discrimination on the basis of race.
- Let's understand this better. *[Please use the content in the box on the next page to narrate this as a story to the students]*

APARTHEID & THE ANTI-APARTHEID MOVEMENT, 1912- 1994, SOUTH AFRICA



Source: [RFK in the land of Apartheid](#)



Source: [George Washington University](#)



Source: [World Atlas](#)

- Apartheid, meaning apartness in the African language, was a political and social system in South Africa established by people of a particular race with white skin tone. Though they were in minority, they still established a rule over the majority.
- Their all white government imposed laws of segregation and discrimination on the basis of race. Under these policies, the whites were segregated from the non-whites. Non-whites were people whose skin color was not white, but black or brown etc.
- Restrictions were placed on non-whites in terms of the areas they could access. For instance, they were not allowed to eat at restaurants reserved for whites. They could not own land reserved for whites and could only do labour intensive jobs. Marriages between whites and non-whites were also disallowed.
- Despite facing severe criticism and opposition from within and outside South Africa, these laws remained effective for over 50 years.
- The **African National Congress** founded in 1912 became the major force of opposition to the Apartheid system.
- **Nelson Mandela**, a key figure in the anti-Apartheid movement used different methods to bring people together to oppose the system of Apartheid.
- The reign of apartheid officially ended in 1994 when the African National Congress won elections and Nelson Mandela was appointed as the President.

Source: [History.com](#) and [Flokka.com](#)

Facilitation notes:

Discussion questions:

- Why was the apartheid system instituted?
[Potential response: The system established separate areas, access and rights for the whites, placing them in an advantageous position. This helped them control power and have better access to resources]
- How did this put the non-whites at a disadvantage?
[Potential response: The non-whites had less educational and job opportunities, and lack of access to resources. As a result, most non-whites were much poorer]
- Was this system fair? What were the non-whites fighting for?
[Potential response: No! The system was not fair. It treated people differently simply on the basis of their skin colour without regard to their capabilities or hard work. The non-whites were fighting for equal treatment and for their fair share of resources]

Facilitation notes:

- This brings us to our second concept of “**Justice**”. Justice is about fairness. Conflicts in society usually arise when people feel that they are not being treated fairly (or equally) as someone else.
- In the case of Apartheid, the opposition by the non-whites was a fight for fair treatment and justice.
- Their efforts were finally rewarded when they managed to overthrow the white government and get a democratic government of their own under President Nelson Mandela.



Dr. Bhimrao Ramji Ambedkar; Source: [India Today](https://www.indiatoday.in)

Case 2: Untouchability in India

Time: 10 mins

Facilitation notes:

- Now let's look at an example of inequality closer home.
- Have you read about Dr. B R Ambedkar? Can someone tell us more about his background? *[Take a few responses and then add from the notes below]*

Facilitation notes:

- Dr. BR Ambedkar (also known as Babasaheb Ambedkar) was born in 1891 in a family belonging to the Mahar caste in Maharashtra. The Mahar caste was at the bottom rung of the caste hierarchy followed in India.
- People of his caste were treated as “untouchables”. Does anyone know what untouchability is?
- Untouchable is a term used for someone who, people believe, should not be touched. Somehow a belief had originated in ancient India that lower castes were impure and higher castes should avoid all contact with them, lest they become impure too. Untouchables performed jobs that were considered ‘unclean’ as per Hindu beliefs. This included jobs such as cleaning toilets.
- Both as a child and as a young adult, Dr. Ambedkar faced discrimination and was often mistreated. People would not sit next to him and would not share food with him. He was not allowed the same opportunities as upper castes.
- As he grew older, he protested against the practice of untouchability and rejected it. He opposed this misguided Hindu tradition and demanded justice for the lower castes.
- Thanks to his efforts and of the several others that worked in tandem with him, untouchability was abolished when India gained independence.



Let's see a video to learn more about the practice of untouchability.

Video: Untouchability faced by Dr. Ambedkar from childhood to adulthood (Hindi)

Link: [Youtube](#)

Discussion – establishing the link between democracies and justice

Time: 10 minutes

Note to the teacher: This section will nudge students to think about the link between democratic institutions and justice. Please pose the following question and ask students to discuss with each other in groups of five. Re-group after the discussion to share viewpoints.



Do you notice a pattern in both these stories – about apartheid and untouchability? Did you notice that both systems were removed when the countries got independence and became democracies? Why do you think that might have happened?

Facilitation notes:

- In both cases, there was large scale inequality and exploitation inside the countries. In South Africa, the white minority was controlling the government and in India, it was the kings in some parts and the British government in others.
- None of these rulers or governments were elected and the countries were not democracies.
- After independence, both countries became democracies and all people (including the non-whites in South Africa and the untouchables in India) got an opportunity to vote for their leaders.
- This forced the leaders to listen to their concerns and solve their problems. Hence, democracies in both countries helped further the cause of justice.

Section III: Assessment

Time: 10 minutes

Notes to the teacher:

- Please project the following illustrations on the screen.
- Ask students to consider the illustrations on their own and then discuss the images with another classmate sitting next to them. Nudge them to think about the following questions
 - What is portrayed in the illustration?
 - How many of us have seen something like this in real life?
 - Why do you think this happens? Is it fair/ unfair?
 - How can the government help?

Illustration 1



Source: [123 RF](#)

Illustration 2



Source: [Odisha Sun Times](#)

Section IV: Closure

Time: 5 minutes

Summary by students (2 minutes)

Note to the teacher: Select a student at random to summarize the key points of the session and why this particular session is important.

Recap by the teacher (3 minutes)

Recap with key points

- Equality is about equal treatment, especially with regards to rights and opportunities.
- Inequalities in society often lead to conflict. Inequalities are more prevalent in non-democracies than in democracies.
- In democracies, the government plays a key role in listening to all members of the society and ensuring that equality and justice prevails.

Section V: Additional Resources

Resources for teachers

1. Video: Satyamev Jayate S1 | Episode 10 | Untouchability
Link: [Youtube](#)

Resources for students

1. Video: Untouchability Captured on Camera, Rajasthan
While untouchability and discrimination on the basis of caste has been abolished by law, it is still practiced in different parts of the country. Watch the video below to learn more about the practice and to understand the inequalities it creates in society.
Link: [Youtube](#)

ichangemycity



1. Open the Camera on your phone.
 2. Scan the QR code provided.
 3. If you are using an iOS phone, tap on the instructions that appear above.
- If you are using an Android phone, tap on 'View QR code details'. Click 'Go to Website'

And you are ready to fill up the form!



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/>