



Volume 42, No 4 December 2014







## Mission Statement

AETA, a voluntary non-profit organisation, dedicates itself in this Mission Statement to endeavour to:

1. promote Asian Studies in Australian schools whether as a separate discipline, or as part of studies in other disciplines;
2. publish a journal dedicated to providing appropriate input about Asia to school teachers, as well as being a forum for the dissemination of ideas for improving Asian Studies in Australian schools;
3. publish resources which can be helpful in teaching about Asia in Australian schools;
4. promote and/or participate in conferences, seminars, or other discussions which are aimed at promoting Asian Studies or enhancing their quality
5. make representations to governmental or other bodies regarding Asian Studies courses or their content in school curricula;
6. make representations to tertiary institutions regarding Asian Studies in tertiary courses, particularly for teacher education; and
7. disseminate news about this Association's activities and its views about Asian Studies education through the media and through specialist newsletters and journals.

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Julie O'Keeffe	Marcia Rouen
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Contributions to the Asia Education Teachers' Association journal are most welcome. For policy guidelines for submission of articles to the AETA journal go to – [www.aeta.org.au/journals](http://www.aeta.org.au/journals).

Please send to:

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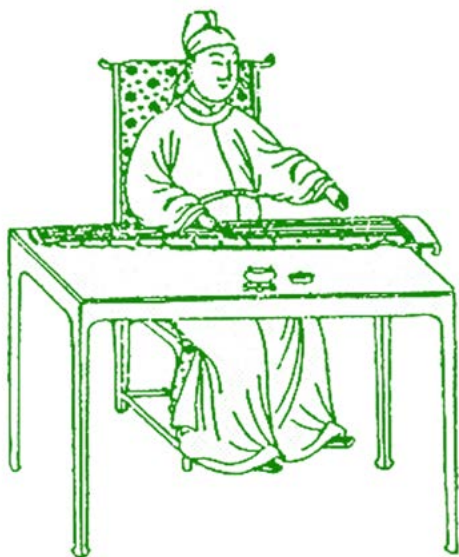
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Publication design and layout: Jill Sillar, Professional Teachers' Council NSW



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## From the Editor's Desk

Our final Journal for the year is a 'bumper' edition on India. There is material from Stage 2 to 6 across English, Geography, History, Business Studies, Visual Arts, Society and Culture and Legal Studies.

Thank you to our new and regular contributors, without whom none of this would happen. Dr Susan Bliss has written a comprehensive unit for Year 10 Geography on *Human Well-Being in India* that will be invaluable for teachers. Judy Pilch has developed an excellent unit for Business Studies on *Gloria Jean's Coffee in India* and Julie O'Keeffe has provided a primary unit on Diwali and another on the Taj Mahal. We welcome a new contributor, Bruce Hill, with a Stage 3 programme on India. There is a review of the BBC series on the History of India and classroom worksheets for introduction and review.

Do YOU have an article or unit of work that you would like published? Let me know.

Di Dunlop.

*Valuing cultural diversity and promoting intercultural understanding in a networked world*







*Marigold Garlands, Kolkata. Source: Wikimedia Commons*

- ☐ In Bangladesh, Australian Aid is helping the most disadvantaged women with grants, training and capital to build micro businesses. Facilities such as water pumps and toilets are also being provided. Programmes also provide for education and healthcare for their families.
- ☐ In India, 40% of children under the age of five are seriously underweight. In September, 2013, the Indian Parliament passed the National Food Security Act[NFSA] guaranteeing access to subsidized food to nearly 70% of its 1.2 billion population. It means that 5 kg of grain is available each month to some 800 million people. For the past 25 years India has

produced enough grain to feed her people and in fact India, in 2012–2013 exported 22 million tons of grain. The new law also provides for a school lunch system and maternal nutrition programmes. Concerns have been raised over how delivery can be guaranteed as it is administered at a state level and there are issues of theft and corruption. Mohandas Gandhi was a tireless advocate for the poor and this commitment has been embraced by the Congress Party that leads the United Progressive Alliance Government.

- ☐ Only three countries in Asia have had reported cases of poliomyelitis in the last twelve months. They are Syria, Pakistan and Afghanistan. Recently a Pakistani woman who was involved in the Vaccination programme in the villages was murdered. The Taliban run a programme of intimidation against the vaccinations.
- ☐ India has recently held national elections. This was a task of gargantuan proportions and took place over a period of five weeks from April 7<sup>th</sup> to May 12<sup>th</sup>. There were 834 million eligible voters with 554 million actually voting. Four hundred and sixty four political parties participated in the Election. The BJP, Modi's Party, won 31% of the popular vote. His success is due to his reputation as an economic miracle worker based on his record of running the state of Gujarat where from 2006 to 2012, the annual growth rate was 10%.
- ☐ By 2050, the percentage of the population over 60 years of age will be 42% in Japan and 34% in China.
- ☐ Guess which city in the world has the greatest concentration of billionaires! No it is not in America or Russia or even China...it is Mumbai in India!



*Sorter of marigolds in the Phul Bazaar, Buleshwar. Source: Wikimedia Commons*



# India Profile



The Indian subcontinent, <http://www.cotcorp.gov.in>

- ❧ India is one of the largest countries in the world
- ❧ Its population is 1.25 billion
- ❧ New Delhi is the capital city.
- ❧ India's National Day is 26 January (same as Australia)
- ❧ India was a British colony for over 350 years.
- ❧ It became an Independent nation in 1950.
- ❧ There are eighteen (18) languages recognised in the Constitution. Hindi and English are widely used in nationwide communication.
- ❧ The Constitution provides for freedom of religion. Eighty-two per cent are Hindus, and 11% Muslims. The remainder include Christians, Sikhs, Buddhists and Jains.
- ❧ India is divided into three main physical regions – The Himalayan Mountains, the plains of the Indus and Ganges rivers, and the Deccan Plateau.
- ❧ The climate is influenced by the South-West Monsoons which bring rain between June and September – often causing floods and loss of life.
- ❧ India has a long history involving the rise and fall of many empires including Afghan, Mughal and European invaders.
- ❧ Although India is still a predominantly agricultural country, the manufacturing and technology sectors are growing rapidly.
- ❧ India is the world's twelfth largest economy.
- ❧ Daily life in India is still influenced by the caste system, even though it has been abolished under the law. The lowest caste, the 'untouchables' are still discriminated against in India.
- ❧ Traditional households include an older couple, their married sons with wives and children, and unmarried children.
- ❧ India's neighbours are Sri Lanka, Nepal, Bangladesh, Bhutan, Burma, Pakistan and China.

## The Flag of India

- ❧ The design of India's flag has three horizontal bands – a saffron colour on top of a central white band, with dark green below. In the centre of the white band is a navy blue-coloured wheel of Dharma Chakra.
- ❧ The Dharma Chakra represents the Wheel of Law in the Sarnath Lion Capital; it is a Buddhist symbol dating back to 200 BCE.
- ❧ The twenty-four (24) spokes of the wheel indicate there is life in movement but death in stagnation.
- ❧ The top saffron-coloured stripe represents courage, sacrifice and the spirit of renunciation. The white represents purity and truth, and the green represents faith and fertility.

## India's National Emblem

- ❧ The design is taken from the Sarnath Lion Capital erected by Ashoka.
- ❧ Only three lions are visible, and a fourth is hidden from view. The lions are mounted on an abacus, at the centre of which there is a Chakra (wheel) symbolising the Eternal Wheel of Law (Dharma Chakra).
- ❧ There is a bull, a galloping horse, an elephant and a lion, each separated by intervening wheels over a bell-shaped lotus.
- ❧ The words *satyameva jayate* (Truth alone triumphs) is inscribed in Devanagari script.



National emblem of India – <http://www.indiaonlinepages.com/national-symbols/national-emblem-india.html>





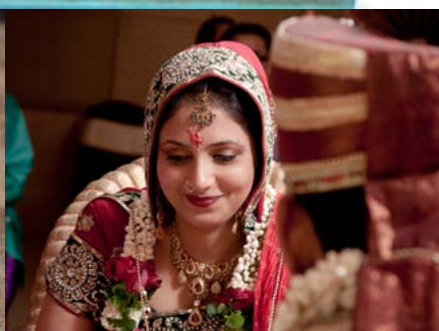
## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Sustainable futures

# Durakar connecting with Asia

**An initiative of the  
Durakar learning community**

**A Stage 3 Programme by Bruce Hill, Jindera Primary School**



# Durakar connecting with Asia

(an initiative of the Durakar learning community)

Bruce Hill, Jindera Primary School

## Title :India Our Neighbour – Stage 3

### General overview of the unit

Australia is part of the Asian Pacific nations and our culture is being enhanced by the influence of aspect of various Asian neighbours.



#### HSIE

##### Students will:

- Develop an appreciation of how our own culture has been enhanced by the introduction of Indian culture into our own culture.
- Develop an understanding that India is a very important trading partner and is continually important to Australians maintaining a high standard of living.
- Develop knowledge and understanding of the cultural diversity of Australia. Students identify the effects that contemporary events have on community and personal attitudes and values.

##### Students will be engaged in:

- Investigating features of Indian geography and climate and the way these influence Indian lifestyle.
- Investigate the problem the huge population poses and its effects on the environment and the people themselves compared to a country like Australia that is so sparsely populated.
- Investigate and compare the religious beliefs of Indian culture.
- Investigate the unique Indian wildlife and its struggle to survive in an environment impacted by huge populations.

##### Planned assessment:

- Analysis of collaboration in research and discussion
- Observation and presentation of whole class and individual research work
- Observation of the student's ability to locate countries on a world map.
- Presentation of their research and surveys to the class.
- Analysis of students knowledge and understanding of effects and reasons for cultural change.

#### Technology

- Use the computer and internet to complete research activities
- Present research findings using Word, Publisher or PowerPoint presentations



##### Creative Arts

- Creative presentation or research and other work to the class.



# India Our Neighbour – Stage 3

Topic/theme/unit: ..... Duration: ..... Stage: .....

Outcomes and indicators	Teaching/learning activities (including assessment)	Resources
<p>SSS3.7 Describe how Australian people, systems and communities are globally connected and recognise global responsibilities</p> <ul style="list-style-type: none"> <li>• Australia is a multicultural country with increasing numbers of immigrants from Asian countries making up our population.</li> <li>• Australia has a responsibility to its neighbours to accept refugees.</li> <li>• Immigration allows new skills and varied culture to be added to our own culture.</li> </ul>	<p><b>Indian Geography</b></p> <p>The Indian sub-continent is characterised by great diversity in its physical features.</p> <ul style="list-style-type: none"> <li>• Locate India on a map of the world</li> <li>• Compare the size of Australia to India.</li> <li>• Investigate the landforms of India especially the river, delta systems and the mountains.</li> <li>• How does this compare to the Australian landscape. Compare and contrast using maps.</li> <li>• What are some of the major landforms of each country</li> <li>• Name and locate in an atlas and record in a table.</li> </ul> <p>Eg. Ganges River      Murray River  National Parks      Deserts  Mountains &amp; Limestone caves      Coral Reefs</p>	<p>Internet</p>  

Taj Mahal, Agra, India. Source: Wikimedia Commons

# India Our Neighbour – Stage 3

Topic/theme/unit: .....	Duration: .....	Stage: .....
Outcomes and indicators	Teaching/learning activities (including assessment)	Resources
<p>SSS3.7 Describe how Australian people, systems and communities are globally connected and recognise global responsibilities</p> <ul style="list-style-type: none"> <li>• Australia is a multicultural country with increasing numbers of immigrants from Asian countries making up our population.</li> <li>• Australia has a responsibility to its neighbours to accept refugees.</li> <li>• Immigration allows new skills and varied culture to be added to our own culture.</li> </ul>	<p><b>Climate</b></p> <ul style="list-style-type: none"> <li>• Like Australia India has a diverse climate.</li> <li>• Investigate how climate affects the daily life of the Indian people eg crops grown, designs of homes.</li> <li>• Record different climatic zones on a map of India</li> </ul>  <p><i>Monsoon rains in Kerala. Source: Wikimedia Commons</i></p> <p><b>Population</b></p> <ul style="list-style-type: none"> <li>• What difficulties does a large population pose for a country like India ?</li> <li>• Positives, Negatives, Interesting Facts</li> <li>• Debate: 'A smaller population is better for the earth'</li> <li>• Investigate the Indian Caste system. Compare it to Australia's social structure.</li> <li>• Investigate the diversity of the population eg. numbers in rural areas compared with the people living in rural areas, particularly major cities.</li> </ul>	<p>Internet</p> <p>Face the Facts: Some questions &amp; answers about Indigenous Peoples Migrants, Refugees &amp; Asylum Seekers (2008)  <a href="http://www.hreoc.gov.au">www.hreoc.gov.au</a></p>



# India Our Neighbour – Stage 3





Topic/theme/unit: ..... Duration: ..... Stage: .....

Outcomes and indicators	Teaching/learning activities (including assessment)	Resources
<p>ENS3.6 Explain how various beliefs and practices influence the ways in which people interact with, change and value their environment.</p> <ul style="list-style-type: none"> <li>Research Asian immigrants that have made an impact on our culture</li> <li>Australian culture can be enhanced by our immigrants</li> </ul> <p>CUS3.3 Describe different cultural differences and their contribution to Australian identities</p> <ul style="list-style-type: none"> <li>Australian culture has embraced the Asian diet as part of their culture.</li> <li>Australians have integrated Asian foods into their own eating styles.</li> <li>Shops now stock a wider variety of produce to cater for the varied diet.</li> </ul>	<p><b>Indian Immigration to Australia</b></p> <ul style="list-style-type: none"> <li>With India being the third on our list of immigrants, their culture will add to our culture eg language, food , customs.</li> <li>Investigate the meaning of these words :- pajamas, sari, cummerbund, shampoo, jungle, dungarees, guru, cateramaran (all Indian words). Find others from India.</li> <li>Investigate traditional Indian food that can now be found in Australia.</li> <li>List ingredients and cooking techniques eg Rogan Josh, Rajma Chawal, Naan, Macher Jhol, Luchi.</li> <li>Hold an <b>Indian Food Day</b> for students to sample Indian food, visit an Indian restaurant.</li> <li>Compare and contrast to Australian Cuisine.</li> <li>Research different Indian music instruments eg cymbals, sitar, tabla and find pictures of each.</li> </ul> 	<p>Parliament of Australia Parliamentary Library website</p> 

Left: Yosri Roti Canai Source: Wikimedia Commons  
Above: Roti Prata Baker

# India Our Neighbour – Stage 3




Topic/theme/unit: ..... Duration: ..... Stage: .....

Outcomes and indicators	Teaching/learning activities (including assessment)	Resources
 	<p><b>Indian Wildlife</b></p> <p>Due to the increased population and pressure on the environment many of India's unique animals are endangered. Several of these animals are under so much pressure they will only survive with the intervention of man.</p> <ul style="list-style-type: none"> <li>Selected one of the following animals: Indian Cobra, Indian Elephant, Indian Rhinoceros, Bengal Tiger, Pygmy Hog, Sloth Bear, Sarus Cranes.</li> <li>Research its characteristics, environment, food, breeding habits and what is being done to ensure their survival.</li> <li>Why are these animals at risk of extinction?</li> <li>What factors have contributed to near extinction?</li> <li>What initiatives / strategies are in place to reverse the threat of extinction ?</li> <li>What part are Australian Zoos playing to help conserve some of these animals eg Tigers at Canberra Zoo?</li> </ul> 	<p>Internet</p> <p>Use Case Study: Ambush in Bandhavgarh</p> <p>Curriculum K–12 Directorate (NSW DEC )</p> <p><a href="http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources">www.curriculumsupport.education.nsw.gov.au/primary/hsie/resources</a></p> <p>pp30&amp;31 and see teaching/learning activities on website</p> 



# India Our Neighbour – Stage 3

Topic/theme/unit: ..... Duration: ..... Stage: .....

Outcomes and indicators	Teaching/learning activities (including assessment)	Resources																		
<p>ENS3.6 Explain how various beliefs and practices influence the ways in which people interact with, change and value their environment.</p> <ul style="list-style-type: none"><li>Research Asian immigrants that have made an impact on our culture</li><li>Australian culture can be enhanced by our immigrants</li></ul> <p>CUS3.4 Examines how cultures change through interactions with other cultures and the environment</p> <ul style="list-style-type: none"><li>enhances background knowledge on world religions</li><li>researches features of world religions in Australia</li><li>identifies the impact and influence of some world religions on Australian society.</li></ul>	<p><b>Religion</b></p> <p>IIHinduism dominates but there are many followers of other beliefs such as Christianity, Sikhism , Buddhism. and Islam.</p> <ul style="list-style-type: none"><li>Have groups research the basic structure and beliefs of these religions and report back to the class.</li><li>Compare and contrast these religions similarities and differences.</li></ul> <table><thead><tr><th>Religion</th><th>Similarities</th><th>Differences</th></tr></thead><tbody><tr><td>Christianity</td><td></td><td></td></tr><tr><td>Buddhism</td><td></td><td></td></tr><tr><td>Islam</td><td></td><td></td></tr><tr><td>Hinduism</td><td></td><td></td></tr><tr><td>Sikhism</td><td></td><td></td></tr></tbody></table>	Religion	Similarities	Differences	Christianity			Buddhism			Islam			Hinduism			Sikhism			<p>Stage 3 Resources: Belief in Action Information sheets available on website – <a href="http://www.curriculumsupport.edu.au/primary/hsie/.../belief.pdf">www.curriculumsupport.edu.au/primary/hsie/.../belief.pdf</a></p>
Religion	Similarities	Differences																		
Christianity																				
Buddhism																				
Islam																				
Hinduism																				
Sikhism																				
																				

Above: Buddhist ssture.  
Source: Wikimedia Commons

Above: Hindu deity. Source: Wikimedia Commons  
Left: Sikh religious procession  
Source:Wikimedia Commons



# India Our Neighbour – Fact sheet 1

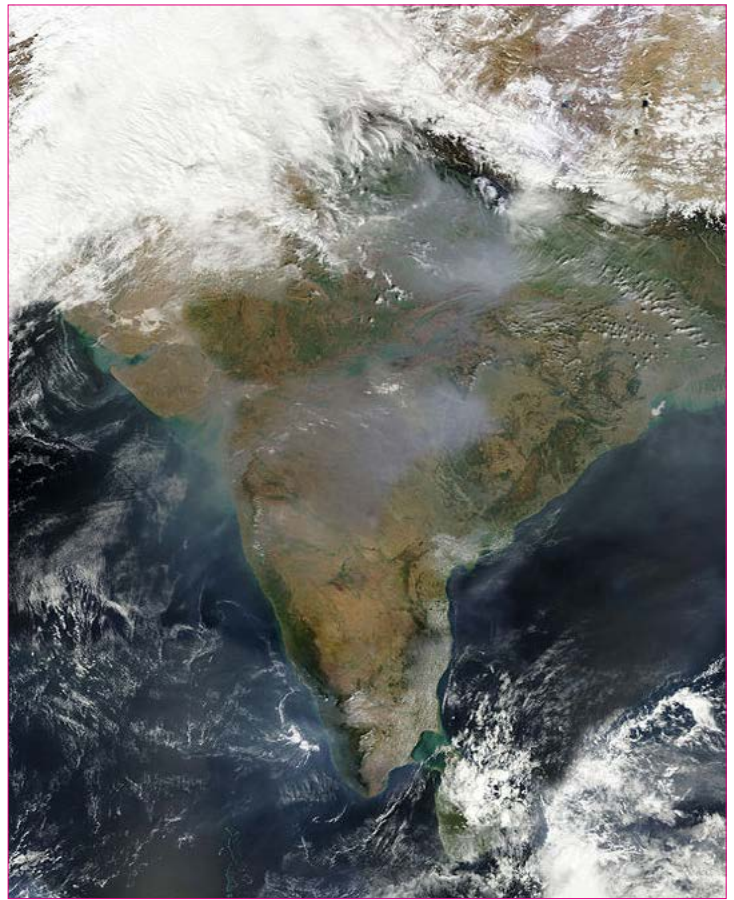
## GEOGRAPHY

India the seventh largest country in the world, is separated from the rest of Asia by mountains and the sea, which gives the country a distinct geographical identity. It covers an area of 32,87,2631 sq.km. Lying entirely in the northern hemisphere the mainland extends measures 3214 km from north to south between extreme latitudes and about 2933 km from east to west between extreme longitudes. It has a land frontier of about 15200 km.

The country lies between 8°4' and 37°6' north of the Equator and is surrounded by the Bay of Bengal in the east, the Arabian Sea in the west and the Indian Ocean to the south. The total length of the coastline of the mainland, Lakshwadeep group of islands and Andaman and Nicobar group of islands is 7,516.5 km.

In the east lies Bangladesh, in the north west Afganistan and Pakistan border India. The Gulf of Mannar and the Palk Straits separate India from Sri Lanka. The Andaman and Nicobar island in the Bay of Bengal and Lakshwadeep in the Arabian sea are parts of the territory of India. There are as many as 200 islands in Andaman alone, extending for 350km. There are 19 island in Nicobar group.

The Arabian sea consist of the Lakshadweep group. They are formed on a coral deposit off the Kerala coast. The southern most of this lies just to the north of the Maldiv island which is an independent territory.



NASA satellite image of India, NASA, MODIS Rapid Response System.  
Source: Wikimedia Commons



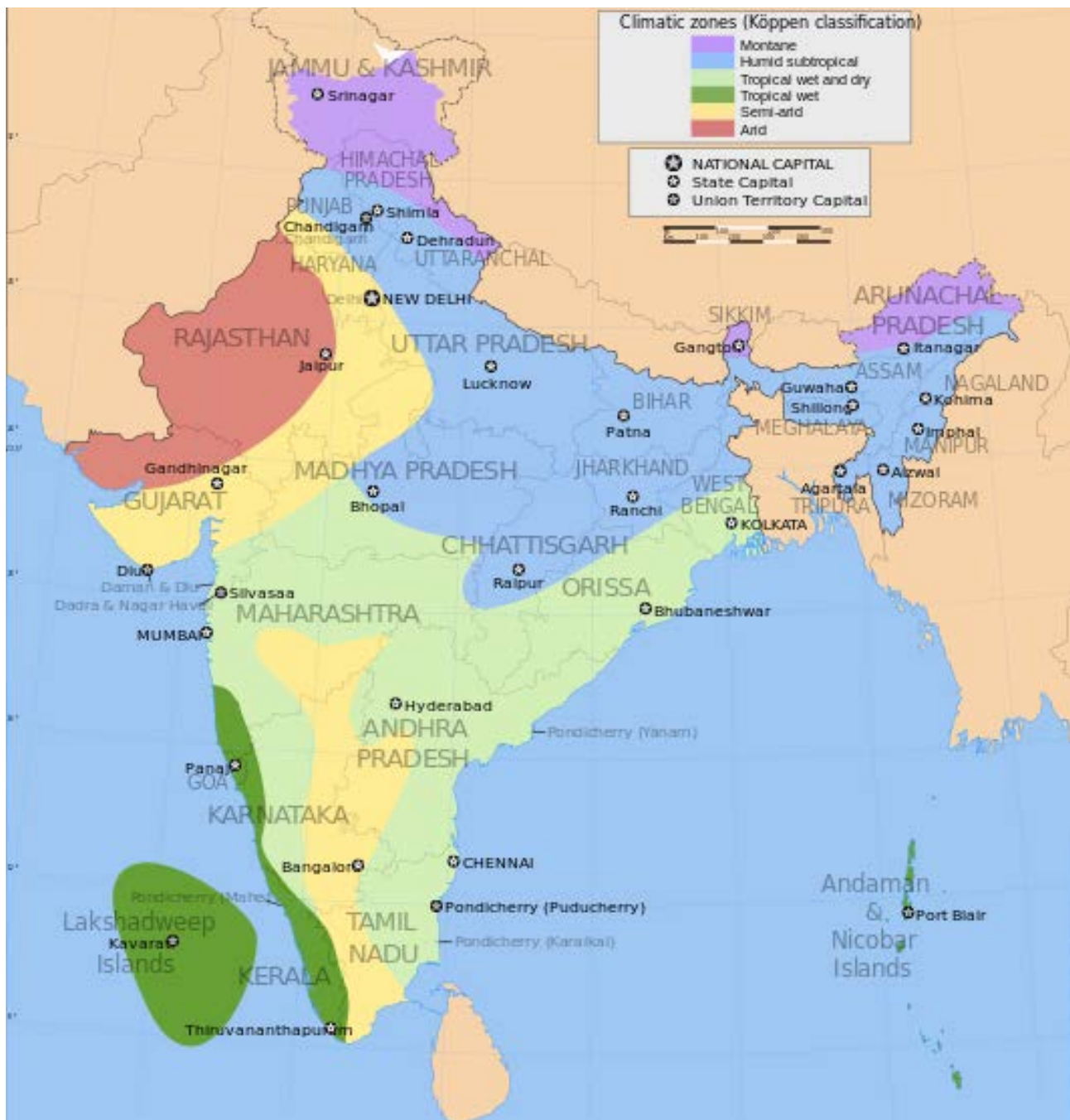
Right: Geographic map of India



# India Our Neighbour – Fact sheet 2

## CLIMATE

India extends from the soaring Himalayas to the Indian Ocean coast, encompassing half a dozen climatic regions. Generally, though, the country has a tropical climate, dominated by monsoons, heat and humidity. Tropical hurricanes and cyclones are also part of the general weather outlook in the middle and end of the year, especially on the coast.



Indian Climatic Zones Source: Wikimedia Commons

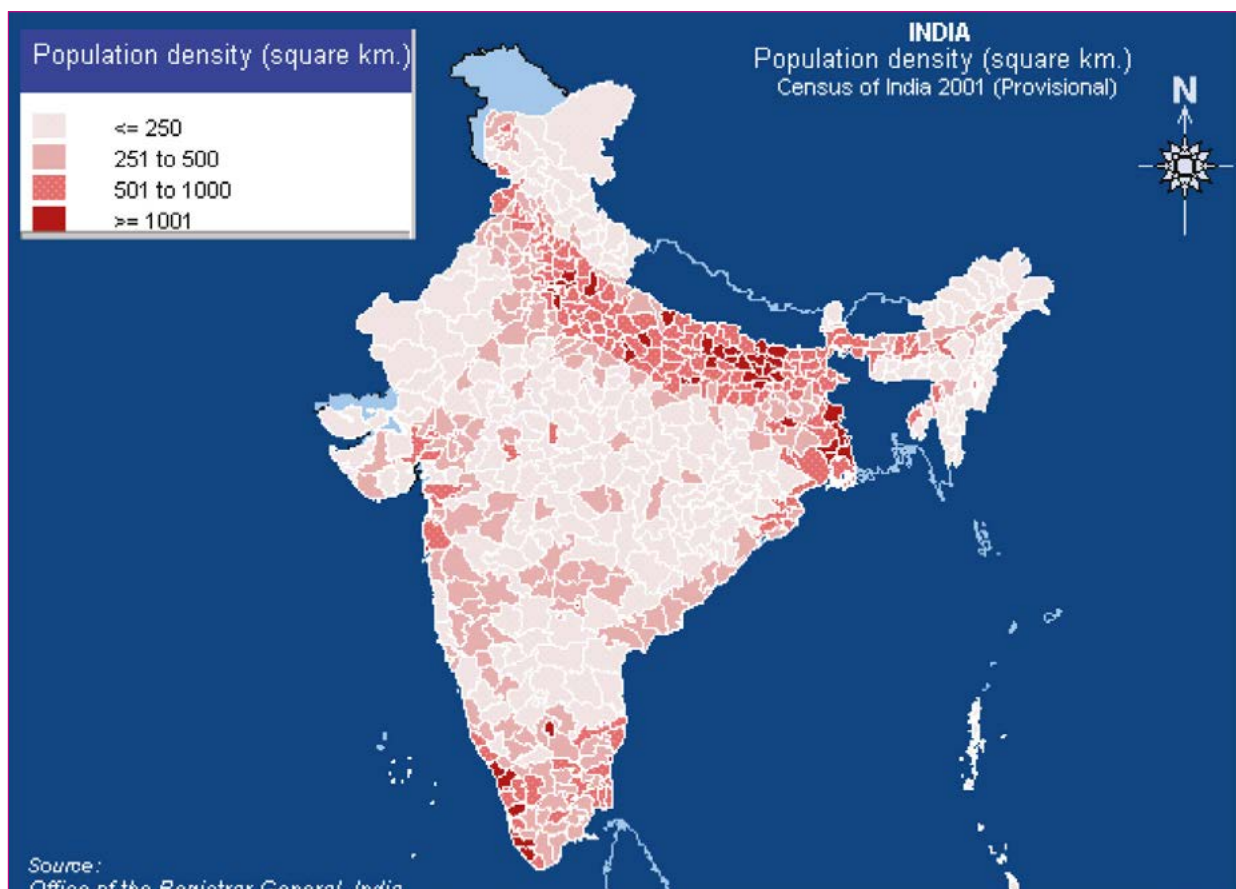
# India Our Neighbour – Fact sheet 3

## POPULATION

Population of India in 2010 was around 1,150,000,000 (1.15 billion) people. Currently, India is second largest country in the world after China in terms of population.

Although India occupies only 2.4% of the world's land area, it supports over 15% of the world's population. Only China has a larger population. Almost 40% of Indians are younger than 15 years of age. About 70% of the people live in more than 550,000 villages, and the remainder in more than 200 towns and cities. Over thousands of years of its history, India has been invaded from the Iranian plateau, Central Asia, Arabia, Afghanistan, and the West; Indian people and culture have absorbed and changed these influences to produce a remarkable racial and cultural synthesis.

Religion, caste, and language are major determinants of social and political organisation in India today. The government has recognised 18 languages as official; Hindi is the most widely spoken.





# India Our Neighbour – Fact sheet 4

## INDIAN IMMIGRATION TO AUSTRALIA



*The 2014 Paramasala Festival in Parramatta. Source: [www.aroundyou.com.au](http://www.aroundyou.com.au)*

### Major source countries

July 2008 to June 2009 settler arrivals, by country of birth

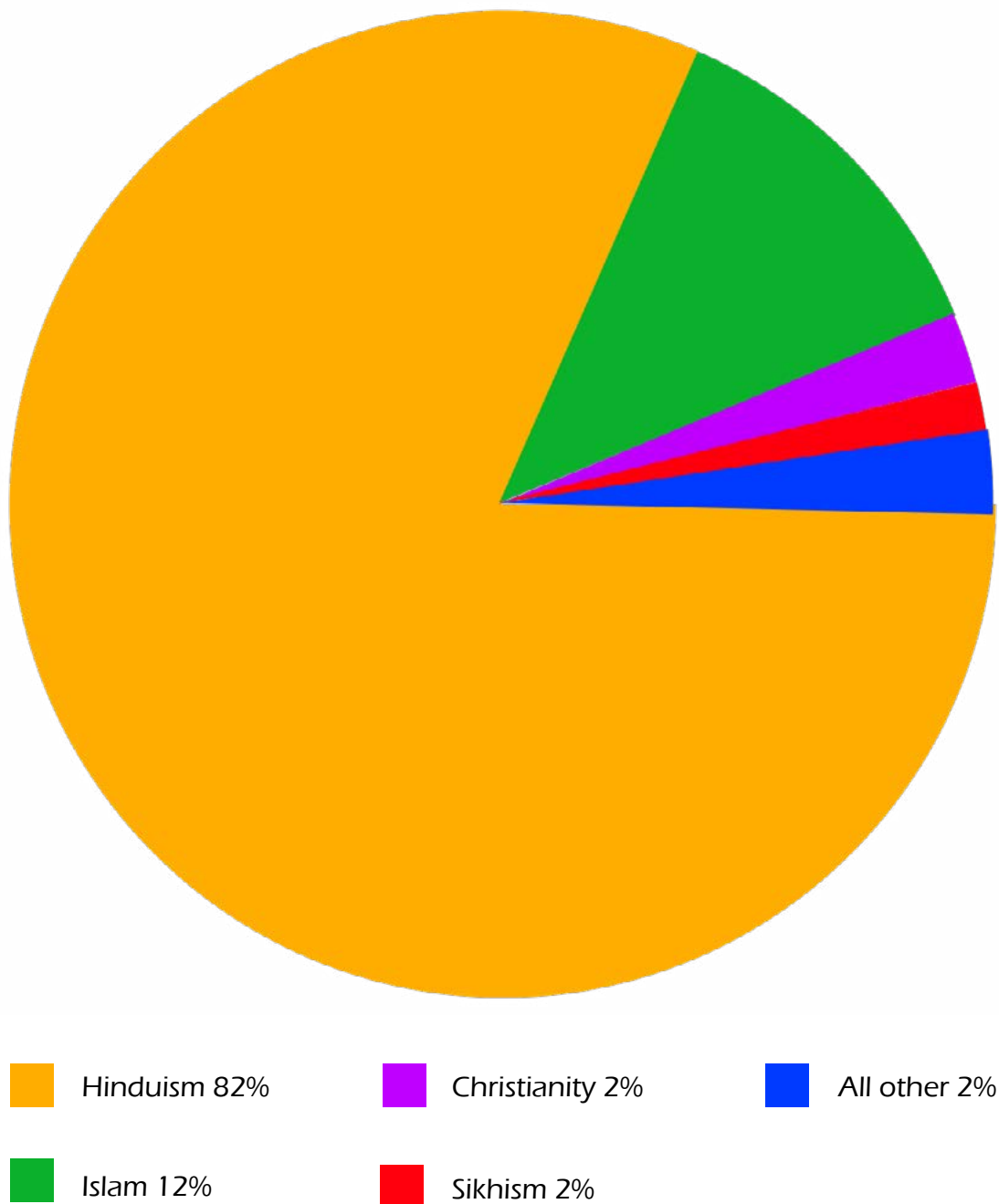
Country of birth	Arrivals	% Variation
New Zealand	33 034	19.7
United Kingdom	21 567	-7.0
India	16 909	10.3
China (excludes SARs and Taiwan)	14 935	14.9
Philippines	5619	2.9
Iraq	4008	79.9
Sri Lanka	3918	11.3
Malaysia	3261	11.9
Burma (Myanmar)	2931	17.1

# India Our Neighbour – Fact sheet 5

## RELIGION

With the origins of Hinduism and Buddhism in India, religion is considered to be extremely important. Of the two religions, Hinduism is infinitely more popular, with an incredible 82 percent of the population practicing it. Within this majority, there are significant differences in the belief systems and caste divisions. Although there is division in some areas of Hinduism, there are many areas in common. They will all go to the pilgrimage sites, coming from all over India and will, if they go to a Brahman priest for birth, marriage and/or death rituals – hear the same Sanskrit verses from hundreds of years ago.

Pie chart of Indian religions





# AN INTRODUCTION TO INDIA

## A Worksheet for Stage 2 by Julie O’Keeffe

**Read the following information with your group. Compose 7 to 10 facts about India and discuss these with your teacher**

### POPULATION

Many people live in India and it is the second largest populated country in the world. The main cities in India include New Delhi (which is the capital), Kolkata and Mumbai.

### HISTORY

The British ruled India for over 200 years. A famous man by the name of Mahatma Ghandi helped to free India and it became independent again in 1947 •

### LAND AND CLIMATE

The highest mountains are in the northern part of India and they form part of the Himalayan mountain range. Just below this mountain range there is flat land and fertile soils where food and crops grew very well.

The River Ganges is the biggest river in India and it is considered to be holy. There are three seasons in India - the hot, wet and cool

### EDUCATION

Children can go to school between the ages of 6 and 14. Not all children go to school because there are not enough schools and many of them may be too far away for people to get to. Some families are so poor that they send their children to work, rather than to school,

### RELIGION

Most people in India follow Hinduism as their religion. There are also Indians who are Muslims, Christians, Sikhs and Buddhists. Whatever their faith, religion is an important part of their daily lives.

**Using the information above fill in the missing words.**

India is the .....country in Asia.

Most people follow .....as a religion

The .....in India is spicy.

The River Ganges is considered a .....river.

The .....ruled India for more than 200 years.

New .....is the capital of India.

India has three seasons – hot, .....and cool.

Mahatma .....was a famous man who helped to free India.

The highest .....are in the northern part of India.

The Taj Mahal is one of the seven .....of the world.



## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Social justice and human rights
- Peace building and conflict resolution
- Sustainable futures

# THE STORY OF INDIA

BBC Documentary for Stages 4 to 6 reviewed by Di Dunlop

This is a six part documentary series produced by the BBC in 2008. All of the episodes are available on YouTube.

The Story of India website –  
[www.pbs.org/thestoryofindia/teachers/lessons](http://www.pbs.org/thestoryofindia/teachers/lessons)

On the website there are lesson plans including

- Tracking Early Hinduism.
- An Edict on Ashoka.
- The Winds of Trade.
- Monument to the Stars.
- Akbar's Debate, and
- British Attitudes Towards India.

These relate to each of the episodes outlined below.

India is the world's largest democracy with a growing population set to pass China by 2050. It is also a rising economic giant with an advanced technology industry. This nation is also the oldest surviving civilization with continuity from pre-history times. It has enjoyed many 'golden ages' in its history producing brilliant thinkers, artists and great world religions.

This series attempts to explore the wonders and richness of the peoples, cultures and landscape. India has been subjected to successive invasions, Alexander the Great, Ghenghis Khan, Tamburlaine and the British. The sub-continent is home to some of the most significant developments in Science and Mathematics e.g. the decimal system with the use of zero.

## Episode 1...Beginnings

In this episode, archaeology is a focus for the origins of life in India. The 'lost' cities of Harappa and Mohenjo-Daro are examined and life on the plains of the Ganges is investigated in the time of the epic story of the Mahabharata.

## Episode 2... The Power of Ideas

This episode focuses on the Age of Buddha and the coming of the Greeks. It investigates the rule of the Emperor Ashoka and his significance in world history.

## Episode 3... Spice Routes and Silk Roads

In this episode, India became the centre of the global economy as the spice trade with Rome enriched and expanded her trade. This sea route from Southern India was happening at the same time as the expansion of the Silk Road between China and Europe across the north of India.



Tamburlaine, detail from a gouache painting. Source: Wikimedia Commons



# THE STORY OF INDIA



*Military leader Vima Kadphises was the first Kushan ruler to strike gold coins. Because the Kushans under his reign had extended their protective control over the Silk Road, the Roman gold they obtained through the trading of luxury items with the Roman Empire—such as silk, spices, and other exotic goods—provided the metal for the striking of the first Indian gold coins Source: Wikimedia Commons*

## Episode 4... Ages of Gold

At this time the Roman Empire had fallen and Europe was in the Middle Ages while in India culture flourished under the Cholan Dynasty. Metal technology was developed to a highly sophisticated level and in astronomy the heliocentric universe was recognised.



*The Cholan Era Fort Gingee. Source: Wikimedia Commons*

## Episode 5...The Meeting of Two Oceans

Northern India is now under the Mughals, invading Muslim tribes were developing a new culture around Delhi and Agra. At this time, India was the most populous civilization in the world. The Legacy of the Mughuls, including the Taj Mahal is examined. Although there were only six Mughul Emperors, their impact is still evident in India today.



*Mohenjo-daro, Priest King statue. Source: Wikimedia Commons*

## Episode 6... Freedom

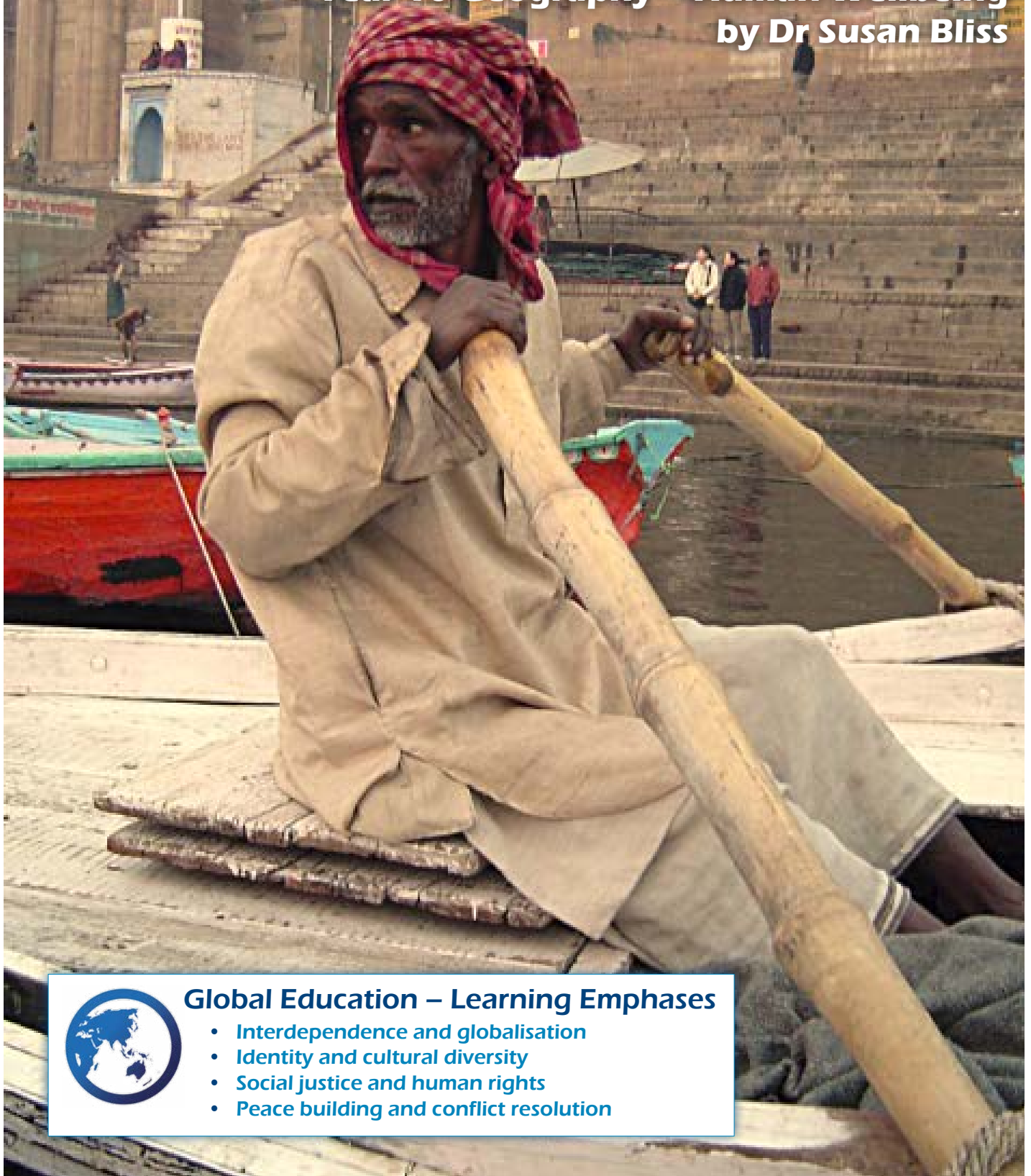
The final episode analyses the impact of the East India Company in making India the 'jewel in the crown' of the British Empire. It finishes with independence for a religiously divided country. It examines the role of Gandhi and Nehru.



*Tomb of Nur Jahan. Source: Wikimedia Commons*

# SOURCE, SINK, SERVICE AND SPIRITUALITY OF THE GANGES RIVER

Year 10 Geography – Human Wellbeing  
by Dr Susan Bliss



## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Social justice and human rights
- Peace building and conflict resolution

*Rowing on the Ganges River at Varanasi (S. Bliss)*



# SOURCE, SINK, SERVICE AND SPIRITUALITY OF THE GANGES RIVER

**In Year 10 geography students are to study the source, sink, spirituality and service of different environments such as inland water. The Ganges River is an excellent case study**

Water is a source of life as well as used for regeneration (rebirth) and purification in many cultures. It is often perceived as a god or goddess. Poseidon was a Greek god of the seas and Gong Gong the Chinese water god responsible for abundant floods. At Buddhist funerals water is poured into a bowl to be dripped over the dead body. In Christianity water is linked with Baptism, in Islam believers wash their body before their five daily prayers and in Judaism water maintains purity. Hindu temples are often located beside water and Indian Hindu pilgrims travel thousands of kilometres to bathe in the Ganges River. They consider the Ganges water to be purifying as it absorbs impurities and makes them disappear.

## Spirituality

Over 80% of Indians are Hindus who believe the 2525 km long Ganges River is a sacred and culturally significant renewable resource. Approximately 2,000,000 believers ritually bathe in the river each day and after they die their bodies are cremated and ashes immersed in the river.

The preference of Indian Hindus for cremation exacerbates global warming. To burn the dead requires 400-500kg of wood from 50-60 million trees, every year. The ritual produces half a million tonnes of ash and releases 8 million tonnes of greenhouse gases into the atmosphere. As a result India has a low Environmental Performance Index of 125 out of 132 countries. It scored low on water (104) and air (132) which impacted adversely on Indian health.

## Source and sink

Human induced environmental change has impacted on inland aquatic environments (*Year 10 option*) such as the Ganges River from its source to sink. Along its journey from Mt Everest (source) to entry into the Bengal Sea at Bangladesh (sink) it changed aquatic environments. However, human induced climate change is anticipated to have a further adverse impact on the River.

## Service

Flooding from the Ganges River provides fertile alluvial soil to produce food for the millions of people who live around the Indian flood plain and the

Bangladesh delta. The peat located around the delta is used as fertiliser and fuel.

Irrigation of the Ganges has been by floods or by gravity canals. The latter occurred over 2000 years ago. Today sophisticated dams and canals have enabled increased production of food, and cash crops such as sugarcane, cotton and oilseeds. The WWF advocates that *'Water withdrawal poses a serious threat to the Ganges. In India, barrages control all of the tributaries to the Ganges and divert roughly 60% of river flow to large-scale irrigation.'*

## Management and geospatial information

The Ganges is ranked fifth most polluted river in the world. Chemical, mining and tannery wastes are dumped in the river, pesticides and fertilisers run off from farms and 1.4 billion litres of raw sewage enters the river daily. As a result a million people living along the Ganges River die each year from cholera, dysentery and toxic poisoning. A **3-T Mission** aims to improve human wellbeing by promoting, a **T**oilet and **T**ap in every home and **T**ree plantation in every village.

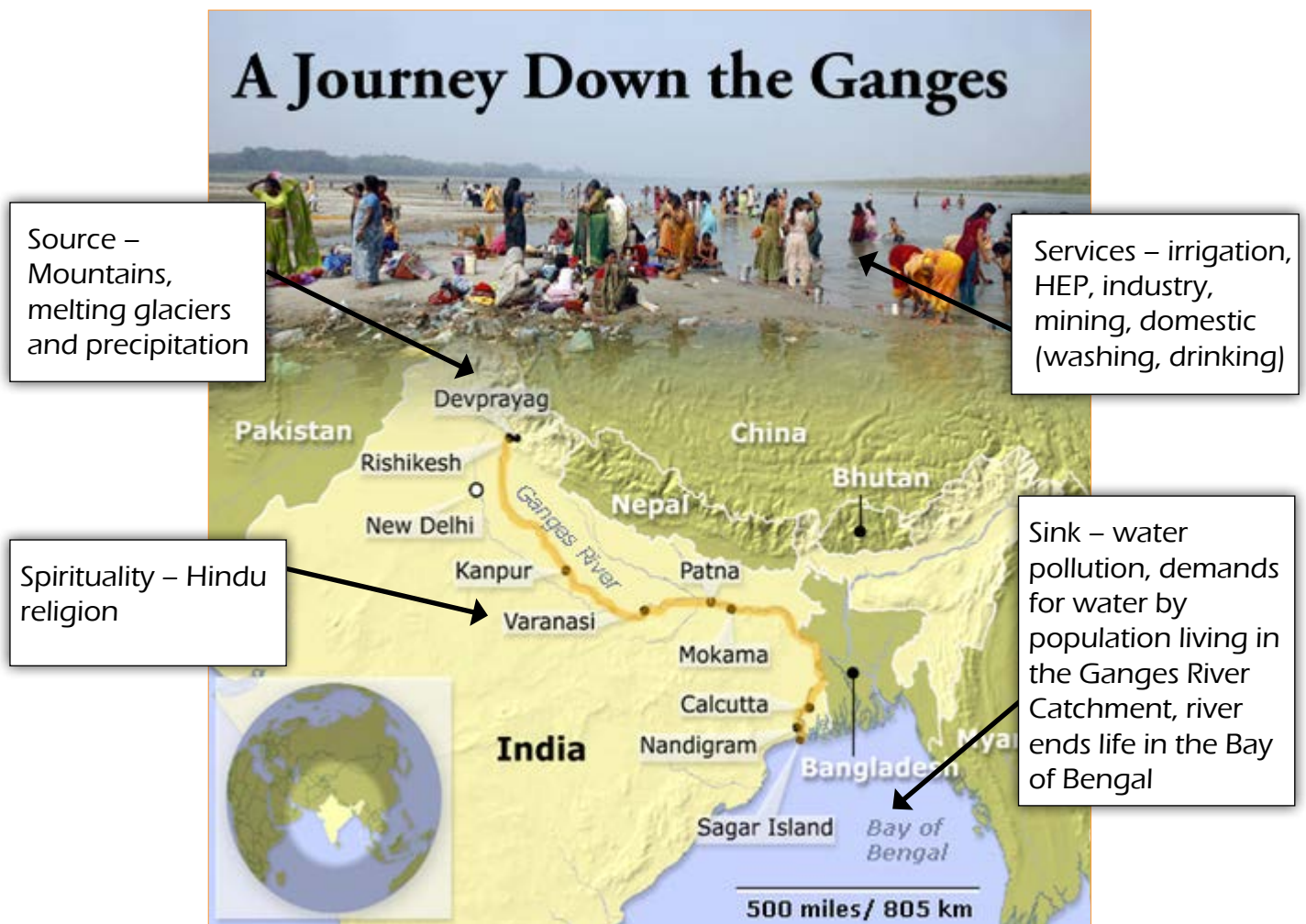
*'A Memorandum of Agreement (MoA) was signed by the Ministry of Environment & Forests (MoEF) with a consortium of seven IITs for the development of Ganga River Basin Management Plan (GRBMP). For successful implementation of GRBMP a framework to integrate geospatial and temporal information associated with GRBMP is required.'*

*'GRBMP Vision:*

- *River must continuously flow (Aviral Dhaara).*
- *River must have longitudinal and lateral connectivity.*
- *River must not be seen as a carrier of waste loads (Nirmal Dhaara).*
- *River must have adequate space for its various functions.*
- *River must function as an ecological entity'* (<http://gisserver.civil.iitd.ac.in/grbmp/>)

# SOURCE, SINK, SERVICE AND SPIRITUALITY OF THE GANGES RIVER

Map showing the journey down the Ganges River - Source, Sink, Service, Spirituality and Service functions



Source: <http://www.bhriquashram.org/ver3/devaprayaga.php>

Map showing Ganga River Basin from source to mouth



Source: <http://go.grolier.com/atlas?id=mgas049>



# YEAR 10 UNIT 1 – SOURCE, SINK, SERVICE AND SPIRITUALITY OF THE GANGES RIVER

## Ganges River from source to mouth

### Source of river

Gomukh is one of the main sources of the Ganges River. It is 4255 mmmasl. The Bhagirathi sisters (peaks seen in the background) hold the Gangotri glacier. It provides water to the northern Indian plains. The high mountain area is part of Indian mythologies and spirituality.

Climate change is causing the glacier to retreat at a rate of 1km in 70 years.

YouTube **Gomukh** <http://www.youtube.com/watch?v=uXZ64fV1iAE>

<http://www.flickr.com/photos/lopamudrabarman/1310575962/>



### Sink or mouth of river

Satellite image – Ganges journey ends at the delta in Bangladesh where it meets the sea –

[http://en.wikipedia.org/wiki/File:Ganges\\_River\\_Delta,\\_Bangladesh,\\_India.jpg](http://en.wikipedia.org/wiki/File:Ganges_River_Delta,_Bangladesh,_India.jpg)

YouTube Ganga Sagar: A place of Hindu pilgrimage

<http://www.youtube.com/watch?v=Wevrn8GgHk>



Photograph: Hundreds of saffron-clad Indian “sadhus,” or holy men, protested in New Delhi against plans to construct more than 50 dams on the River Ganges – whose waters are sacred to millions of Hindus.

Source: <http://india.nydailynews.com/newsarticle/4fe0c34eb1e35d6216000000/indian-sadhus-protest-dam-projects-on-holy-ganges>

# YEAR 10 UNIT 1 – SOURCE, SINK, SERVICE AND SPIRITUALITY OF THE GANGES RIVER

## Source, sink, service and spirituality

The Ganges River			
Source	Sink	Service	Spirituality
<p><b>Climate:</b></p> <ul style="list-style-type: none"> <li>Southwest Monsoon brings 84% of precipitation from June to September to the area</li> </ul> <p><b>Mountain:</b></p> <ul style="list-style-type: none"> <li>River starts in the Western Himalayan Mountains at 3,900 metres</li> <li>Melted snow from high mountain peaks such as Nanda Devi forms the river</li> </ul> <p><b>Melting glaciers:</b></p> <ul style="list-style-type: none"> <li>Precipitation in the form of snow forms glaciers such as the Gangotri Glacier, which melts to form the river</li> </ul>	<p><b>Population:</b></p> <ul style="list-style-type: none"> <li>50% of the Indian population live in the river basin – about 400 million people</li> </ul> <p><b>Settlements:</b></p> <ul style="list-style-type: none"> <li>The Ganges Basin contains 100 urban settlements and 120 million people live on the Ganges River banks</li> </ul> <p><b>Withdrawal:</b></p> <ul style="list-style-type: none"> <li>Withdrawal of water for domestic, agricultural, industrial and mining functions</li> </ul> <p><b>Irrigation:</b></p> <ul style="list-style-type: none"> <li>43% of irrigated area in India is located in the basin</li> </ul> <p><b>Mouth of the river:</b></p> <ul style="list-style-type: none"> <li>Ganges Delta in the Bay of Bengal</li> </ul>	<p><b>Domestic:</b></p> <ul style="list-style-type: none"> <li>Drinking, washing and bathing</li> </ul> <p><b>Agricultural:</b></p> <ul style="list-style-type: none"> <li>Food and non-food crops</li> </ul> <p><b>Industrial:</b></p> <ul style="list-style-type: none"> <li>Food processing, manufacturing of leather, clothes, paper and chemical processing.</li> </ul> <p><b>Mining:</b></p> <ul style="list-style-type: none"> <li>Coal mining, coal fired thermal power stations and steel plants.</li> <li>Uranium mining and processing plants</li> <li>Tanneries</li> </ul> <p><b>Energy:</b></p> <ul style="list-style-type: none"> <li>Power Station such as Farakka</li> </ul> <p><b>Deposition of wastes:</b></p> <ul style="list-style-type: none"> <li>Deposited ashes from cremations, sewage disposal, toxic waste from industry and mining and runoff of fertilisers and pesticides from farms</li> </ul> <p><b>Ecosystem:</b></p> <ul style="list-style-type: none"> <li>Support biodiversity: fish and birds</li> <li>Reduce impacts of floods and droughts</li> <li>When river floods it distributes fertile soil</li> </ul> <p><b>Transport</b></p> <ul style="list-style-type: none"> <li>From small boats to expensive cruise ships</li> </ul> <p><b>Trade:</b></p> <ul style="list-style-type: none"> <li>Movement of food and goods along river</li> </ul> <p><b>Tourism:</b></p> <ul style="list-style-type: none"> <li>Religious pilgrims</li> </ul>	<p><b>Hindus:</b></p> <ul style="list-style-type: none"> <li>Sacred river to Hindus – tradition and beliefs calls the river Mother Ganga</li> <li>Hindus consider the waters of the Ganges to be purifying</li> <li>2,000,000 people ritually bathe in the river daily</li> </ul> <p><b>Varanasi:</b></p> <ul style="list-style-type: none"> <li>Major pilgrimage site along the Ganges River</li> </ul>


Below: Panorama of the Ganges River at Varanasi





# YEAR 10 UNIT 1 – SOURCE, SINK, SERVICE AND SPIRITUALITY OF THE GANGES RIVER

## Changes to source, sink and service

The Ganges River			
Climate change impacts on source	Changes to sink	Conflict over service	Result of service
<b>Temperature:</b> <ul style="list-style-type: none"> <li>Temperature increase reduces snow on Tibetan Plateau which contains the world's third largest store of ice</li> </ul> <b>Glaciers:</b> <ul style="list-style-type: none"> <li>The International Panel on Climate Change stated the Himalayan glaciers which feed the river are at risk of melting by 2035</li> </ul> <b>Sea level:</b> <ul style="list-style-type: none"> <li>Threat of rising sea levels in the Ganges delta in Bangladesh</li> </ul> <b>Threats:</b> <ul style="list-style-type: none"> <li>More frequent cyclones</li> </ul>	<b>Disappearing water:</b> <ul style="list-style-type: none"> <li>Some sections of the river are dry</li> <li>Varanasi – water depth once 60 metres now 10 metres</li> </ul>	<b>Trans boundary conflicts:</b> <ul style="list-style-type: none"> <li>Conflict between India and Bangladesh over withdrawal of water from the Farakka Barrage. India has greater control as it has the ability to cut off Bangladesh's water supply</li> </ul>	<b>Quality of water:</b> <ul style="list-style-type: none"> <li>Pollution – one of the most polluted rivers in the world</li> <li>Toxic metals such as arsenic, mercury and lead</li> </ul> <b>Quantity of water:</b> <ul style="list-style-type: none"> <li>Decreased with increased use</li> </ul> <b>Biodiversity:</b> <ul style="list-style-type: none"> <li>Threatened 140 species of fish</li> <li>Endangered Ganges River dolphin – 3,000 remaining</li> </ul> <b>Diseases:</b> <ul style="list-style-type: none"> <li>Water borne diseases</li> </ul>
		 <p>Photograph: Disappearing biodiversity Gangetic dolphin. Source: <a href="http://mritika.files.wordpress.com/2010/06/gangetic_dolphin_23620.jpg">http://mritika.files.wordpress.com/2010/06/gangetic_dolphin_23620.jpg</a></p>	

## Geofacts

- Kumbh Mela is a Hindu pilgrimage to the Ganges River
- Since 1999, India tapped about 12% of the hydroelectric potential of the Ganges
- Fertile soils in the Ganges Basin with its fertile soil contributes to the agricultural economies of India and Bangladesh
- Haridwar, Allahabad and Varanasi are three holy Hindu cities
- After cremation bones and ashes are thrown into the Ganges at Varanasi's ghats
- In 2007, the Intergovernmental Panel on Climate Change (IPCC) stated that the Himalayan glaciers which feed the river, were at risk of melting by 2035
- Illegal mining for stones and sand for construction occurs in the Ganges River
- Sangam which is the confluence of the Ganges, Yamuna and Saraswati rivers, is one of the holiest places in Hinduism.

Photograph: Worshippers submit flowers around mud mounds as offering to the gods Source: [http://news.bbc.co.uk/2/hi/south\\_asia/8648634.stm](http://news.bbc.co.uk/2/hi/south_asia/8648634.stm).



# YEAR 10 UNIT 1 – SOURCE, SINK, SERVICE AND SPIRITUALITY OF THE GANGES RIVER



Ganga Aarti at Haridwar. Source: Wikimedia Commons

## Activities

### Inquiry and skills

1. What do the concepts source, sink, spiritual and service functions of the environment mean?
2. Imagine you were a reporter. Describe your journey from the source to the mouth of the Ganges River. Present your report as a Prezi
3. How does spirituality differ from the service function along the Ganges River?
4. Explain the service functions of the river to the population living in Nepal, India and Bangladesh
5. Describe the importance of the Ganges River to the Hindu religion and its impact on the environment
6. Describe the anticipated impacts of climate change on the source of the Ganges River
7. Discuss three environmental issues required to be managed for a sustainable river (economic, environmental and social)
8. Explain the advantages and disadvantages of satellite imagery when studying the Ganges River catchment.
9. As the Ganges River journey nears the mouth it passes through Calcutta (Kolkata) a large city of 15 million people living in the municipal area. What are human-induced changes to the river at Calcutta? What are its impacts?
10. Research strategies to improve the water quality along the Ganges River. Present research as a diagram
11. *'Climate change is one of the drivers of change in the Ganges River Basin, together with population growth, economic development and water management practices. These changing circumstances have a significant impact on key social and economic sectors of the basin, largely through changes in water quantity, quality and timing of availability.'* Discuss this statement  
Source: <http://www.iwaponline.com/wp/01401/wp014010067.htm>

## Webinks

- Cultural and religious significance of the Ganges and Varanasi – <http://www.famous-india.com/rivers-in-india/ganges-river.html>
- WWF the Ganges – [http://wwf.panda.org/about\\_our\\_earth/about\\_freshwater/freshwater\\_problems/river\\_decline/10\\_rivers\\_risk/ganges/](http://wwf.panda.org/about_our_earth/about_freshwater/freshwater_problems/river_decline/10_rivers_risk/ganges/)
- Ganges River – An introduction – [http://www.youtube.com/watch?v=DmLCu3u7\\_NI](http://www.youtube.com/watch?v=DmLCu3u7_NI)
- River of faith (55 min) <http://www.youtube.com/watch?v=cQNoimABjMQ>
- Ganga River Basin Management Plan – <http://gisserver.civil.iitd.ac.in/grbmp/>
- GIS Applications in Detecting heavy Metal Contamination in Rivers – [http://www.gisdevelopment.net/application/environment/water/mi08\\_238.htm](http://www.gisdevelopment.net/application/environment/water/mi08_238.htm)
- A Sacred River Endangered by Global Warming – <http://www.washingtonpost.com/wp-dyn/content/article/2007/06/16AR2007061600461.html>
- Freshwater, climate change and adaptation in the Ganges River Basin – <http://www.iwaponline.com/wp/01401/wp014010067.htm>
- Effects of Gangetic pollution on water-borne diseases in Varanasi – <http://medind.nic.in/ibl/t09/i1/iblt09i1p39.pdf>
- Global water forum: Ganga – <http://www.globalwaterforum.org/2012/03/05/special-essay-the-ganges-eternally-pure/>



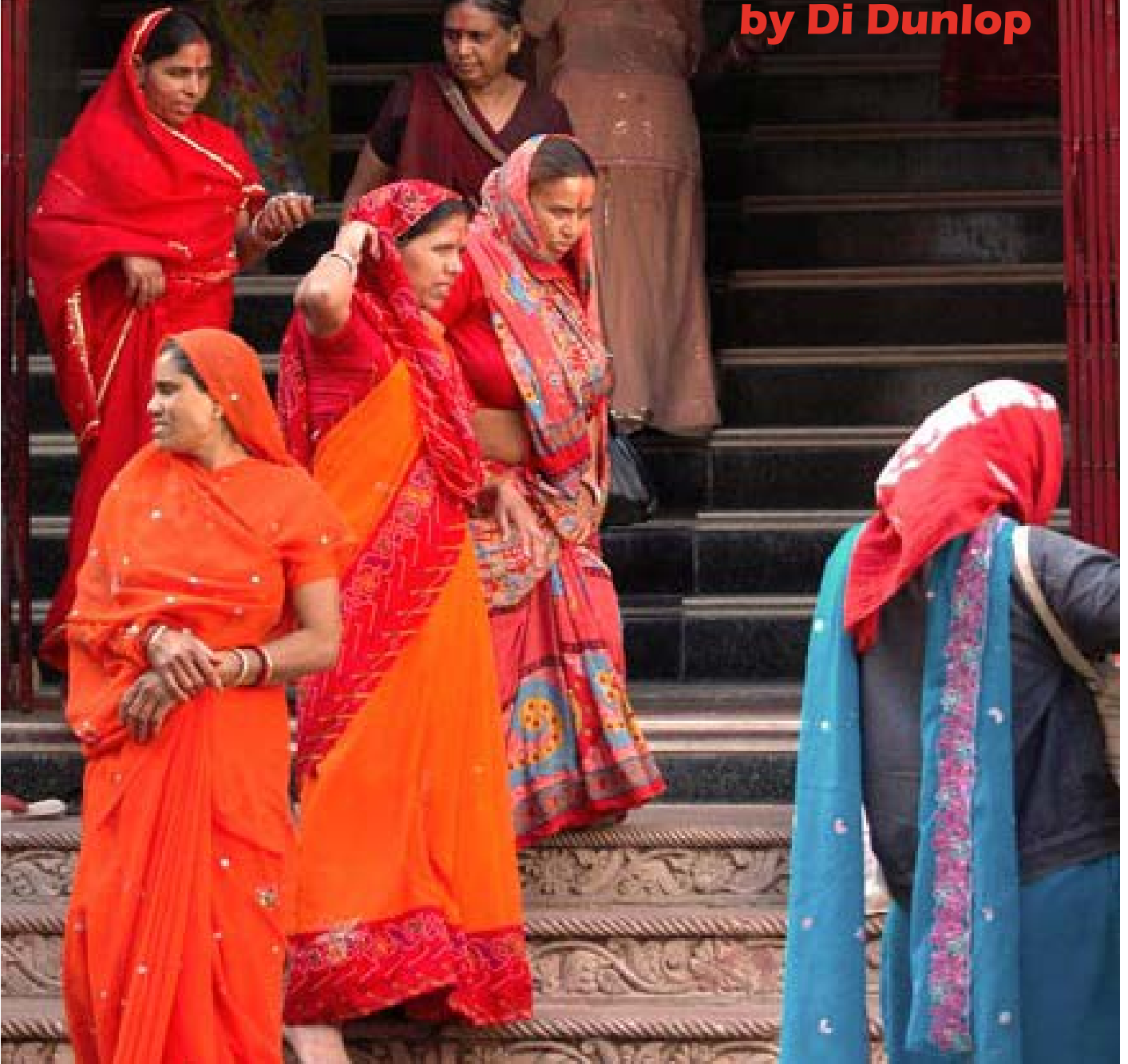


## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Social justice and human rights
- Peace building and conflict resolution

# CONTEMPORARY ISSUES IN INDIA

**Stage 5 and 6 History, Geography and  
Society and Culture and Legal Studies  
by Di Dunlop**



# CONTEMPORARY ISSUES IN INDIA



Although these are distinct issues, each one sits within a religio/cultural context. Each has a significant impact on women and human rights. With Indian migration to Australia, some of these issues are relevant to the communities in Australia. This is relevant to Australians as practices such as dowry and honour killing are illegal in Australia.

## Caste in contemporary India

As increasing numbers of low caste Indians fight the traditional ways of the CASTE system, there has been a rise in attacks on lower class women in an attempt to keep them and their families 'in their place'. Recently, in the state of Uttar Pradesh, attacks on lower caste women gained media attention. In what is a mostly rural province, home to 200 million people, rape and murder of young, lower caste women is going unpunished. When a report is made to the police, they are often part of the problem. In 2013/2014 there have been ten rapes reported every day, more than 23,000 incidents against women. Badri Narayan of the Govind Ballabh Pant Social Science Institute said 'These rapes have little to do with sex, it's all about caste. Rape is a tool of oppression, of punishment, of humiliation and hanging women from trees serves as a warning to others.' It is believed that this is occurring because 'Dalits are speaking up, demanding their rights and land reform. The Yadav caste feels

threatened and so rape and murder are used to stop the lower castes from obtaining their rights.' Virek Kumar from Delhi's Nehru University [an expert on caste politics.] This very large rural state has very few police officers and there are hundreds of small villages and communities.

Meena Kandasamy, a novelist, wrote in *India Today*, 'rape becomes a dangerous weapon of war in the hands of caste, Hindu men use it to sustain a system that keeps intact their supremacy. This can only be halted by a responsive justice system but this does not exist in Uttar Pradesh, in fact the police and courts are often deliberately obstructive when complaints are made.'

With the recent election of Modi as Prime Minister, action has been promised. 'Respecting and protecting women should be a priority of the 1.25 billion people in this country. The Government will have to act.' he said. [in June 2014 Jason Koutsoukis wrote a piece on this in Sydney Morning Herald.]





# CONTEMPORARY ISSUES IN INDIA

## Discussion points

- As an issue of social justice and human rights, how would you tackle this issue in India?
- Examine the historical and religious roots of the caste system and investigate the role/place of women in this context.

## Social Issues

*The spirit of the age is in favour of equality, although practice denies it almost everywhere...yet the spirit of the age will triumph.*

Jawaharlal Nehru, 1944

According to the Laws of Mann (a 2500-year-old source for Hinduism), life's rules for Hindus are clearly set out, and must be followed by orthodox Hindus. These rules are still practised today, even though 'caste' was abolished in India after Independence in 1947.

The caste system was originally based on four status categories called Varna-Brahmana, Kshatriya, Vaisha, and Sudra.

Today, most Indians (except Brahmins) identify themselves by their local caste grouping, or *jati*. These are based on traditional occupation and heritage. It was a social system designed to 'keep people in their place' and maintain a stable society.

This is the face of Hinduism in India. However, it is changing in some areas as the people refuse to accept their 'historical place'.

The most important change is in attitude. Gone is the acceptance of *dharma* — which required them to live without complaining.

The Untouchables call themselves *Dalit*, the 'oppressed'. They find the name Mahatma Gandhi coined 'Children of God' patronising and won't accept it. One leader said: 'My father's generation accepted the humiliation, but we will not tolerate this injustice.'

This change has, of course, upset the higher castes in the area—who own most of the land. Increasingly, they are unwilling to work for substandard wages, but also they no longer show 'respect' for their 'betters'.

Such outward displays have led to violence by groups of higher caste youths against *Dalits* — violence which is often sanctioned by the police. A group of eight *Dalits* was hacked to death and their bodies dumped in canals. Although government compensation was paid to the families, and politicians spoke out about it, no trials or convictions occurred. The *Dalits*

responded by burying the bodies in the upper-caste area.

In the last 20 years increasing numbers are being killed in caste conflicts.

The hierarchical ethic of 'caste' is under attack by its worst victims—who no longer accept the Hindu virtue of fatalism as cause to tolerate their deprived conditions (Jose Kananakil, a Jesuit).

The 1950 Constitution pledged democratic government, universal suffrage, and a commitment to the removal of caste.

But the Government has not delivered; so the demand for change is coming from below as they realise that the vote is a powerful weapon. The Janata Dal Party made it part of their policy to improve the lot of the *Dalits*. This proved to be so popular that the Congress Party followed them, amid protests by upper-caste groups.

Historically, resistance to the caste system is not new. Both Buddhism and Jainism grew out of discontent with the ruling order. Buddhism and Jainism reject the emphasis on ritual and monopoly of the Brahmins on contact with the gods.

In 15th-century India, the *Bhakti* movement (Devotion) attacked the superior position of Brahmins in society. They argued that the common man could speak directly to God. This belief came about because of the influence of Islamic teachings of human equality. Sikhism, which developed in the 16th century, was also a rejection of the caste system.

A prominent Tamil Brahmin says 'People must travel, work and eat together. The old taboos become irrelevant in the context of an urban society.'

Whether the imposed government quotas will ultimately solve the problem remains to be seen. It is clear that it is an issue which creates violence in many areas of the country.

## The Caste System in India Today

**Brahmins (6% of the Hindu population).**

Orthodox Brahmins wear a 'sacred thread' over their shoulders to show their 'twice born' superior status and conduct regular scripture readings and prayers three times a day to preserve their spiritual purity. They were traditionally priests who controlled all spiritual matters. They are now well represented in government jobs.

# CONTEMPORARY ISSUES IN INDIA

## Other Upper Castes

(14% of the Hindu population)

These include *jatis* such as Rajputs, Banias, Thakurs and Kajasths. They are typically landholders, merchants and shopkeepers.

## Lower Castes

(52% of the Hindu population)

They include Yadars, Gujar and Yanadis in traditional occupations such as labourers, artisans, cowherds, carpenters and temple servants. Increasingly they have moved to the cities. They are socially and economically deprived, and the government reserves 27% of government jobs for members of these *jatis*.

## Dalits – ‘Untouchables’

(18% of the Hindu population)

They are so low as to be considered without caste. Hindus avoid all contact with them. They perform demeaning jobs such as human waste disposal, burying the dead and leather hide work (all considered impure). Although discrimination against them is illegal, it still occurs. The majority are desperately poor. The government reserves 15% of government jobs for them, but it is not a reality as they cannot get the required education.

## Dowry

Dowry is the payment of cash and gifts to the family of the bridegroom by the bride's family. It might include jewelry, gold, bedding, utensils, furniture etc. The Dowry system puts a great deal of pressure on the family of the bride.

The Dowry Prohibition Act was passed in India in 1961 under both civil and criminal codes. However, this has not meant that the practice no longer continues, it is still widespread especially in rural areas and extortion and violence are common.

The tradition of dowry arose in northern India where the structure of kinship marriage exists. The bride lives with the family of the husband [patrilocal] and the bride has little if any contact with her family. Brides do not have the ability to inherit property.

Attitudes to Dowry are changing but the system prevails in much of India. In 1993 a study showed that 75% of students said that Dowry was not important in marriage but that 40% of parents expected a Dowry. This is a significant human right's issue for women as they continue to be subject to their husband and family. India still limits women's social interactions and restricts economic and social rights.

As the Dowry system evolved it became a significant burden for the family of the bride and at times left the family destitute. In 1930, the typical amount of gold demanded was 8 grams, in 2000 it was nearly 1000 grams. Such an increase has significant implications for families and on women in Indian society and has led to physical and emotional abuse as well as murder and selective abortion to avoid having girls. The Indian National Crime Records report 6 to 7 thousand Dowry related deaths each year and up to 50,000 cases of physical and mental torture over the years 1999 to 2003. *The Protection of Women from Domestic Violence Act* was introduced in 2005.



Candlelight Rally Against Rape, Kolkata 2012. Source: Wikimedia Commons

## THE TIMES OF INDIA..September 2, 2014

A 22 year old pregnant woman was strangled to death by her husband and in-laws over Dowry. It took place in Saraha Village in the Bareilly District of Uttar Pradesh. The victim's family lodged a 'Dowry death case' against four people, including her husband. Her family claimed that her in-laws were not satisfied with the Dowry she had brought to the marriage and had allegedly tortured her daily to gain more Dowry from her family.

In 2013, 8,233 women were killed in India over Dowry disputes. The conviction rate for such crimes is 32%.

A Women's Rights Activist, Ranja Kumari, blamed a growing culture of greed as India opens its economy to foreign goods that the younger generation wants but cannot afford. 'Marriage has become commercialized. It's like a business proposition where the groom and his family make exorbitant demands, the wealthier the family, the more outrageous the demands.'



## CONTEMPORARY ISSUES IN INDIA

In 2012, Melbourne's Indian community was rocked by a spate of horrific murders that were violence and Dowry related. One Indian woman died when her estranged husband stalked her and set fire to her home. Dr Manula O'Connor, a member of the Melbourne Indian community has been ostracized by sections of the community for her outspoken approach to family violence and her campaign against Dowry.

Pasanna Mutha, the Policy and Projects Manager for the Victorian Women's Legal Service says Indian women are their second biggest client group. 'Dowry is definitely a really important issue for our clients. It is very hard for them to get their dowry back if the relationship fails. It may be being held in India by the in-laws.' O'Connor has said, 'Young men need to understand that the Dowry will not be tolerated in Australia, just as it is not tolerated in India by law.'

The following article was from THE AGE..Friday 23 May, 2014.

# Is a woman worth more than a TV?

**Amrit Dhillon**  
Delhi

The custom of dowry in India is deeply rooted and shows no sign of disappearing. The act of giving or demanding dowry at the time of marriage was banned in 1961, yet it persists because of the arranged marriage system.

Parents will not find a man who is prepared to marry their daughter without offering a dowry. Since it will be shameful for an Indian woman to remain unmarried, a dowry is given. It is against the law but, since it suits both sides, who will report it to the police?

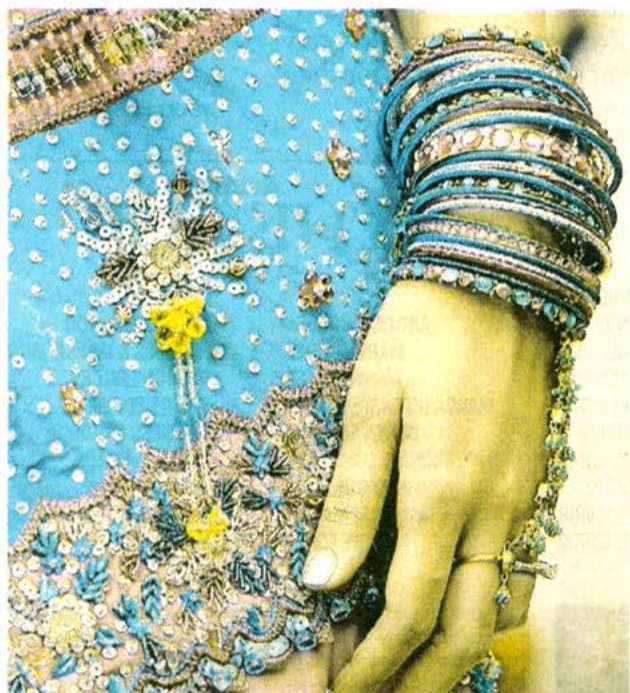
But what is meant to be a gift has turned into a brutal demand. The latest available official figures show that a woman was killed every hour in 2012 because her family could not satisfy her husband and in-laws' insatiable greed for cash and expensive gifts.

The statistics from the National Crime Records Bureau reveal that 8233 young women were killed in "dowry deaths" that year. These women were not murdered because their parents failed to give a dowry, but because husbands these days want even more – scooters, cars, washing machines, flat-screen TVs, an apartment, or money to start a business.

To that end, the woman is forced to keep going back to her parents for more dowry in the hope of not being treated badly in her marital home.

Dowry deaths cut across all caste and class divisions in India, though the new middle class, aspiring to the good life but with limited resources, tends to be the worst. Not only have dowry deaths not fallen over the years, the demands have become more expensive.

The decision to murder a woman who has not provided enough dowry is generally taken when her husband and in-laws decide they will be financially better off if, having killed her, the husband can remarry and secure a second dowry with more cash and commodities.



Invariably, the murder is passed off by the man's family as a "kitchen accident", after the woman's caught fire. What they don't say is that they poured kerosene over her and set her on fire.

More agony follows for the families of the victims, because the courts move slowly in India and justice can take 20 or 30 years. Indeed, about 25-30 million legal cases are winding their way through a clogged legal system..

Amarjit Dhami's only daughter, Anita, was murdered by her husband and in-laws 28 years ago in New Delhi. In the almost three decades since Dhami became a widow, grew old and was crippled by arthritis.

A frail 82-year-old, she kept dragging herself to the hearings to ensure justice for her daughter, whose name she could not mention without breaking down.

Two years ago Mrs Dhami died without seeing her daughter's husband (who had remarried while out on bail and had children) sent to jail.

According to the bureau's figures, charges are brought in 94 per cent of all dowry death cases, but the conviction rate is just 32 per cent because of the difficulty in proving the death was not accidental..



# E-rickshaws take over Delhi's roads

**Electric three-wheelers are popular despite safety concerns**



**Nirmala Ganapathy**  
India Correspondent  
In New Delhi

**S**eventeen-year-old Mansi Sehgal gets into a three-wheel vehicle that looks a lot like Thailand's tuk tuk, except that she is in West Delhi.

The silver vehicle powered by a battery is an electric rickshaw. It starts with a soft whirr even as the driver calls out for passengers heading within a 7km radius. Two more passengers get on.

The rickshaw chugs along at a top speed of 25kmh, trying to keep out of the way of faster vehicles.

Cars, motorcycles and buses whizz by, some perilously close, but Ms Sehgal, who would otherwise have taken the bus, is unfazed.

The e-rickshaw, as it is known, is another option in a city where the public transport system has failed to keep pace with a growing population.

"I like travelling in the electric rickshaw, even though I could have taken the bus for half the fare," says Ms Sehgal, who pays 10 rupees (21 Singapore cents), twice as much as

the bus fare.

"It's worth it."

Any other kind of transport such as a taxi would cost at least 10 times more.

"On the bus, there are weird people and I don't always feel safe, but in this, there are no such problems," she says.

After travelling 6km in 15 minutes, Ms Sehgal gets off and walks to the metro station.

The driver, who has earned 40 rupees from her and other passengers in the short stretch, makes a U-turn and joins a riot of green, red and blue e-rickshaws waiting at the roadside for passengers.

E-rickshaws were launched in Delhi in 2012.

Now, more than 100,000 of these vehicles roam its streets, serving its residents but also adding to the capital city's nightmare.

With poor enforcement of traffic rules, Delhi's streets are chaotic. Last year, more than 1,800 people died in traffic accidents.

E-rickshaws have been involved in several accidents and, what's worse, they are not regulated.

The Motor Vehicles Act does not recognise the battery-powered rickshaw as a motor vehicle because it does not exceed 30kmh.

So drivers do not need a licence or registration papers and are not under any regulatory authority.

Not surprisingly, their numbers have grown quickly, along with the potential for trouble. Some drivers tinker with the design to increase the rickshaw's speed. Others have no driving experience at all and many overload the rickshaw meant to carry only four passengers.

The previous Congress-led government banned the sale of the vehicles in January in response to growing safety concerns.

An activist who considers them dangerous has petitioned the courts to have them banned altogether.

But the current Bharatiya Janata Party government has decided against taking the e-rickshaws off the road, opting instead for tighter regulation.

However, some road safety experts question whether the rickshaws, which are mostly made in China and assembled in India, are even structurally safe.

"If these vehicles are safe, we will support them. But they are not designed for safety. They have a disturbed centre of gravity," said Mr S. P. Singh, senior fellow at Indian Federation of Transport Research and Training.

"They have become a hazard."

But the move was welcomed, unsurprisingly, by the Battery Rickshaw Welfare Association.

Its spokesman Rajiv Tuli said that once the new rules are in place, "there will be a registration process and every rickshaw will get a unique registration number. All the confusion will be sorted out".

Those in the e-rickshaw industry also argue that the e-rickshaw is the future for India, which is heavily dependent on oil.

E-rickshaw drivers certainly prefer them to the cycle rickshaw.

Until six months ago, Mr Chandrakant Kumar, 17, pedalled a cycle rickshaw for a living.

It was hard work in Delhi, where temperatures can rise to 45 deg C.

Now Mr Kumar, who bought an e-rickshaw for 80,000 rupees with money provided by his parents, is earning enough to send some cash back to them.

"I save 700 to 800 rupees every month now. When I had the cycle rickshaw, I wouldn't earn anything on some days.

"I used to get so tired every day. Now I work all day but I feel okay at the end of the day," said Mr Kumar, who now takes a long afternoon lunch break as he charges his vehicle.

Mr Rajesh Taneja, a graduate





## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Sustainable futures



ST PHOTOS: NIRMALA GANAPATHY

Mr Rajesh Taneja, who used to be a hospital dietitian, switched to driving an e-rickshaw two years ago. His wife who works in a private bank was shocked at first, but Mr Taneja now has a regular income and enjoys being his own boss.



### Good buy

"I save 700 to 800 rupees every month now. When I had the cycle rickshaw, I wouldn't earn anything on some days. I used to get so tired every day. Now I work all day but I feel okay at the end of the day."

MR CHANDRAKANT KUMAR (left, on his e-rickshaw). He takes a long afternoon lunch break while charging his new vehicle.

who worked as a dietitian in a hospital previously, switched to driving an e-rickshaw in 2012.

His wife, who works in a private bank, was a little taken aback by his choice of profession.

"It took a little adjustment. She didn't understand why I was doing

this," said Mr Taneja.

"But she is okay with it. I have a regular source of income and I am my own boss. I don't have other people telling me what to do."

While the debate on the e-rickshaw rumbles on, 50-year-old civil servant Kapil Kumar continues tak-

ing it after work each night.

"I know people talk about safety, but where is the safety on roads anyway? The roads are so bad, why don't they fix that first?" said Mr Kumar.

### Discussion points

- Reasons for the introduction of E-Rickshaws
- Issues such as cost, safety, traffic, implications and licencing





## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Social justice and human rights
- Peace building and conflict resolution

Editor's note:

Excursions to religious sites are a valuable experience for students and can facilitate the mind change from 'exotica' to part of human daily life.



# SYDNEY MURUGAN TEMPLE

## Vanakkam!

(Greetings in Tamil Language)

### What are the beliefs of a Hindu?

Hinduism is the oldest of the great religions and may well be older than any other organised religions alive today. It dates back to more than 4000 years ago when wise men of the prosperous community on the banks of *Sindhu* (Indus) in northern India began to think about the mysteries of life and creation. These philosophies which formed the basis of their life came to be known as *Sanathana Dharma* – Eternal Laws of Life. In many ways Hinduism is a unique religion. It has no founder, no uniform dogma, no hierarchical clergy, no direct divine revelation and no rigid prescribed moral code. To an outside observer, therefore, Hinduism may appear to be a shapeless, directionless faith, full of mystery and contradictions, and thus very difficult to understand, or at times even to respect.

### Cosmology

Hindus believe that the only ultimate reality is *Brahman*. All forms of existence, including this present world and everything in it, are temporary and illusory and referred to as *maya*. This present life is so fleeting, insignificant and unreal, there is little value in attempting, and less hope of achieving social or material progress on earth. The goal of every Hindu is to break free of this imperfect world and achieve blissful reunion with Brahman. Hinduism is essentially an optimistic faith, in that it contends that *everyone will eventually attain the goal*. There is no threat of permanent Hell or damnation.

### Brahman

What is Brahman? It is literally everything. It is night and day, heat and cold, goodness and evil, matter and spirit, life and death, being and non-being,

Nothing exists of a material, physical, spiritual or even conceptual nature that is beyond Brahman; all things come from, and ultimately return to Brahman.

### Soul

Hindus believe that every living thing has essential core to its life – a soul, as it were, which is called an *atma*. But the individual *atma* is simply a temporarily separated part of the cosmic or world soul, known as *Paramatma* (The Supreme *Atma*), which of course is a dimension of Brahman.

### Gods

In the Hindu religion, there are tens of thousands of deities. A Hindu can believe in one, a few, or many. It does not matter, because all gods (like everything else) are simply manifestations of Brahman. Among the more popular of such gods are Shiva, Vishnu and Brahma, The latter functions as creator of universe; Vishnu protects and sustains them; and Shiva finally destroys them.

Perhaps because the functions of Shiva and Vishnu have more bearing on their daily lives, most Hindus pay much greater attention to them than to Brahma.

Followers of Shiva are known as *Saivites*, and can be identified by the horizontal bands of paint (*vibuthi*) across their foreheads. Members of the cult of Vishnu are called *Vaishnavites*, and wear three vertical lines of paint on their foreheads. *Saivism* is a part of Hinduism and mainly practiced in South India and Sri Lanka.

### The Nature of Humanity

One of the most fundamental ideas in Hindu thought is that human life has no ultimate significance, but rather is only a small part of the vast, unending and



# SYDNEY MURUGAN TEMPLE

essentially meaningless cycle of life, death and rebirth. Every living thing has an *atma* or soul, which is an expression of the *Paramatma* or world soul. Each *atma* is in a process of evolution spanning countless cycles of time, whereby it seeks, through successive rebirths, to reach upward to ultimate reunion with the *Paramatma*, which is Brahman. Thus, Hinduism believes in reincarnation, and in the transmigration of souls. When this reunion occurs, a being has achieved paradise - it is free from the cycle of rebirths and will dwell in Brahman forever. As a higher form of life, man is further up the ladder toward this paradise than most other creatures. How long his final salvation takes depends on the path he chooses to the goal, and the earnestness with which he follows it.

The two fundamental doctrines on which Hinduism is built are:

- ♦ **Law of Karma** (causation): All circumstances are built up of causality resulting from action. Karma is seen to be a cosmic law of debit and credit for good and evil. A law of moral retribution, eternally recurring.
- ♦ **Law of Reincarnation:** All matter and beings continuously evolve by constantly being reborn or re-formed, carrying forth their tendencies from stage to stage.

## Salvation

Hindus believe that life essentially is suffering, brought on the individual by his own actions and ignorance. He can escape only by breaking *samsara*, the tedious cycle of rebirth that holds him in bondage and by merging his own atman with the *Paramatma*. The freedom, or release from the limitations and difficulties of earthly existence, is called *moksha*, and the subsequent loss of personal identity or self in the Great Cosmic Self is called *Nirvana*.

### Reference:

Aum Muruga Journal, No. 3, July-Sept. 1998.

## The Saiva Manram Inc

The Saiva Manram Inc. is an association of Hindus formed in 1986 and has over 400 full-members and equal number of provisional members. The main purpose of the Saiva Manram is to help the Hindus to practice and preserve Hinduism (in particular Saivism), traditions and culture in Australia.

The construction of the Sydney Murugan Temple at Mays Hill is the main achievement of the Saiva Manram Inc. It was officially opened by the Sir William Deane, Governor General of Australia, on the 17th June 1999. The Sydney Murugan Temple is the first and

only traditionally built Hindu temple within the Sydney Metropolitan area.

In addition to the religious activities, the objectives of the Saiva Manram are to promote cultural activities; and to improve the understanding of Hinduism to both Hindus and non-Hindus. Cultural and Educational activities of the Saiva Manram are aimed to meet the needs of the Hindu community. The Manram provides religious education to more than 100 children through its two Saiva Schools at Homebush and Mays Hill. The policy of the Manram is to contribute constructively to the multi-faith and multi-cultural nature of Australian society. It is a common sight to see visits from public schools and non-Hindu public. Sydney Murugan temple is an architectural beauty to many of us.



Worshippers at the Murugan Temple

## Murugan Temple Complex

Sydney Murugan Temple is the result of years of planning by the Saiva Manram Inc. The temple site at Mays Hill, which was purchased in 1995 from Road and Transport Authority of NSW, was originally in the form of a triangle located between Great Western Highway and Motorway (M4). It is about 30km from the Sydney City. The temple complex (11,000 sq. m.) consists of the temple in the front on 820 sq. m area and the Tamil Educational & Cultural Centre and Hindu Resource Centre on 490 sq. m. area.

The temple was built at a cost of \$1.86 million, raised mainly from the Sydney Hindu community. Rajagopuram (main entrance) of the temple is 11.6m high and a landmark for Western Sydney. The temple had its Mahakumbabhisekham (consecration) on the 17th June 1999 and was opened by the Governor General of Australia, Sir William Deane. Murugan Temple had its inaugural annual festival (*Mahotsavam*) in March 2000 for ten days. Lord Muruga was taken out on procession in many *vahanas* (vehicles), such as peacock, elephant, goat, Idumpan, horse, mouse, Mount Kailash, *Sapparam* (tall structure) and on the chariot. Thousands of devotees attended the festival for the first time.

# SYDNEY MURUGAN TEMPLE

## Murugan Temple Deities

You may have heard of the 'many Gods' Hindus have. You are no doubt wondering why there are so many Gods. There is actually one God. Hindus have given many names to the one God they worship. God also has numerous roles to play and He has countless qualities or attributes, and so we give Him names for the different roles He plays, or different qualities by which we love to think of Him.

## Lord Muruga – Main Deity

The main deity of the Sydney Murugan Temple is Lord *Bala* (young) Murugan. He is the spiritual son of Lord Shiva and the youngest brother of Lord Ganesh. He is not born in the ordinary sense of the world. The story goes that sparks flashed forth from the 'third eye' of Lord Shiva. Out of these sparks Lord Muruga was born, with six faces and twelve hands. The third eye, the inner spiritual eye is situated at the centre of the forehead, between the eyebrows. Lord Muruga is, therefore, an incarnation of pure intelligence. He came to destroy the ignorance of the people and the wicked. Murugan in Tamil language, denotes the Deity possessed of un-decaying beauty, ever-lasting youth and Godliness. In His hand, Lord Murugan is holding a *Vel* (spear) which is a sign of power and regarded as the slayer of ignorance. He rides on a peacock, which is a very beautiful bird. You remember the saying: 'As proud as a peacock'. Well, by riding on a peacock, Lord Muruga shows that he has fully conquered pride, egoism and vanity.

## Divine Mother – Amman

You agree that as a child your world centred around your loving mother. You receive love, tenderness, nourishment and care from her. God, too, loves and cares for us in much the same way as our mother. *Rishis* have therefore often thought of Him as the Divine Mother. The Divine Mother is ever present at your side. She gives you Her eternal care, protection and nourishment. Devi or the Divine Mother is the supreme power of God. It is Devi who gives Brahman, Vishnu and Shiva the power to proceed with the work of creation, preservation and destruction. Devi is the Mother of nature. She is nature herself. The whole universe is Her body. She runs this world show. Don't forget, however, that the Divine Mother and the Supreme Lord are one and the same. They are two aspects of the Almighty Lord or *Paramatma*.

## Lord Ganesh

Lord Ganesh is the elephant-headed God. He is almost always invoked first. Names are repeated first before beginning any kind of worship. He is the Lord of power



Annual festival procession

and wisdom. He is the eldest son of Lord Shiva and Mother Parvathi, and the oldest brother of Muruga. Lord Shiva made Ganesh worthy of worship by men at the beginning of all their undertakings – marriage, expeditions and studies. He is a remover of obstacles and without his help nothing can be achieved. This is why Hindus worship Ganesh first Lord Ganesh represents Om, which is the chief Mantra among Hindus. No prayer can commence without uttering Om. The elephant head has the form of the Om symbol. Elephants are very wise. Wearing the head of an elephant denotes that Lord Ganesh is full of wisdom. Riding on a mouse shows that He is humble enough to ride on the lowliest of creatures. He has killed vanity, selfishness and pride.

## Shiva Lingam

Shiva's symbol is perhaps the simplest conceivable: an ordinary stone that uses the fertile earth, reaching out to touch the radiant sky. It is the *linga* which literally means 'characteristic'. According to Upanishad, *brahman*, the cosmic spirit, the eternal, unborn soul of the universe has no attribute, no characteristic, no form or dimension. In other words no 'linga'. But most devotees need something physical to gain access to godhead. Hence an upright stone is used as the symbol, or *linga* of the Brahman. Shiva's linga is the divine phallus, the source of the soul-seed, which contains within it the essence of the entire cosmos. From it all life is created, and when life is destroyed, it returns to the primal phallus of Shiva.

Together with the *yori-bhaga* which forms its base, the *linga* represents the union of man and woman, Shiva and Shakti, the cosmic spirit combined with the cosmic substance that makes existence possible. In addition, there are other deities at the temple, namely, Muruga with his consorts Valli and Deivanai, Navagraghas (nine planets), Sandihaswarar and Bhairavar.

**The Sydney Murugan Temple is located at 217 Great Western Highway, Mays Hill NSW**

Daily opening times: 7.00am to 1.30pm and 5.00pm to 8.30pm (Fridays until 9.00pm)

Daily Puja times: 7.00am to 12 Noon and 7.00pm

Information and images sourced from the Murugan Temple information brochure and website –

[www.sydneymurugan.org.au](http://www.sydneymurugan.org.au)





**Global Education – Learning Emphases**

- Identity and cultural diversity

# **CELEBRATION OF GANESHA**

**By Di Dunlop**



# CELEBRATION OF GANESHA



*Ganesha Chaturthi, when the idol is ritually immersed in the sea or river. Source: Wikimedia Commons*

- Ganesha, the Elephant God, is one of the most popular gods in India. He is considered a symbol of wisdom and a bringer of good luck.
- The elephant head epitomises everything related to wisdom, such as:
  - small shrewd eyes
  - long ears that miss nothing
  - a long nose that can smell out anything
  - his vehicle, a mouse, reflects how much importance a wise man gives to the smallest form of life.
- Across India he is revered as the Remover of Obstacles.
- Most gatherings (weddings, meetings etc.) begin with a prayer to Lord Ganesha. No new venture is inaugurated without reciting a mantra to him. His picture is often found on wedding cards.
- In India he has long been associated with commerce. If a business should fail, then all the images of Ganesha will be turned upside down to indicate this bad luck.
- Ganesha Chaturthi is the major annual celebration for Ganesha. It traditionally signals the end of the monsoon season, and usually lasts from four to ten days. On each day there are rituals and prayers to Ganesha.
- Believers ask for removal of, or solutions to their problems — both spiritual and material. Each household will have a day image of Ganesha.
- During these annual celebrations, offerings of food and flowers are left to honour Ganesha. After either the fourth or tenth day the idol is taken to a river or the sea, where it is immersed. This allows Ganesha to return to his father Shiva on Mount Kailash in the Himalayas.

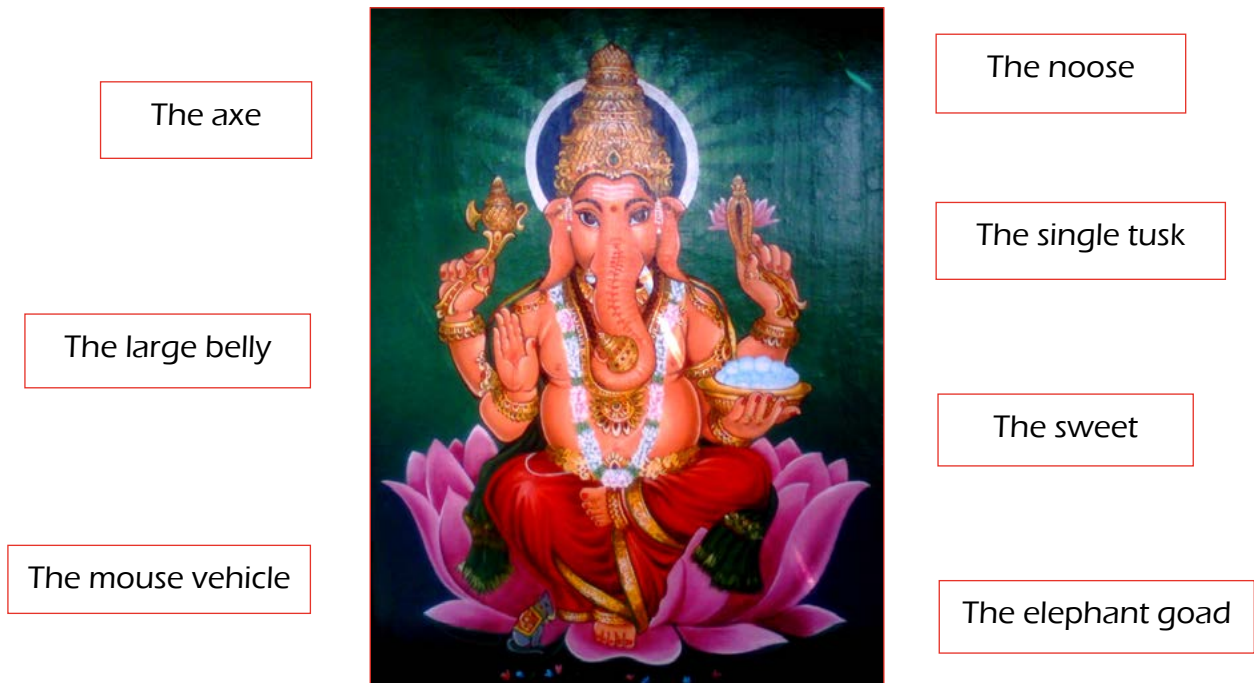


# CELEBRATION OF GANESHA

## Lord Ganesha

Ganesha represents one of the basic concepts of Hindu philosophy – the relationship between an individual and the universe.

### ACCOUTREMENTS OF GANESHA



#### PASHA (the noose)

The noose represents the bondage of humans to the material world, which limits our progress towards enlightenment.

#### PARASA (the axe)

The axe represents non-attachment to material objects. So the noose is held in one hand and the axe in the other.

#### ANKUSHA (the elephant goad)

The goad represents determination or perseverance on the spiritual path. When tempted, Ganesha will prod the believer with a goad. It also represents anger—which must be controlled.

#### MODAKA (the sweet)

The sweet represents the basic need for food, shelter and clothing. For the spiritual mind to be healthy, the body must also be healthy.

#### EKADANTA (the single tusk)

When the Mahabharata was being dictated, Ganesha was the scribe. At one stage the pen broke, so to prevent interruption he broke off his own tusk to continue writing. This demonstrated his great compassion for the welfare of the world.

#### LAMBODARA (the large belly)

All of the universe is contained in Ganesha's body, so he is always depicted as obese.

#### MUSHIKA (the mouse vehicle)

The mouse represents the self and is the master of the inner part of every building. It is the inner self that steals what we enjoy, thinks that it is the enjoyer. The mouse also represents the uncontrolled and negative parts of life, so Ganesha rides the mouse to control the mind even though it can never be completely trusted.

# CELEBRATION OF GANESHA

## Worksheet one: Ganesha – True or False

Ganesha is a god within the religion of Buddhism. ....

Ganesha is revered as the 'Remover of all Obstacles' ....

Ganesha is in the form of a cow, which is why they are sacred in India. ....

If a business fails in India, Ganesha is blamed and his images are turned upside down. ....

The Mahabharata is an important story that Ganesha helped to write down. ....

The vehicle that Ganesha rides is a tortoise. ....

Ganesha has a fat belly because he cannot stop eating. ....

The end of the monsoons marks the beginning of Ganesha Chaturthi. ....

The celebrations for Chaturthi go on for twenty-eight (28) days. ....

Shiva is the father of Ganesha. ....



*Puja during the Chaturthi celebrations. Source: Wikimedia Commons*



# CELEBRATION OF GANESHA

## Worksheet two: Ganesha – Wonderword

N	O	H	A	B	B	H	R	M	O	G
M	A	H	A	B	H	A	R	A	T	A
T	A	I	M	A	G	E	T	X	N	N
U	W	N	T	N	A	H	P	E	L	E
S	I	O	T	R	I	V	E	R	M	S
K	S	O	X	R	L	D	R	S	D	H
C	D	S	C	H	A	I	N	D	I	A
U	O	E	M	O	U	S	E	I	D	N
L	M	I	G	M	O	N	S	O	O	N
H	I	N	D	U	I	S	M	A	C	Y

### Words:

HINDUISM  
MANTRA  
LUCK  
IMAGE  
WISDOM  
ELEPHANT  
TUSK  
AXE  
INDIA  
MONSOON  
GANESHA  
NOOSE  
GOAD  
MOUSE  
RIVER

Write sentences using these words. You may use as many words as you like in each sentence. Try to accomplish this task in three sentences or less.

.....

.....

.....

Write a letter to a friend to describe the experiences of Ganesha Chaturthi.

.....

.....

.....

.....

.....

In your own words, explain why Ganesha only has one tusk

.....

.....

.....



# HUMAN WELLBEING IN INDIA

**A Stage 5 resource by  
Dr Susan Bliss**

## AUSTRALIAN CURRICULUM

### Content Descriptions:

The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)

### Elaborations – Cross Curriculum:

- examining spatial data on human wellbeing in India to identify the regions of India with high and low levels of wellbeing, discussing identified patterns and explaining the differences (ethical understanding)
- examining how a person's wellbeing is influenced by where they live, with reference to at least two different regions in a country of the Asia region.

### General Capabilities:

- **Literacy:** Understand how visual elements create meaning
- **Numeracy:** Interpret data, maps and diagrams
- **Critical and creative thinking:** Organise and process information and evaluate investigation procedures
- **Ethical understanding:** Recognise ethical concepts such as equity
- **Intercultural understanding:** Consider and develop multiple perspectives





# HUMAN WELLBEING IN INDIA

For Albert Einstein wellbeing was ‘*a table, a chair, a bowl of fruit and a violin*’ while for Jane Austen it was ‘*adequate income*’. In the highlands of Papua New Guinea the Melpa people consider pigs a sign of wealth. In Tanzania the nomadic Massai advocate cattle is wealth as it provides food, materials and is part of culture as the greeting ritual is ‘*I hope your cattle are well*.’ Human wellbeing means different things to different people.

## Human wellbeing

Around the world people are bombarded daily by media reports on **gross domestic product (GDP)** and whether it is growing or shrinking. Over time GDP has emerged as meaning human wellbeing. However, human wellbeing is more than GDP or money. For example a millionaire’s lifestyle’s satisfaction is drastically reduced if he or she resides behind gated communities for fear of being robbed or lives in countries experiencing human rights abuses or conflict.

There is no commonly accepted measurement of wellbeing. Some indicators include freedom and happiness while others measure life expectancy and crime rates. Common indicators used to measure wellbeing include the **Human Development Index (HDI)**, **Physical Quality of Life Index**

(**PQLI**), **Happy Planet Index (HPI)**, **Human Freedom Index (HFI)** and **Human Suffering Index (HSI)** and the **Inclusive Wealth Index (IWI)**. Although two countries have a similar GDP one country may have cleaner air and water and is therefore better off. If a country’s economic growth accelerates causing additional pollution the growth is overstated.

## Bollywood – myth or reality

With over 1.2 billion people, Bollywood, cricket, Taj Mahal, holy men, snakes charmers, call centres, palaces, slums and traffic congestion are images that pop into our mind when we think of India. We also view images of death and destruction from floods, famines, landslides and earthquakes. However the country is in the process of transforming from a poor predominantly rural country into an emerging global economic power. Despite its burgeoning economy the gap between rich and poor is large and expanding. Benefits of economic growth have been cornered by the upper crust of society while poorer people languish in squalor. As a result there has been an emerging middle class consisting of 50 million people with plenty of money to spend. This group of people are expected to reach 200 million by 2020.

**Figure 1: Map of Indian states and Indian images**



Source map – <http://www.geocurrents.info/place/southeast-asia/new-maps-of-india-and-of-the-indian-economy>

# HUMAN WELLBEING IN INDIA

## A. MEASURING GDP PER CAPITA

With more billionaires than UK and more poor people than Africa the country is both rich and poor. *'India has grabbed seven billionaires in the Forbes top 100 rich list 2011 which puts India in the league of the countries with the most riches. Unfortunately at the same time, nearly 28% of the total population of India, accounting for nearly 300 million people below the poverty line.'* <http://competitiveness.in/2012/01/14/income-inequality/>

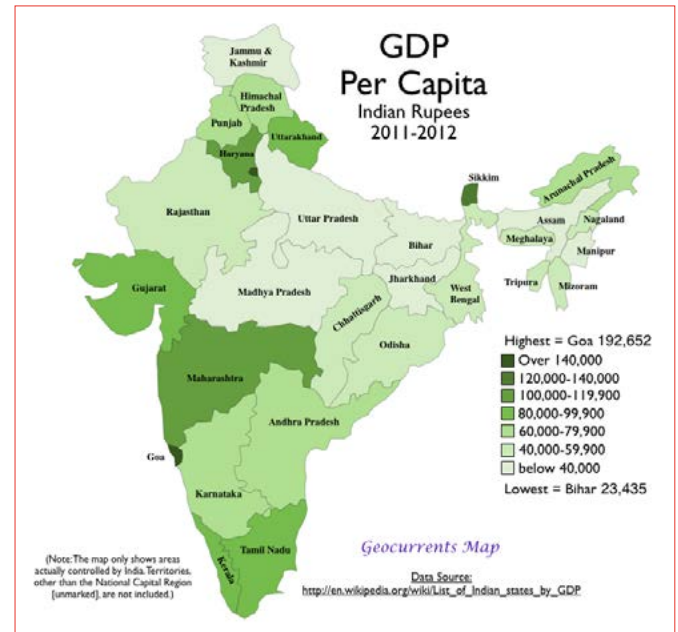
In Delhi expensive housing estates line highways with fancy names such as 'Exotica Dreamville' which contrasts with Budaun in Uttar Pradesh with streets filled with malnourished children living amongst sewage.

When human wellbeing in India is measured and mapped using GDP per capita it is noted that spatial variations exist between:

- **states:** poorer northern state (Bihar) and richer southern states (Kerala and Goa).  
*However, eastern states of the country are lagging in growth as compared to the richer western states. The development divide in India does not lie along a North-South basis, but rather an east-west basis. The 82.5 parallel which is used to determining Indian Standard Time (IST) is arguably the dividing line between the more developed west and the less developed east. A comparison of states lying wholly to the west of this line with states which partly or wholly lie east of this line illustrates this divide.'* <http://competitiveness.in/2012/01/14/income-inequality/>
- **regions:** poorer rural and richer urban regions causing rural-urban migration to cities such as Mumbai which now encompasses 19 million people
- **rural:** higher incomes in rich rural regions containing fertile soils, abundant water, forests and mineral resources such as Kerala which produces over 90% of India's natural rubber and Assam where tea plantations and oil fields are located. In contrast incomes below the poverty line occur in rural regions experiencing droughts, floods, land degradation and desertification such as parts of Rajasthan, Uttar Pradesh and Bihar.
- **urban:** urban divide between income rich people living in mansions versus poor living in slums. In urban India wealthy people are employed in the IT sector and drive in Mercedes past poor illiterate beggars who dream of a better life. The country's financial capital Mumbai contains 30 billionaires

as well as Dharavi one of the largest overcrowded slums in the world with poor sanitation facilities leading to the spread of diseases.

Figure 2: Spatial variations between Indian states – GDP per capita



Source: <http://dataexperiments.wordpress.com/2011/05/29/per-capita-gdp-of-indian-states/>

## Where you live determines wealth

A person's wellbeing is influenced by where they live. In India poverty affects tribal peoples or adivasi living in the forests who survive on subsistence agriculture and hunting and gathering. These people tend to live in the states such as Andhra Pradesh, Bihar, Rajasthan and Chhattisgarh. Government policies on forest reserves have affected tribal people as loss of entitlement to forest resources has made them poorer. Additionally subsistence coastal fishing communities such as in the state of Orissa have experienced an increase in poverty. This is attributed to water pollution, fish depletion and vulnerability to natural disasters. Both communities now lack access to productive assets which were essential for a decent lifestyle or wellbeing.



The Adivasi – Image source: [http://www.fullhyderabad.com/images/previews/jan12/arts\\_entt/events/adivasis\\_conf\\_uoh.jpg](http://www.fullhyderabad.com/images/previews/jan12/arts_entt/events/adivasis_conf_uoh.jpg)

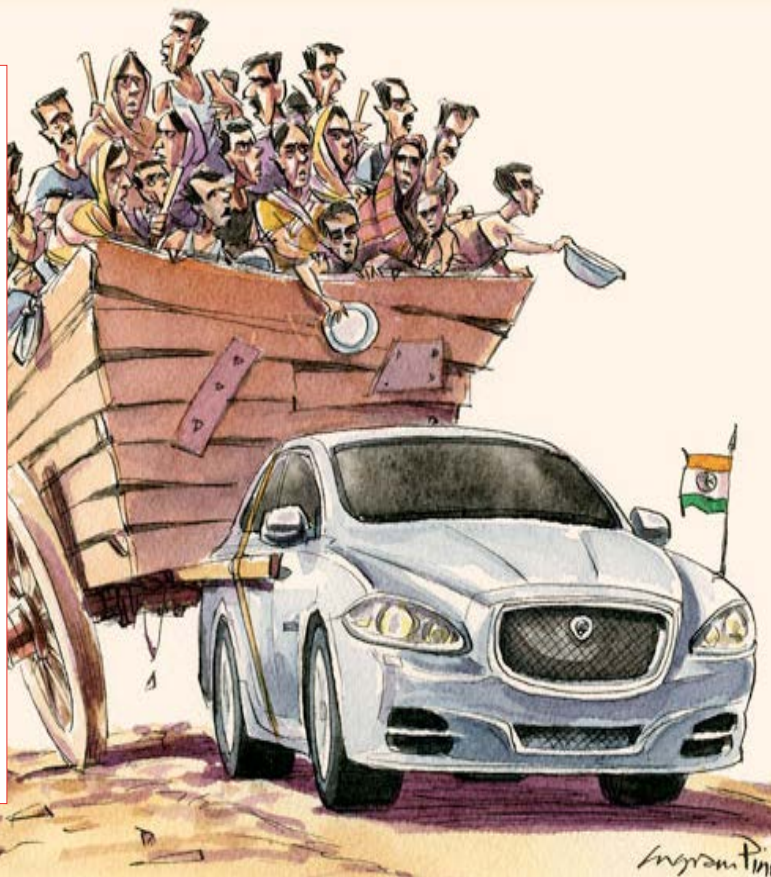


# HUMAN WELLBEING IN INDIA

Figure 3: Great Divide – rich and poor

## HIT BOTTOM

- Bottom 50% of poor population has 8% of India's wealth
- 456 million people on less \$1.25 day
- 42% of world's poor live in India
- 50% of children suffer from malnutrition
- Child labour is common
- Lack of education, clean water, sewerage systems, adequate shelter and health services



Source of cartoon: <http://www.ft.com/cms/s/0/8684fb7a-0630-11e2-bd29-00144feabdc0.html#axzz2PvX6KZbv>

## RISE TO TOP

- Top 1% of wealthy people has 16% of India's wealth
- Half the world's outsourced IT services come from India.
- Walmart outsources \$1 billion in IT contracts to India a year
- Success of hi-tech industries – brain gain with return of many Indians from overseas
- Growth in middle class and consumption of luxury goods, brands such as Christian Dior, Louis Vuitton and Armani

## In 2014:

*'Number of ultra-high net worth individuals in India expected to double over next 10 years, rising by 126% in Mumbai and 118% in Delhi. Mumbai is on the 4th spot with a 126% growth among all global cities which is expected to increase from 577 to 1,302 by 2023 Mumbai retains its position as 16th most expensive city in luxury home sector, according to Knight Frank's 8th edition of the Wealth Report "By 2023, only 3 countries in the world, USA, China and Russia will have more billionaires than India," Samantak Das, chief economist and director research, Knight Frank India'.*

Source: <http://timesofindia.indiatimes.com/india/India-to-have-4th-highest-number-of-billionaires-by-2023-Report/articleshow/31528448.cms>

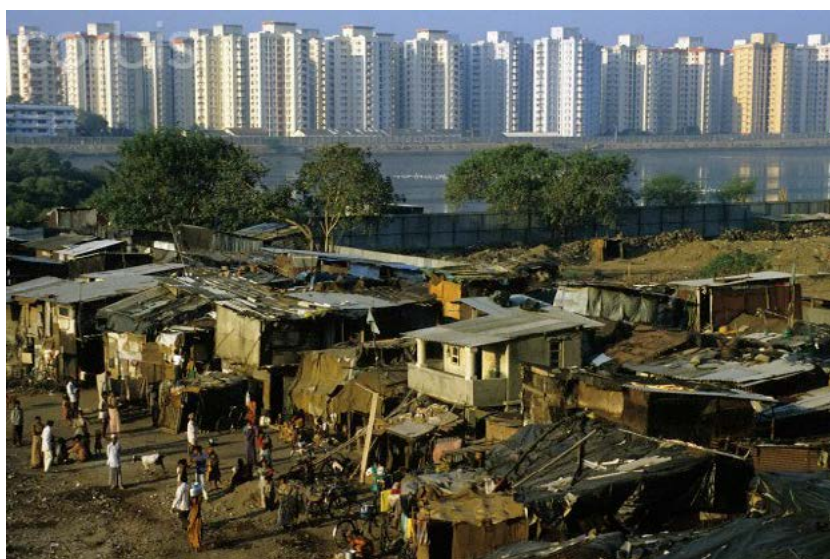


Figure 4: Spatial variations in one frame in urban Mumbai

Poverty and wealth are visible with Cuff Parade, Mumbai in the foreground. A string of white high-rise apartments for wealthy people are in the background just across the river.

Image source: <http://www.corbisimages.com/stock-photo/rights-managed/42-26867842/india-economy-slum-versus-wealth-?popup=1>

# HUMAN WELLBEING IN INDIA

## Activities

### Knowledge and understanding

1. India is both rich and poor. Explain this statement.
2. What are the following acronyms: GDP, HDI, PQLI, HPI, HFI, HSI AND IWI?
3. Discuss how inequality exists across India.

### Inquiry and skills

4. Refer to Figure 1:
  - Design an electronic poster illustrating your images of India.
  - Compare a Hollywood movie with a Bollywood movie. List the main differences.
5. Refer to Figure 2:
  - Name one state with the highest GDP per capita and one with the lowest.
  - In general higher GDP states are located in southern India and lower GDP in the inland northern states experiencing a desert environment. Explain this statement providing statistics.
6. Refer to Figure 3: Discuss the gap between rich and poor in India as an oral report.
7. Refer to Figure 4: Draw an annotated form line diagram of the photograph indicating spatial inequality within a city.
8. Inquiry task: Research poverty in coastal communities in Orissa. Where is Orissa located? What is the relationship between livelihoods and coastal poverty? How does a subsistence livelihood impact on a person's wellbeing?
9. In groups investigate the wellbeing of the Adivasi people: Include in your answer: Who are they? Where do they live? What is their social system? How do they survive? What are the threats to their way of life and wellbeing? Present investigation as a short report.



Photograph: Adivasi women in Umari district, India. Source: [http://en.wikipedia.org/wiki/Adivasi#mediaviewer/File:Women\\_in\\_tribal\\_village,\\_Umari\\_district,\\_India.jpg](http://en.wikipedia.org/wiki/Adivasi#mediaviewer/File:Women_in_tribal_village,_Umari_district,_India.jpg)

## B. HUMAN DEVELOPMENT INDEX

Amartya Sen who was awarded the Nobel Memorial Prize in Economic Sciences in 1998 stated that human development *'is advancing the richness of human life, rather than the richness of the economy in which human beings live.'* In other words money is not everything in life.

Aimed to obtain a better understanding of how to 'enrich' human life the United Nations Human Development Report (UNHDP) developed the **Human Development Index (HDI)**. The index uses a single statistic which measures:

- life expectancy
- years of schooling
- GDP per capita

The HDI covers 185 countries with scores ranging from 0 (lowest HDI) to 10 (highest HDI). Countries are classified into Very High, High, Medium and Low Human Development. Very high to high HDI accounts for 30% of the population (e.g. Australia, Norway), 52% medium (e.g. **India**, Bolivia), and 18% low (e.g. Niger, Nepal)

In 2014 India evolved into an economically emerging country ranking 135 out of 186 countries on the Human Development Index (HDI). With a HDI value of 0.369 in 1980 it increased to 0.586 in 2014. The country is now positioned in the 'medium human development' category with:

- life expectancy 66.4 years
- years of schooling 11.7 years
- GDP per capita \$5,150

**Figure 5: Comparing HDI of BRICS (Brazil, Russia India, China and South Africa)**

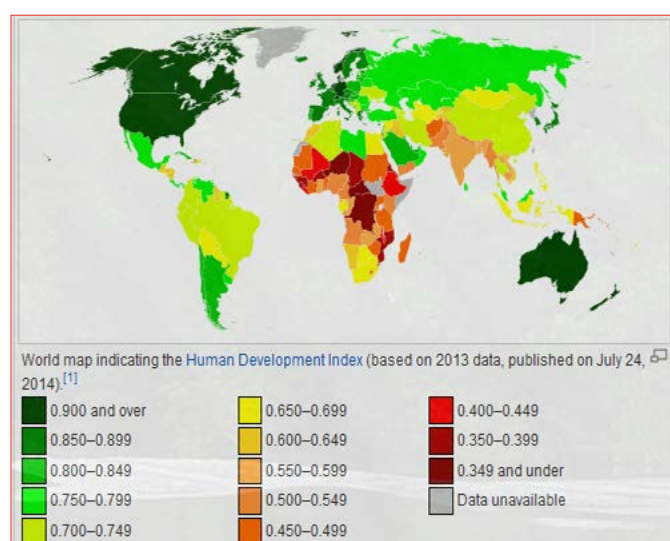
	Life Expectancy at birth years	Expected Schooling Years	Per capita income 2011 PPP \$
India	66.4	11.7	5,150
China	75.3	12.9	11,477
Brazil	73.9	15.2	14,275
Russia	68	14	22,617
South Africa	56.9	13.1	11,788
Highly Advanced Countries	80.2	16.3	40,046
World	70.8	12.2	13,723

Source: <http://timesofindia.indiatimes.com/photo/38964277.cms>



# HUMAN WELLBEING IN INDIA

**Figure 6: Spatial distribution: comparing HDI of India with rest of world 2014**



Source: [http://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_Human\\_Development\\_Index#mediaviewer/File:UN\\_Human\\_Development\\_Report\\_2014.svg](http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index#mediaviewer/File:UN_Human_Development_Report_2014.svg)



Varanasi, India. Image source: Wikimedia Commons

**Figure 7: 2014 Human Development Index; India compared with rest of world**

Very high human development	High human development	Medium human development	Low human development
<ul style="list-style-type: none"> <li>1 Norway</li> <li>2 Australia</li> <li>3 Switzerland</li> <li>4 Netherlands</li> <li>5 United States</li> <li>6 Germany</li> <li>7 New Zealand</li> <li>8 Canada</li> <li>9 Singapore</li> <li>10 Denmark</li> <li>11 Ireland</li> <li>12 Sweden</li> <li>13 Iceland</li> <li>14 United Kingdom</li> <li>15 Hong Kong, China (SAR)</li> <li>15 Korea (Republic of)</li> <li>17 Japan</li> <li>18 Liechtenstein</li> <li>19 Israel</li> </ul>	<ul style="list-style-type: none"> <li>50 Uruguay</li> <li>51 Bahamas</li> <li>51 Montenegro</li> <li>53 Belarus</li> <li>54 Romania</li> <li>55 Libya</li> <li>56 Oman</li> <li>57 Russian Federation</li> <li>58 Bulgaria</li> <li>59 Barbados</li> <li>60 Palau</li> <li>61 Antigua and Barbuda</li> <li>62 Malaysia</li> <li>63 Mauritius</li> <li>64 Trinidad and Tobago</li> <li>65 Lebanon</li> <li>65 Panama</li> <li>67 Venezuela (Bolivarian Republic of)</li> <li>68 Costa Rica</li> </ul>	<ul style="list-style-type: none"> <li>103 Maldives</li> <li>103 Mongolia</li> <li>103 Turkmenistan</li> <li>106 Samoa</li> <li>107 Palestine, State of</li> <li>108 Indonesia</li> <li>109 Botswana</li> <li>110 Egypt</li> <li>111 Paraguay</li> <li>112 Gabon</li> <li>113 Bolivia (Plurinational State of)</li> <li>114 Moldova (Republic of)</li> <li>115 El Salvador</li> <li>116 Uzbekistan</li> <li>117 Philippines</li> <li>118 South Africa</li> <li>118 Syrian Arab Republic</li> <li>120 Iraq</li> <li>121 Guyana</li> </ul>	<ul style="list-style-type: none"> <li>145 Nepal</li> <li>146 Pakistan</li> <li>147 Kenya</li> <li>148 Swaziland</li> <li>149 Angola</li> <li>150 Myanmar</li> <li>151 Rwanda</li> <li>152 Cameroon</li> <li>152 Nigeria</li> <li>154 Yemen</li> <li>155 Madagascar</li> <li>156 Zimbabwe</li> <li>157 Papua New Guinea</li> <li>157 Solomon Islands</li> <li>159 Comoros</li> <li>159 Tanzania (United Republic of)</li> <li>161 Mauritania</li> <li>162 Lesotho</li> <li>163 Senegal</li> </ul>

Source: <http://magnustoday.net/wp-content/uploads/2014/07/Philippines-Human-Development-Index-Rank-Drops-From-114-To-117.png>

# HUMAN WELLBEING IN INDIA

Despite improvements in human wellbeing over the past 20 years the country is experiencing socio-economic obstacles such as:

- **gender inequality** measured by **GII**
- **multidimensional poor** people measured by **MPI**.

Generally, Indian states with a low HDI tend to have greater gender inequality and more multidimensional poor people, compared to states with a high HDI.



Weaving loom, India. Image source: Wikimedia Commons

**Figure 8: Comparison of Gender Inequality and Health between the BRICS (Brazil, Russia, India, China and South Africa)**

RANK IN 2012		GENDER INEQUALITY INDEX				HEALTH		
		Maternal mortality ratio (Deaths per 100,000 live births in 2005)	Women's participation in national parliament (in % in 2012)	Labour force participation-women (15 years and above, in % in 2012)		Underweight children (moderate and severe) (As a % of children under age of 5 (2006-30))	Infant mortality rate (Deaths per 1,000 live births (2010))	Deaths of children under 5 years of age (Per 1,000 live births (2009))
	Brazil	85	56	9.6	59.6	1.7	17	19
	Russia	51	34	11.1	56.3	-	9	12
	India	132	200	10.9	29.0	42.5	48	63
	China	35	37	21.3	67.7	3.8	16	18
	South Africa	90	300	41.1	44.0	8.7	41	57

Compiled by Elizabeth Rodhe; graphics by Ahmed Raza Khan/Mint

Source: <http://www.livemint.com/r/LiveMint/Period1/2013/03/15/Photos/g-charticle-%28HDI-rank-web%29.jpg>

## Activities

### Knowledge and understanding

1. What countries are referred to as BRIC?
2. List the three indicators in the HDI.
3. Where does India rank on the global HDI?
4. Explain the advantages of using HDI rather than GDP to determine wellbeing in India.

### Inquiry skills

5. Refer to Figure 5: Compare the HDI of India with the other BRIC countries.
6. Refer to Figures 6 and 7: Compare the HDI of India with Australia, USA, China and Argentina.
7. Refer to Figure 8: Describe gender equality index and health indexes in India and China
8. Research India's current HDI for the present year and discuss the changes over time.

## C. HUMAN DEVELOPMENT INDEX ACROSS INDIA

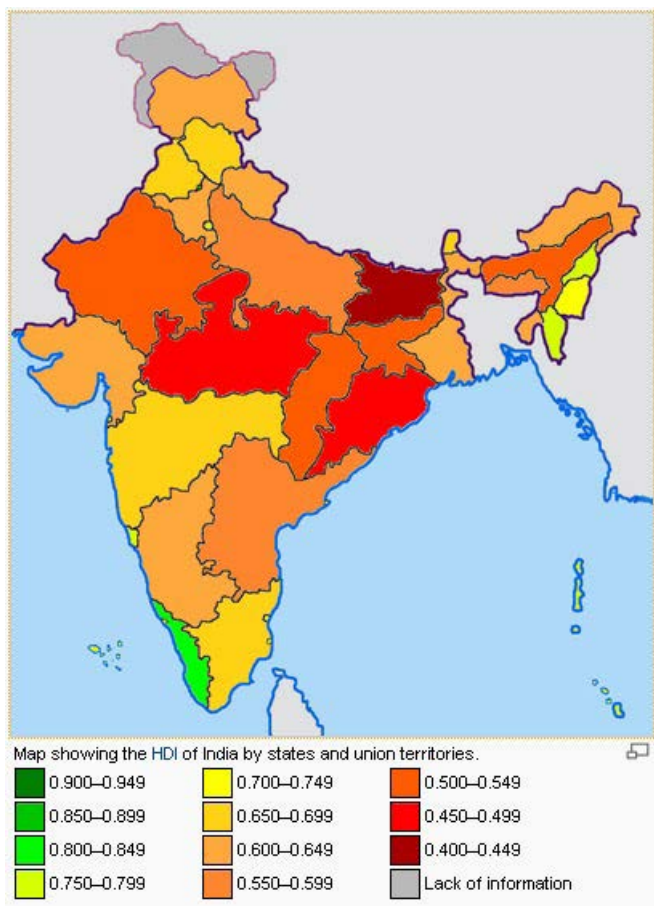
The Human Development Index (HDI) of India has made impressive gains increasing 21% since 2000. The composite index covering health, education and income generally ranks southern states higher on the spectrum and northern and eastern states lower:

- **States:** The southern state of Kerala was ranked first with very high human development of 0.92 which contrasted to northern state of Bihar ranked with lowest human development of 0.41. Northern states such as Orissa and Rajasthan lag behind the national average HDI of 0.467. However, these two states have improved over the last few years mainly attributed to a 28.5% increase in the education index across the country. Lack of sanitation poses a threat to human health with 75% of households in states such as Madhya Pradesh and Rajasthan lacking toilet facilities. Many possess toilet facilities but use them for storing, bathing and washing purposes.



# HUMAN WELLBEING IN INDIA

Figure 9: Human Development Index –variations between Indian states



Sources: HDI – <http://2.bp.blogspot.com/-yjm3ltPMME/Ta4cQwv9CdI/AAAAAAACJ4/frMOFykjRk/s1600/hdi.bmp> and Map showing states – <http://thinkingparticle.com/sites/default/files/imagecache/node-gallery-display/map-india-states.gif>

- **Urban versus rural:** The ratio of urban to rural GDP per capita was 2.45:1 in 1970 but increased to 2.82:1 in 2013. The push forces such as rural poverty and pull forces of urban employment, better health and educational facilities attracted more Indians to move from rural to urban areas
- **Income:** Inequality, measured by the **Gini coefficient** increased over the last 20 years. It increased from 0.32 to 0.38, with 0 being the ideal score. As a result over 70 billionaires reside beside 500 million people surviving on less than \$1.25 a day. The majority of poor are women and children living in rural areas and urban slums.

## Inequality Human Development Index

When the HDI was adjusted for inequality using **the Inequality Human Development Index (IHDI)** the index declined from 0.586 to 0.392. The IHDI trends tell an important story at national and regional scale and highlight the gaps in wellbeing that continues to divide India

## Who you are determines wellbeing

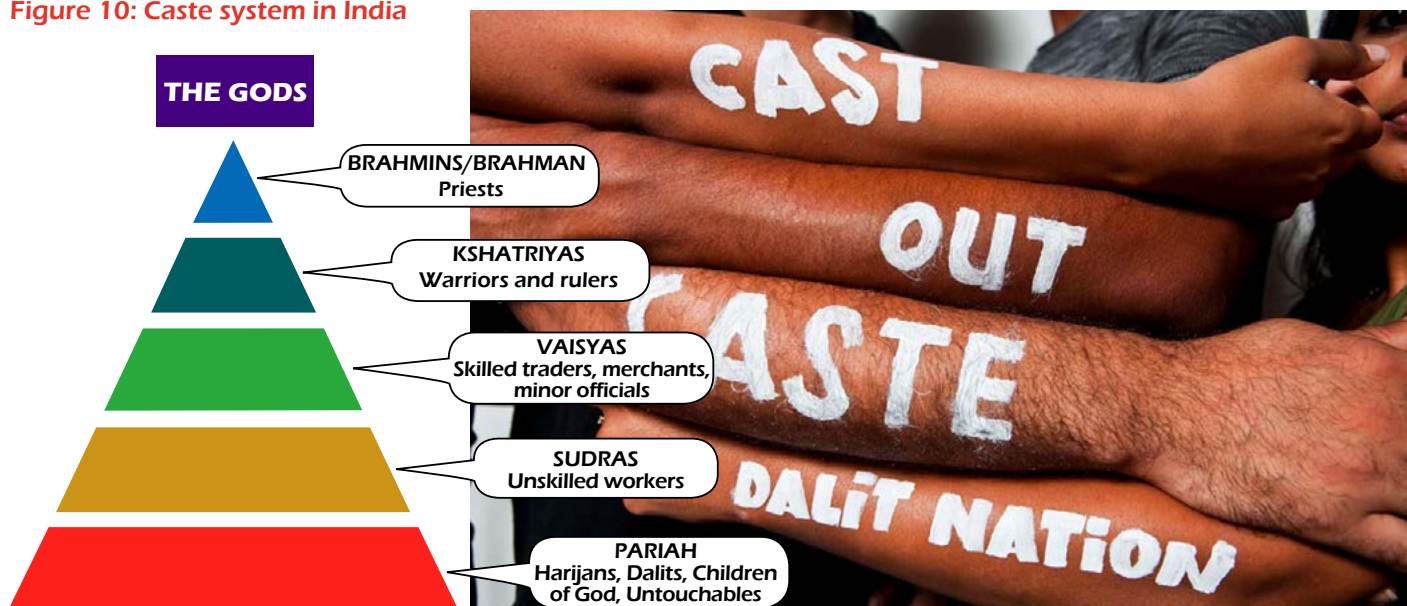
Not only where you live but who you are determines wellbeing in India.

- **Gender:** Over the last 10 years while gender inequality was reduced in most countries it declined in India. Indian women experience forced child marriages, dowry burning, unpaid work, illiteracy and extreme poverty. About 8 million female foetuses have been aborted over the past decade as selective abortion occurs when people value a son more than a daughter.
- **Castes:** Despite laws promoting equality, women belonging to the lowest Dalit caste, continue to face discrimination and are at greater risk of gender-based violence. Even though discrimination based on caste is legally forbidden it has not disappeared. In general people living in urban areas are less strict about the caste system compared to those living in isolated rural villages. Sometimes violent clashes connected to caste jealousy arise when lower castes improve their status.

The proportion of Dalit, traditionally regarded as untouchables, is 16.2% of India's total population. The Dalit population is broadly distributed across Indian states with Punjab containing the highest proportion of its population.

# HUMAN WELLBEING IN INDIA

Figure 10: Caste system in India



Adapted from <http://i.ytimg.com/vi/ERxLSURibeQ/hqdefault.jpg> Image source: <http://sikhactivist.net/15-reasons-not-to-celebrate-indian-independence-day/>

## Activities

### Knowledge and understanding

1. Explain the terms the Gini coefficient and the IHDI. Discuss why they are important when determining a person's wellbeing.
2. Describe spatial inequality between states and rural-urban regions in India as a short response.

### Inquiry and skills

3. Refer to Figure 9:
  - List the HDI of Kerala, Rajasthan, Goa and Tamil Nadu
  - Explain the general spatial pattern of HDI from south to north India
  - What part of India (N, S, E, W) would you prefer to live in and why?
4. Refer to Figure 10: Human wellbeing is not just about where you live but who you are? Investigate laws and organisations working to reduce poverty in the Dalit caste.
5. Discuss the advantages of using HDI rather than GDP to determine wellbeing in India.

## D. GENDER INEQUALITY INDEXES

Being a man or a woman affects every aspect of life such as education, work and social expectation. However many opportunities in life remain out of reach for poor, rural, uneducated females living in developing countries. While some women are free to express their opinions and earn an income equal to men, there are millions who are discriminated against from birth – just because they were born a girl.

The Human Development **Gender Inequality Index (GII)** reflects disadvantages of women by measuring four dimensions:

- reproductive health
- political empowerment
- economic participation
- educational attainment

The index ranges from '0' indicating women and men are equal to '1' where women score low in all dimensions.

### Gender inequality from birth to death

December 2012 a gang rape killed a 23-year-old woman in New Delhi. As a result it triggered a public outcry across India. Protestors demanded stronger laws for those charged with crimes against women. Discriminatory attitudes towards women have existed for generations in India affecting their lives from womb to death – sex selective abortion to dowry burning. As a result over 50 million Indian women are missing, most from the northern states.

### GII and SIGI

Although the India constitution granted women equal rights gender disparities remain. Today, Indian women have limited access to education, health care and employment. The Human Development Index (HDI) for gender inequality (G11) ranked India 132 out of 148 countries, lower than other emerging countries such as Brazil and Indonesia.

The Social Institutions and Gender Index (SIGI) ranked India 56<sup>th</sup> out of 86 countries. The index evaluates the



# HUMAN WELLBEING IN INDIA

underlying reasons for inequality such as:

- **inheritance:** women deprived of inheritance particularly in certain religions in northern India.
- **honour killings:** this can occur when women marry outside their caste or religion as the female has brought dishonour upon the family. This practice remains a problem in northern Punjab and Haryana.
- **education:** primary and secondary school enrolment and attendance rates are lower for girls than boys especially in northern states

**Figure 11: Global rank of India's various Gender Inequality Indexes used by different organisations (these indices are controversial)**

Indicator	India's Global Rank (year)	Source
<b>GII:</b> Gender Inequality Index	<b>132/148</b> (2012)	United Nations Development Program (UNDP)
<b>GGI:</b> Gender Gap Index	<b>101/136</b> (2013)	World Economic Forum (WEF)
<b>SIGI:</b> Social Institutions and Gender Index	<b>56/86</b> (2012)	Organization for Economic Co-operation and Development (OECD)

Source: [http://en.wikipedia.org/wiki/Gender\\_inequality\\_in\\_India](http://en.wikipedia.org/wiki/Gender_inequality_in_India)



Indian metalsmith. Source Wikimedia Commons

**Figure 12: Gender inequality index in India (GII) for four variables**

A. ECONOMIC PARTICIPATION AND OPPORTUNITY		B. EDUCATIONAL ATTAINMENT		C. HEALTH AND SURVIVAL		D. POLITICAL EMPOWERMENT	
Rank	Score	Rank	Score	Rank	Score	Rank	Score
123	0.45	121	0.85	134	0.93	17	0.33

**Figure 13: Social Institutions and Gender Index 2012 (SIGI)**



Source: [http://www.wikigender.org/index.php/wikigender.org/Variables\\_Social\\_Institutions\\_and\\_Gender\\_Index](http://www.wikigender.org/index.php/wikigender.org/Variables_Social_Institutions_and_Gender_Index)

# HUMAN WELLBEING IN INDIA

## Spatial variations

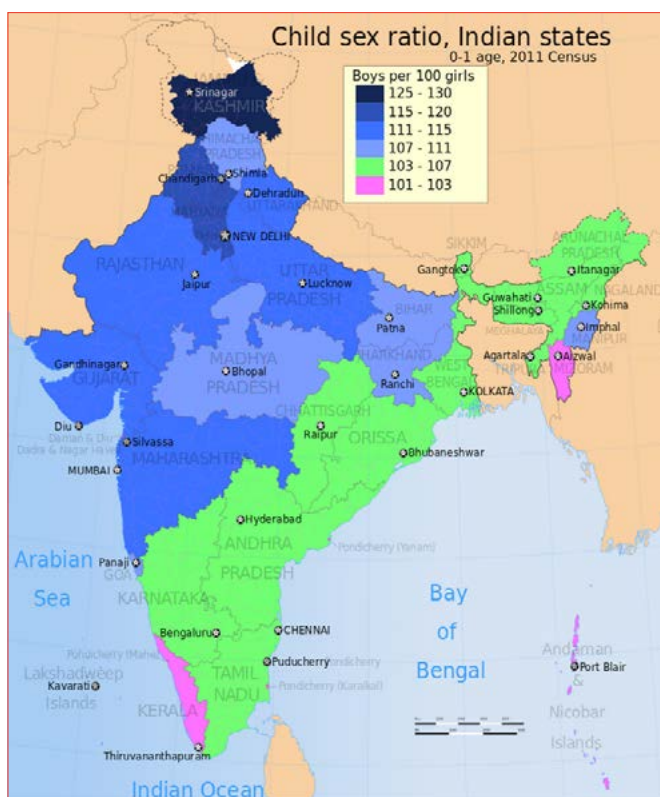
Readily available access to ultrasounds has caused an increase in sex selected abortions. The preference for boys is common across India whatever state, rural or urban area or whether people are poor or rich. Even in cities there are huge gaps such as Delhi with 821 girls born for every 1,000 boys.

Spatial variations between the numbers of girls born to boys are evident between states. The state of Haryana has one of the worst sex-birth ratios. However, Mullahera a village located near Delhi in Haryana has a birth ratio of 1,188 girls to 1,000 boys compared to the state of 877. Contributing factors for the decline are:

- **literacy:** higher female literacy rates
- **employment:** women became more self-sufficient with jobs in Delhi and stalls in villages

When the sex ratio figure came down the community was financially rewarded by the government. Cash incentives for families producing more girl than boy births aims to turn around gender inequality especially in poor rural areas.

Figure 14: Child sex ratio of Indian states



Source: [http://en.wikipedia.org/wiki/Gender\\_inequality\\_in\\_India#mediaviewer/File:2011\\_Census\\_sex\\_ratio\\_map\\_for\\_the\\_states\\_and\\_Union\\_Territories\\_of\\_India\\_Boys\\_to\\_Girls\\_0\\_to\\_1\\_age\\_group.svg](http://en.wikipedia.org/wiki/Gender_inequality_in_India#mediaviewer/File:2011_Census_sex_ratio_map_for_the_states_and_Union_Territories_of_India_Boys_to_Girls_0_to_1_age_group.svg)

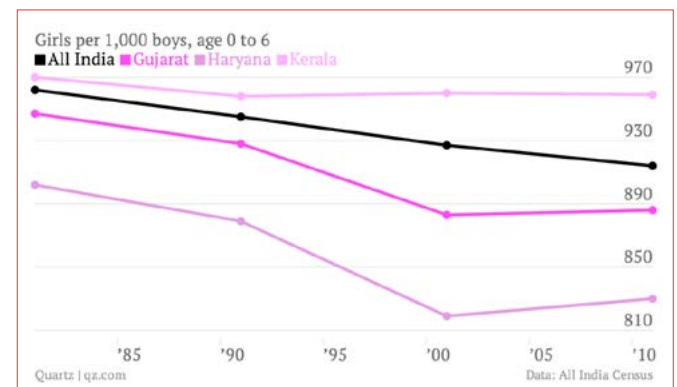
## Infanticide in India

Female infanticide has been a problem for centuries in India, partly the result of a patriarchal society. In India 500,000 girls a year are aborted which is equal to UK's total number of girls born. Female infanticide, pre-sex selection techniques, attitudes towards the girl child and the dowry are reasons for the increasingly skewed sex ratio. Poor and wealthy people prefer a son:

- **Poverty:** in '300 poor hamlets in Tamil Nadu 196 girls died after being fed dry, unhulled rice that punctured their windpipes or made to swallow poisonous fertiliser. Others were smothered with a wet towel, strangled or allowed to starve to death'. Despite the risk of execution and the proposed government scheme to assist families with daughters, murdering girls is considered preferable to raising them. 'Instead of her suffering the way I do, I thought it was better to get rid of her' said Lakisma.
- **Wealth:** one of the richest states in India is Punjab has a ratio of 125 boys to 100 girls. Preference for sons goes further. Boys have preference in health care, more money is spent on clothing, better quality childcare and are more likely to be breastfed longer, be vaccinated and given vitamin supplement.

Indian state governments have taken measures to diminish the slaughter of infant girls and abortions of female foetuses. In Tamil Nadu, parents willing to be sterilised after they had daughters but no son were offered \$160 per child. The money paid in instalments as the girl goes through school a lump sum of \$650 to serve as her dowry or defray the expenses of higher education. In 1994 four thousand families enrolled with 6,000 joining annually.

Figure 15: Spatial variations: Girls per 1000 boys in India and three states



Source: [http://img.qz.com/2014/01/girls-per-1-000-boys-age-0-to-6-all-india-gujarat-haryana-kerala\\_chartbuilder-1.png?w=1024&h=576](http://img.qz.com/2014/01/girls-per-1-000-boys-age-0-to-6-all-india-gujarat-haryana-kerala_chartbuilder-1.png?w=1024&h=576)



# HUMAN WELLBEING IN INDIA

## Family planning

India adds 10,000,000 people to its population every 15 days. Maternal mortality rates (MMR) and infant mortality rates (IMR) are still high in rural areas in northern states as most women lack medical assistance. To reduce the population growth rate family planning is promoted. Approximately 37% of India's female population has undergone sterilisation and 1% of male population undergone vasectomies. Most of those targeted are poor villagers as each operation is worth tens of thousands of rupees. This policy is consensual compared to the 1970s policy forcing vasectomies on men with two or more children.

At present seven Indian states are below the 2.1 replacement rate level and no longer contribute to India's population growth. They include southern states of Andhra Pradesh, Goa, Tamil Nadu, Kerala and far northern states of Himachal Pradesh, Punjab and Sikkim.

## March for missing girls – sex selection abortion and gender discrimination



Source: <http://academicsstand.org/wp-content/uploads/2012/06/March-msg-girls-4-121-333x250.jpg>

## Dowry: burning, acid attacks and rape

Dowry is an ancient Indian custom defined as 'amount of property or money brought by a bride to her husband on their marriage'. However it has a sinister side as Indian police report 9000 dowry deaths every year. Acid attacks and burning disfigure and disable women, often reducing them to beg in streets for their livelihood.

*For nineteen-year-old Rinki dreams of a happily married life to Anil would never eventuate. Barely a month after her marriage, Anil's father demanded a colour television and a motorcycle. When Rinki's family failed to meet their demands, Rinki was set ablaze by her in-laws*

(Amanda Hitchcock).



Chatt ghat bathing. Source: Wikimedia Commons

Young married women in poor rural areas are particularly vulnerable to dowry burning as 40% are married before 18 years and 63% are illiterate. By custom they live with their husband's family and as a result feel isolated and voiceless.

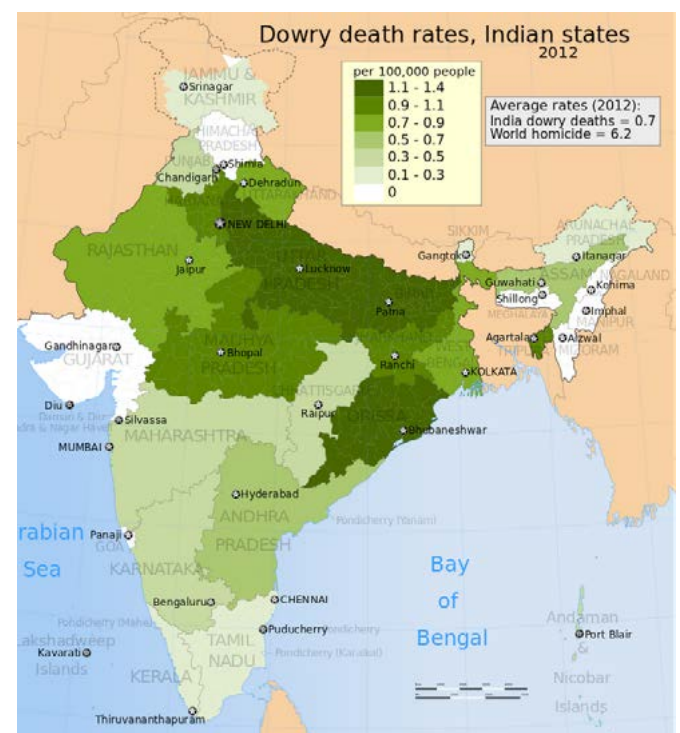
Unfortunately rapes and gang rapes are common in India with a new rape case registered every 22 minutes

*'One woman dies every hour due to dowry related reasons on an average in the country, which has seen a steady rise in such cases between 2007 and 2011, according to official data.'*

*The number of deaths under this category of crime against women were 8,618 in 2011 but the overall conviction rate was 35.8 per cent, slightly above the 32 per cent conviction rate recorded in the latest data for 2012. Despite international and national laws the custom continues.'*

Source: <http://www.thehindubusinessline.com/news/dowry-deaths-one-woman-dies-every-hour/article5082495.ece>

Figure 16: Dowry deaths across India

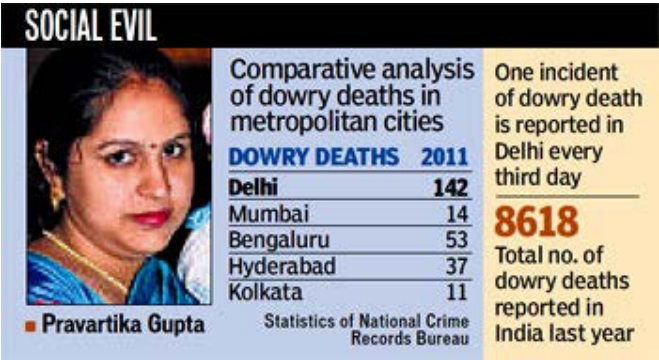


Source: [http://en.wikipedia.org/wiki/Gender\\_inequality\\_in\\_India#mediaviewer/File:2012\\_India\\_dowry\\_death\\_rate\\_per\\_100000\\_people\\_distribution\\_map\\_for\\_its\\_States\\_and\\_Union\\_Territories.svg](http://en.wikipedia.org/wiki/Gender_inequality_in_India#mediaviewer/File:2012_India_dowry_death_rate_per_100000_people_distribution_map_for_its_States_and_Union_Territories.svg)



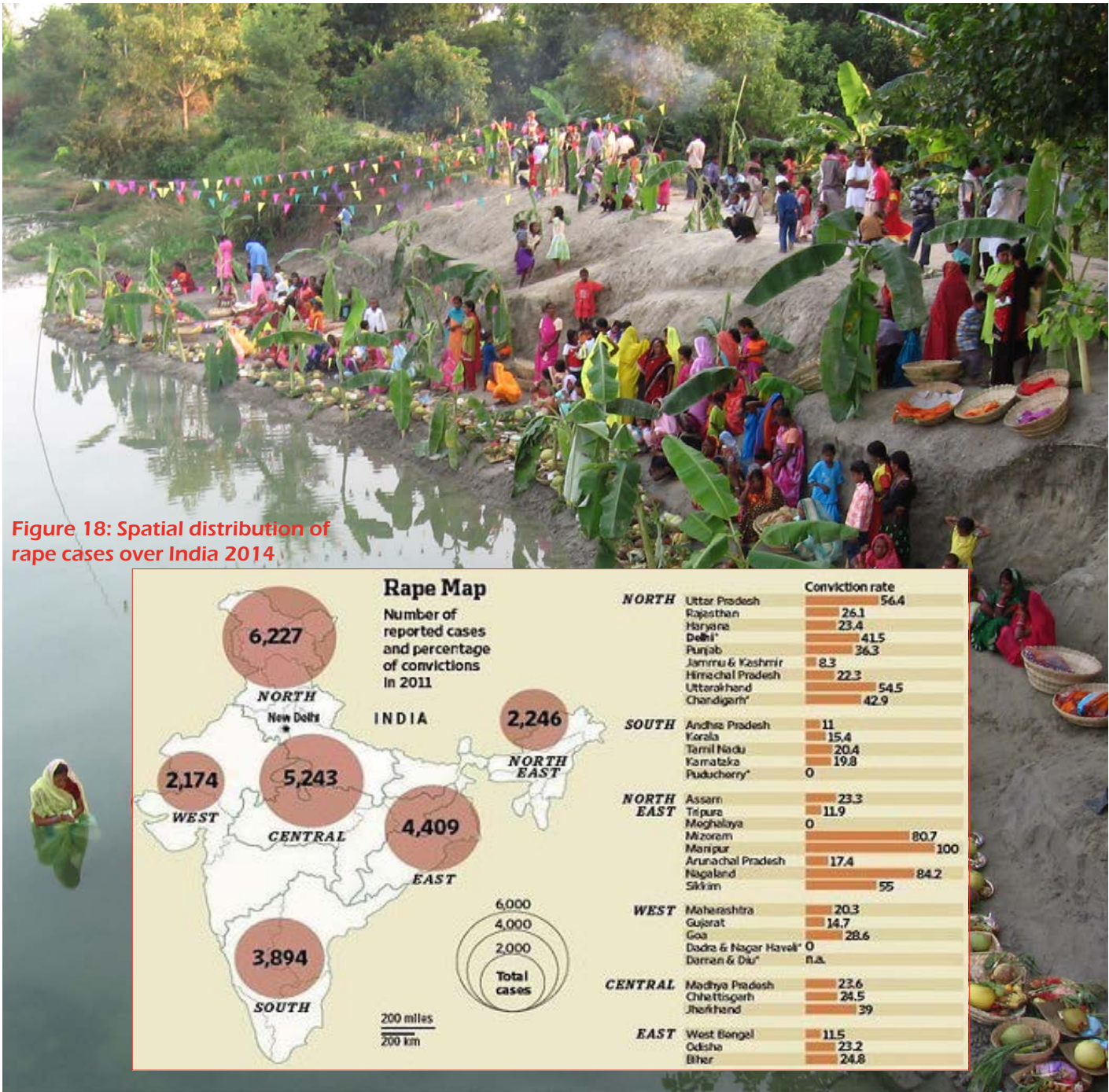
# HUMAN WELLBEING IN INDIA

Figure 17: Social evil: Dowry deaths



[http://www.hindustantimes.com/Images/Popup/2012/10/15\\_10\\_pg7a.jpg](http://www.hindustantimes.com/Images/Popup/2012/10/15_10_pg7a.jpg)

Source: Wikimedia Commons

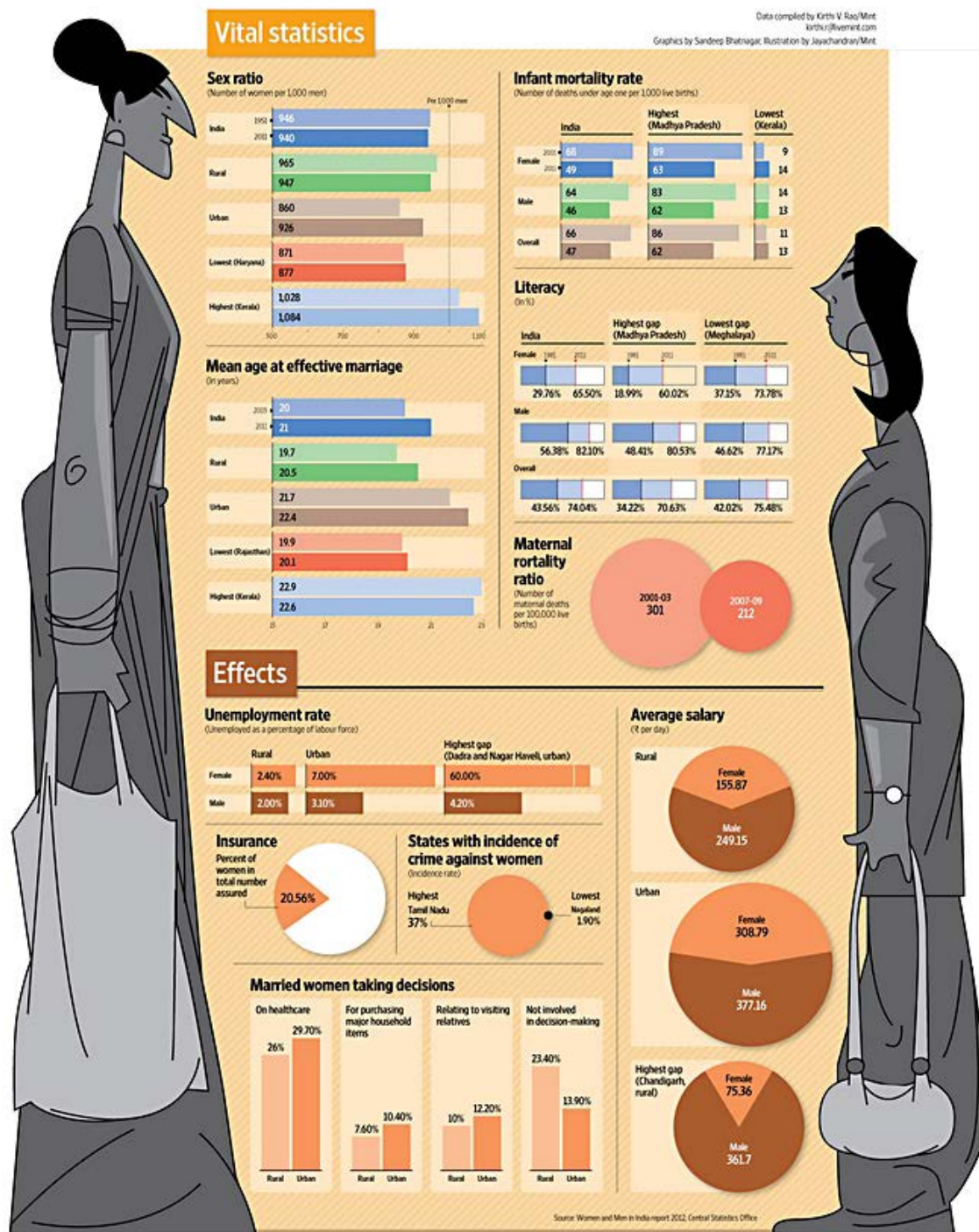


Source: Rape Map – <http://topyaps.com/wp-content/uploads/2014/01/rapes.jpg> Photograph source: – Chatt Ghat. Wikimedia Commons



# HUMAN WELLBEING IN INDIA

Figure 19: Spatial variations in gender across India



Source: <http://www.livemint.com/Politics/1hgSDuWGNT1u56lV5IhKL/The-gender-imbalance.html>

## Activities

### Knowledge and understanding

1. What are the following acronyms: G11, SIGI, GGI, MMR and IMR?
2. Why are their 50 million women missing in India? Why is this an abuse against human rights?
3. Explain why India ranks low globally on G11 and SIGI.

4. Describe how the village of Mullahera improved the wellbeing of women.
5. Discuss how family planning contributes to lower population growth in India and improved wellbeing for Indian women.

### Inquiry and skills

6. Refer to Figure 11: Compare the gender ranks in India. Explain why they differ.

# HUMAN WELLBEING IN INDIA

7. Refer to Figure 12: List the four dimensions in the GII.
8. Refer to Figure 13:
  - Explain the five variables used to measure SIGI.
  - Explain why SIGI is a preferable indicator to GII when measuring gender inequality.
9. Refer to Figure 14: Discuss the spatial distribution of the child sex ratio from SE to NW India. Include states and statistics in your answer.
10. Refer to Figure 15:
  - Describe the changes to girls per 1000 boys 0-6 years in India from 1985-2010.
  - Compare the girls to boys in Kerala with Haryana in 1990 and 2010
11. Refer to Figure 16 and 17:
  - What states have the highest dowry death rates?
  - Explain the causes and impacts of dowry burning.
  - Discuss strategies to reduce this horrendous practice.
12. Refer to Figure 18:
  - Estimate the total number of reported rape cases in 2011
  - Compare the number of rape cases in the north with the south.
  - What is the conviction rate in Uttar Pradesh, Puducherry and Manipur?
13. Refer to Figure 20
  - Compare the sex ratio of women in India from 1951 to 2011.
  - Compare rural and urban sex ratios in 2011. Explain the reasons for the differences.
  - What is the mean age of marriage in rural and urban areas in 2011?
  - How does the mean age of marriage vary between states over time? Explain how it affects the fertility rate
  - Compare infant mortality rate (IMR) between poor northern Madhya Pradesh and wealthier southern Kerala in 2011
  - Literacy has improved in India over time. Support this statement with statistics
  - Compare literacy gap between Madhya Pradesh (Centre India) with Meghalaya (NE India)
    - Maternal Mortality Ratio (MMR) has improved over time. Suggest strategies to be implemented to further improve the ratio.
14. Prepare a brief report on the relationship between where an Indian woman lives and her culture and how it impacts on her wellbeing.
15. Apart from a law to counter sex-selective abortions, the Indian government has launched a number of girl-child protection schemes to encourage families to give birth to daughters. Research how organisations aim to reduce the gender gap. Present research using Web 2.0 tools

## E. MULTIDIMENSIONAL POVERTY

Poverty is multidimensional. It is not one dimensional as one measurement such as income can miss a lot!. A multidimensional measurement aims to capture a range of indicators as people living in multidimensional poverty may not be income poor but lack food, health services, education and clean water.

### Multidimensional Poverty Index

In 2010, the Multidimensional Poverty Index (MPI) replaced the Human Poverty Index (HPI). The MPI reflects the intensity of poverty when a person faces a number of deprivations at the same time such as.

- income poverty - living on \$1.25 or less a day
- poor health, education and living standards

The MPI measures spatial variations between countries. It also measures spatial variations within countries such as between urban and rural areas.

### Acute poverty

The MPI contains three dimensions such as health, education and living standards which are further divided into 10 indicators. The index ranged from '1' which is high MPI to '0' low MPI. A household is counted as multi-dimensionally poor if it is deprived in one third or more of the dimensions

The MPI found:

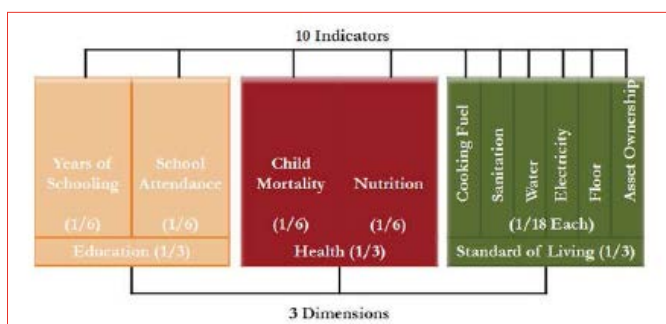
- **Numbers:** 1.6 billion people live in multidimensional poverty across the world.
- **Percentages:** 51% of the world's MPI poor live in South Asia (e.g. India)
- **Environment:** in South Asia 90% of the multi-dimensionally poor rely on firewood as a source of energy and 85% lack basic sanitation services.



# HUMAN WELLBEING IN INDIA

In 2013, 18 countries had significantly reduced poverty. India reduced poverty but the impacts were uneven across states.

**Figure 20: Multidimensional dimensions and indicators**



Source: <http://www.ophi.org.uk/wp-content/uploads/India-2013.pdf?cda6c1>

**Figure 21: Spatial variations in MPI between selected developing countries such as India**

	MPI	% of MPI poor	% of income poor \$1.25 a day	% of income poor \$2 a day
Ethiopia	0.56	88%	39%	77%
Haiti	0.29	56%	54%	72%
Bangladesh	0.29	57%	49%	81%
India	0.28	53%	41%	75%
Indonesia	0.09	20%	24%	56%
China	0.05	12%	28%	51%
Iraq	0.05	14%	4%	25%
Egypt	0.02	6%	2%	18%

## India

There are approximately 456 million Indians living on less than \$1.25 a day. The number expands to 612 million when classified as poor by the Multidimensional Poverty Index (MPI). However the distribution of MPI is unevenly distributed. Approximately 421 million people live in multidimensional poverty in the eight northern Indian States of Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal. This is larger than number of people living in 26 poorest African countries.

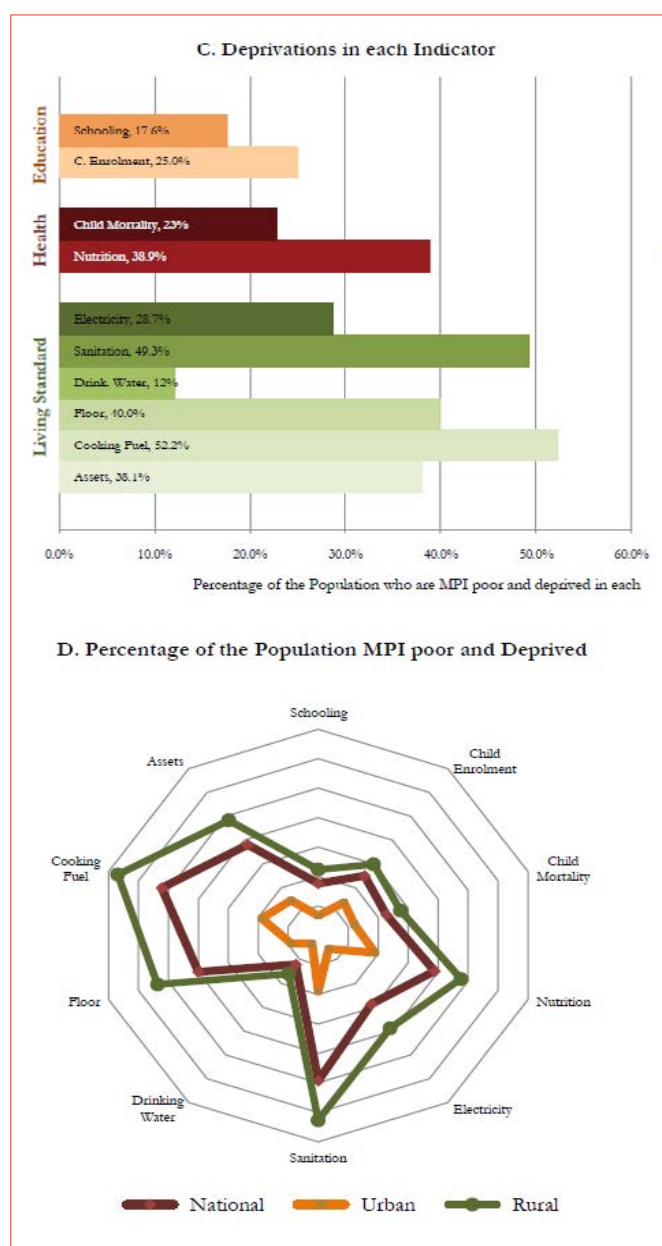
Unequal access to resources and wealth has created different poverty percentages in states across India. For instance, states such as Kerala boasts a low poverty percentage compared to Bihar where almost 50% live below the poverty line.

**Figure 22: Multidimensional poverty in India**

<b>Multidimensional Poverty Index</b>	<b>0.296</b>
Percentage of MPI poor (H)	0.554
Average intensity of deprivation (A)	0.535
Percentage of income poor (\$1.25 a day)	42%
Percentage of income poor (\$2 a day)	76%
Percentage of poor (below national poverty line)	29%

Source: <http://www.ophi.org.uk/wp-content/uploads/Country-Brief-India.pdf, page 1>

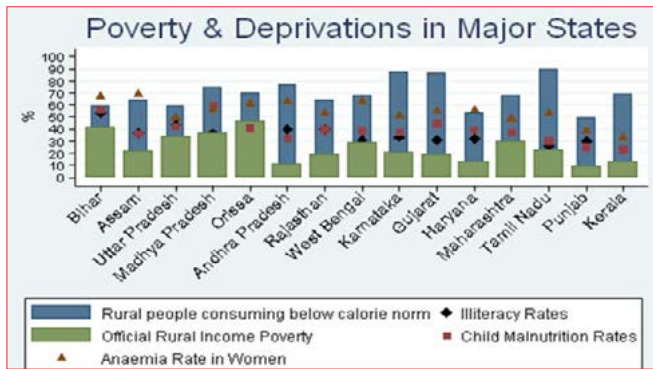
**Figure 23: MPI – deprivations of each indicator – national, urban and rural**



Source: <http://www.ophi.org.uk/wp-content/uploads/Country-Brief-India.pdf, page 3>

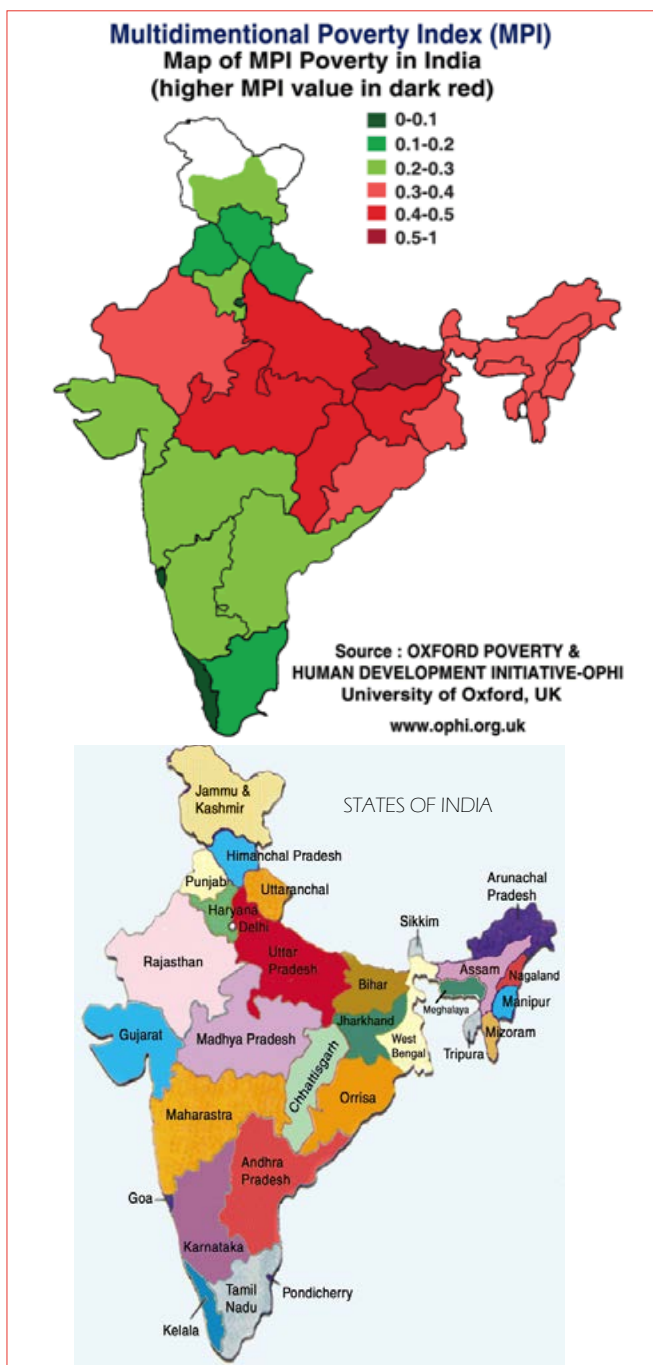
# HUMAN WELLBEING IN INDIA

Figure 24: Poverty between states



Source: [http://www.midlandmicrofin.com/mmicrofin\\_i\\_mf\\_map.gif](http://www.midlandmicrofin.com/mmicrofin_i_mf_map.gif)

Figure 24: Poverty and deprivations in major states in India



Source: [http://3.bp.blogspot.com/-YIooLftaxAo/TnbCCmtkYI/AAAAAAAAABek/s\\_SOqfe7kF8/s1600/GujPoverty.JPG](http://3.bp.blogspot.com/-YIooLftaxAo/TnbCCmtkYI/AAAAAAAAABek/s_SOqfe7kF8/s1600/GujPoverty.JPG)

## Bihar – poorest state

Bihar located in NE India is one of the poorest Indian states. It has a low GDP per capita, low HDI and largest percentage of multidimensional poor. It represents one of the most densely populated areas of poor people in the world.

Despite Bihar's location on the fertile Ganges alluvial plain poverty prevails because:

- population mainly depends on agriculture
- Indian families are often large which amplifies the effects of poverty
- caste system prevails despite its illegality. Many of the Dalits who live in Bihar are deprived of basic facilities such as clean water and opportunities such as education and health services
- poor employment opportunities for young people
- 76% of population living in northern Bihar experience recurring floods from the Ganges River

The consequences of these factors have resulted in low life expectancy, high child mortality rates and high fertility rates compared to most other states. However, the good news is Bihar is India's fastest growing state with an economic growth rate of 13.1%. Bihar is catching up with rest of India with support of Integrated Rural Development Program and Training Rural Youth for Self Employment (TRYSEM).

*Adya is 34 years old. He lives in Bihar with his wife, Aashi, three daughters and a son. The family lives in a mud hut with no electricity, no sanitation and one water hand pump shared among many households. Adya does not own land and depends on local farmers for employment. His children are malnourished and he cannot afford to send them to school. Tragedy struck when his two children died from water borne diseases.*

*Six years ago, Adya left for Delhi as a truck driver. The family realised there were enormous economic benefits in working in Delhi when he sent money home. The family now have three meals a day instead of one and children attend school.*

## Kerala – richest state

Kerala located in SW region of India is experiencing high economic growth. The reasons include low population growth rate, high investment in business and strong service sector. As a consequence Kerala has the highest HDI (life expectancy, income and education) and sex ratio of 1,083 women per 1000 men. Billions, political leaders and Bollywood film stars have selected to live in Kerala, further stimulating economic growth. Where would you prefer to live? Why?



# HUMAN WELLBEING IN INDIA

**Figure 25: Comparison of MPI – Indian states with other countries**

Reality Check		
Indian states and their MPI* equivalents		
MPI rank	State	Country match
1	Kerala	Philippines
2	Goa	Indonesia
3	Punjab	Guatemala
5	Tamil Nadu	Ghana
7	Maharashtra	Namibia
9	Gujarat	Nicaragua
11	Andhra Pradesh	Lesotho
12	Karnataka	Lesotho
13	West Bengal	Ivory Coast
16	Uttar Pradesh	Congo
18	Madhya Pradesh	Congo
19	Jharkhand	Rwanda
20	Bihar	Sierra Leone

MPI: Multidimensional Poverty Index

Source: [http://3.bp.blogspot.com/\\_4oBKlv5UVEA/TFEDi2A0mjI/AAAAAAAAJw4/j1GMFLKUFV0/s400/mpl.jpg](http://3.bp.blogspot.com/_4oBKlv5UVEA/TFEDi2A0mjI/AAAAAAAAJw4/j1GMFLKUFV0/s400/mpl.jpg)

## Activities

### Knowledge and understanding

1. What is the MPI?
2. Explain the spatial variations of MPI between states in India
3. Discuss the reasons and consequences for poverty in Bihar
4. Describe how Adya's family is multi-dimensionally poor and how an income could move the family out of poverty

### Inquiry and skills

5. Refer to Figure 20: List 10 indicators used to determine the MPI
6. Refer to Figure 21: Compare the statistics of India with China and Ethiopia.
7. Refer to Figure 22: Compare the percentage as income poor (\$1.25 a day) with percentage living below the national poverty line. Why do you think these figures differ?
8. Refer to Figure 23
  - Describe how the ten MPI indicators show some Indians are poor and deprived

- Where would you prefer to live in India? Urban or rural? Explain your reasons using indicators
9. Refer to Figure 24 and 25
    - Describe the spatial variations of the MPI across Indian states
    - List two states with MPI less than 0.2 and two states with MPI over 0.4
    - Compare the MPI of Kerala with Bihar. Include statistics.
  10. A person's wellbeing is influenced by where they live. Discuss this statement in reference to Kerala and Bihar
  11. Special assistance and development projects are required in eastern states on poverty reduction and more equitable distribution of resources between states. The need is to balance economic growth with social development. Explain this statement

## F. HUMAN WELLBEING IN RURAL RAJASTHAN

One of the poorest regions in India is Rajasthan located in the Thar Desert in northern India. Although the desert becomes green with little precipitation, the rate of regeneration is slow due to human pressure from poor farmers forced to overgraze the land and remove vegetation for fodder and fuelwood.

**Figure 26: Development indicators – compare Rajasthan with India:**

	Rajasthan	India
Population	70 million	1.2 billion
Sex ratio (females per 1000 males)	926	940
Under six years (females per 1000 males)	883	914
GDP per capita	23,669 Rs	33,731 Rs
HDI	0.434	0.586
HDI Rank out of 23 Indian states	17	
Female literacy rate	52%	66%
Multidimensional Poverty Headcount %	62%	54%
Global Hunger Index (GHI)	21%	23%
Contribution to agriculture	19%	14%

Source: UNDP Reports

About 75% of the population live in rural areas where there are: 914 girls for 1000 boys, average age of marriage is 14.6 years, maternal mortality 558 per 100,000 births (one of the highest maternal mortality rate in the world), 50% of children are undernourished, 1 in 12 children die in first year; and 45% girls enrol for primary education compared to 55% boys.

# HUMAN WELLBEING IN INDIA

However the cities of Jaipur, Udaipur, Jodhpur and Jaisalmer in Rajasthan are tourist attraction showing the grandiose lifestyle of past Indian Maharajas. The cities generate wealth and improved wellbeing

**Figure 27: Rajasthan - A nobleman and wife relax on the terrace of their Deogarh Mahal (Palace hotel)**



Source: <http://www.corbisimages.com/stock-photo/rights-managed/42-26164966/india-rajasthan-a-nobleman-and-wife-relax?popup=1>

## Bishnois and Raika communities

Bishnois who live in Rajasthan are conservationists. Wealth is not important to their human wellbeing as they share all resources. Here women suckle motherless deer, die to save trees and go hungry to provide food for animals. They live in simple round huts with thatched roofs and floors are plastered with cow dung to keep away vermin.

The Raika also live in Rajasthan. Originally known as camel people they now represent one of the largest groups of livestock herders in India. For these people animals are vital for survival and are kept as a source of food, fertilisers and fuel and used to pull ploughs. Animals are sold for meat and wool.

Through their innovativeness, nomadic Raika have developed hardy livestock breeds following a selection process, known as nav guna or 'nine qualities'. Animals produce high quantity and quality milk, require little water, are able to walk long distances and suffer from few diseases. Raika herds vary from 20 to 200 head of sheep with smaller numbers of goats. They graze on grass and food is supplemented with maize, cottonseed, ghee and vegetable oil.

Rajasthan hosts 20%-30% of India's sheep and goat population and produces 40% of the country's mutton and 42% wool. Raika's identity is tied to their animals as they give them a sense of pride and income. Sheep play an important role in the Raika's cultural life as they are offered as dowries and play a role in religious rituals. Between 1998 and 2003, Rajasthan's sheep

population declined by 31% and poverty increased. High population growth is causing a shortage of grazing land and forestry department has prohibited herders from grazing animals on land they have used for generations. With nowhere to graze some pastoralists have been forced to sell their animals. This has resulted in a further decline in their wellbeing.

**Figure 28: Rajasthan desert community. Raika community –children not attend school but care for animals**



Image source: Susan Bliss

**Figure 29: Popular transport by rural communities**



Image source: Susan Bliss

## Gender roles

Men and women share the work. Women are responsible for milking, processing milk products, caring for newborn lambs, collecting dung and cleaning the corral. Women walk long distances in search of water or it is delivered via camel transport. The government built water tanks throughout the region to provide water for stock. These tanks contain brackish water pumped from the underground water table.

Male tasks include herding, cutting branches, applying modern medicines and cutting wool. In some households women perform all aspects of sheep



# HUMAN WELLBEING IN INDIA

husbandry because men are not available due to illness, HIV/AIDS, paid labour, and alcohol and opium abuse.

However most females are illiterate and have home births without medical assistance leading to high maternal mortality rates and infant mortality rates.

**Figure 30: Driven by poverty, women work in fields during day, look after family and then entertain tourists by singing and dancing at night. Tourist's accommodation is luxury tents with modern facilities.**



Image source: Susan Bliss

## Activities

### Knowledge and understanding

1. Where is Rajasthan?
2. What proportion of people live in rural areas in Rajasthan?
3. Explain why people who live in rural Rajasthan suffer from poverty
4. Not all people consider wealth important for wellbeing. What does this mean?
5. Describe how the Raika community lives in the Thar Desert
6. Explain the importance of animals to Raika's wellbeing
7. Discuss the roles of women in Raika communities and how their wellbeing has been adversely affected

### Inquiry and skills

8. Refer to Figure 26. Compare the human development indicators between Rajasthan and India
9. Refer to Figures 27–30:
  - Compare life of urban rich and rural poor in Rajasthan
  - Describe the life of a community living in the Thar Desert in Rajasthan
  - Explain how the environment where you live, impacts on your wellbeing
10. Prepare a media report on 'Life is hard in rural Rajasthan.'
11. In groups compare your day with a day in the life of a child living in rural Rajasthan. Present as an oral report
12. Research the Thar Desert in Rajasthan and how communities use the environment to survive

## G. URBANISATION REINFORCES SPATIAL VARIATIONS IN INDIA

*According to UN projections, 70% of the total world population will live in urban areas by 2050 as compared to 50% in 2010. The percentage of urban population to total population in the US, Europe and China is 83%, 73% and 47%, respectively, which is much higher compared to India, which is just 32%.*

<http://competitiveness.in/2012/01/28/urbanisation-india/>

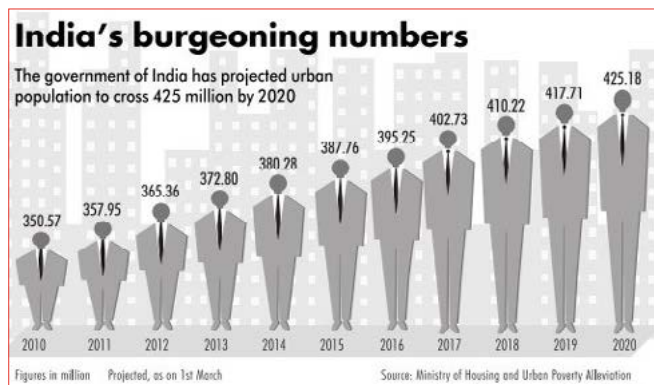
### Movement to wealthy cities

Approximately 95% of Indians live on less than \$5 a day and 40% lack access to improved sanitation leading to diseases and poor health. As a larger percentage of these poor Indians live in rural areas, rural-urban migration is one of the highest in the world. At the present high rate of urbanisation the anticipated proportion of people living in Indian cities will reach 41% by 2030.

At the same time rapid urbanisation has led to environmental problems such as gutters filled with plastic bags, traffic jams, frequent power cuts and lack of adequate clean water. These factors impact adversely on human wellbeing.

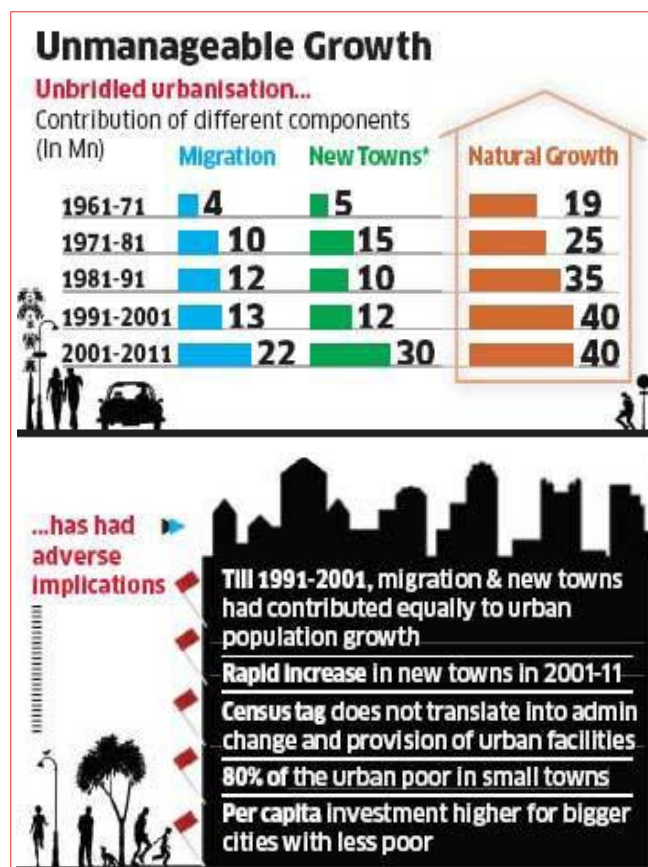
# HUMAN WELLBEING IN INDIA

**Figure 31: Urbanisation in India contributes to economic growth**



Source: [http://3.bp.blogspot.com/\\_4oBKlv5UVEA/TT6nQYL1d9I/AAAAAAAAALAK/KRq3YuMF\\_e4/s1600/Urbanjungle.jpg](http://3.bp.blogspot.com/_4oBKlv5UVEA/TT6nQYL1d9I/AAAAAAAAALAK/KRq3YuMF_e4/s1600/Urbanjungle.jpg)

**Figure 32: Rural-urban migration and natural growth in India**



Source: <http://economictimes.indiatimes.com/photo/10924711.cms>

Cities are a major source of economic activity creating employment and improved wellbeing for millions of people. Economic growth goes hand-in-hand with urbanisation. This is evident with most urbanised Indian states possessing highest Gross Domestic Product (GDP) and Human Development Index (HDI). For example:

- **Richest states** located to the south and east of India such as Gujarat, Maharashtra, Tamil Nadu

and Karnataka possess higher GDP and HDI and are more urbanised

- **Poorest states** located to the north such as Uttar Pradesh and Bihar register lower GDP and HDI and are less urbanised.

There are variations in wealth between Indian cities. Mumbai is the richest city but also contains the highest percentage of people living in slums. The northern city Chandigarh tops the city list in terms of HDI and GDP per capita. The city contains good educational and health facilities and infrastructure.

Cities may bring wealth but on the other hand there is an ugly side with sewage flowing in streets, power cuts, traffic congestion, slums and uncontrolled infectious diseases such as dengue fever. All factors contribute to a decline in human wellbeing.

Urbanisation increases economic growth and wellbeing for some of the Indian population. However all Indian cities are divided into rich and poor at the local scale such as Kolkata and Bangalore

## Kolkata – local scale

Kolkata is the capital city of West Bengal. The city contains 4.5 million people and metropolitan area over 14 million people. Bhowanipore is considered a “posh” locality in South Kolkata which attracts residents such as wealthy and educated Indians, politicians and celebrities in Bollywood films. Despite wealth, slums still exist. The government has reduced the number of slums by evicting people as well as bulldozing slums and setting them alight.

## Bangalore – local scale

Bangalore is the capital of the state of Karnataka and among the top 10 preferred entrepreneurial locations in the world. Situated in southern India it has a high GDP and high HDI. However economic growth has been uneven at the local scale, for example:

- **Emerging middle class:** Infosys is a fast growing Indian outsourcing company located in Bangalore. The company hires 30,000 workers a year. High IT incomes have seen the emergence of a middle class attracted to western style fashions, products and lifestyles. Construction of new shopping centres and apartments cater for wealthy residents. However increases in house prices have forced poor rural migrants out of the market. As a result construction workers sleep in tents adjacent to luxury apartments they are building. While most people have prospered in the hi-tech boom the gap between rich and poor widened.



# HUMAN WELLBEING IN INDIA

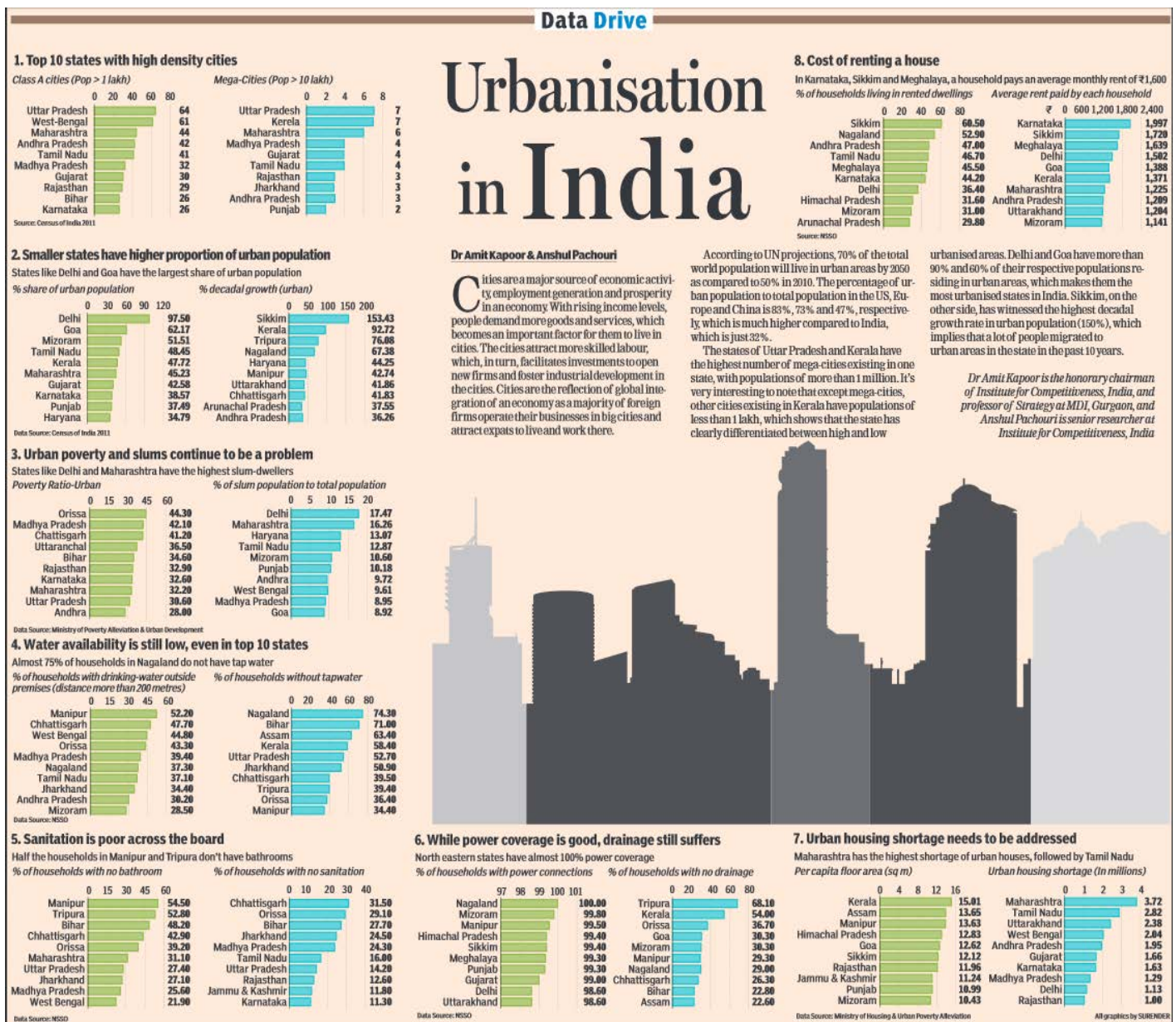
- Urban slums:** The high urbanisation rate in Bangalore resulted in inadequate infrastructure such as water, sewerage and transport systems. Most rural migrants unable to afford housing resorted to living in slums. "Cement Huts" is a slum containing 630 people and 260 children. As residents do not own their land they are ineligible for piped water. Instead water is delivered every three days to four public taps.

Aimed to improve wellbeing, a water and sanitation committee (WATSAN) with the support of Australian government aid built toilet blocks and

metred taps. The project illustrated how slum dwellers can improve their wellbeing.

**Figure 33: Urbanisation in India**

*'The states of Uttar Pradesh and Kerala have the highest number of mega-cities existing in one state, with populations of more than 1 million. Delhi and Goa have more than 90% and 60% of their respective populations residing in urban areas, which makes them the most urbanised states in India. Sikkim, on the other side, has witnessed the highest decadal growth rate in urban population (150%), which implies that a lot of people migrated to urban areas in the state in the past 10 years.'*



Source: [http://competitiveness.in/wp-content/uploads/2012/01/Urbanisation\\_in\\_India\\_Financial\\_Express.pdf](http://competitiveness.in/wp-content/uploads/2012/01/Urbanisation_in_India_Financial_Express.pdf)

# HUMAN WELLBEING IN INDIA

## Liveability of Indian cities

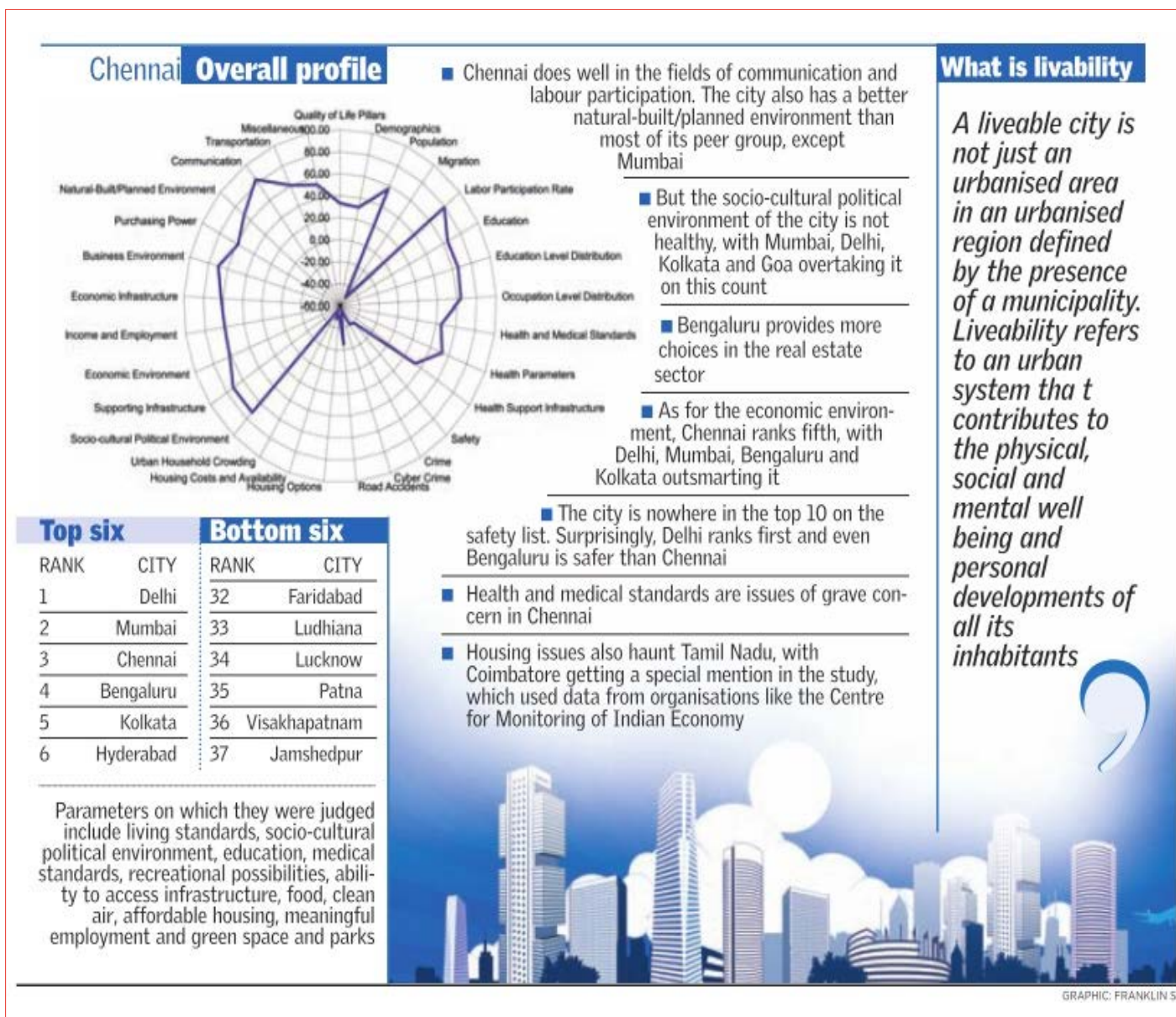
Liveability encompasses numerous characteristics to make a place desirable for people to live in such as access to clean water, education, shelter and health services as well as freedom from conflict and natural and human disasters.

For many years the Indian government placed economic growth before the wellbeing of the population. As a result Indian cities became some of the least liveable places in the world with millions of

people without access to clean water, sanitation and adequate shelter. Recently, governments implemented projects to improve basic wants such as water and shelter.

Within India there are variations in liveability between cities. South Indian cities surpass North Indian cities in health, medical standards and safety. New Delhi was ranked first despite the highest number of homeless people. Kolkata was ranked as the safest city but among the lowest in health and medical standards in the country.

**Figure 34: Liveability of Indian cities. Chennai is the capital state of Tamil Nadu the biggest industrial and commercial centre in South India.**




Source: <http://chennai10.wordpress.com/>



# HUMAN WELLBEING IN INDIA

Figure 35: Dharavi slum in Mumbai



Dharavi offers cheap, central accommodation in Mumbai

Asia's largest slum, Dharavi, lies on prime property right in the middle of India's financial capital, Mumbai (Bombay).

It is home to more than a million people. Many are second-generation residents, whose parents moved in years ago.

Today's Dharavi bears no resemblance to the fishing village it once was. A city within a city, it is one unending stretch of narrow dirty lanes, open sewers and cramped huts.

In a city where house rents are among the highest in the world, Dharavi provides a cheap and affordable option to those who move to Mumbai to earn their living.

Rents here can be as low as 185 rupees (\$4/£2.20) per month. As Dharavi is located between Mumbai's two main suburban rail lines, most people find it convenient for work.

Even in the smallest of rooms, there is usually a cooking gas stove and continuous electricity.

Many residents have a small colour television with a cable connection that ensures they can catch up with their favourite soaps. Some of them even have a video player.

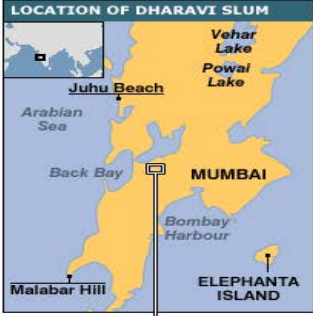


Dharavi also has a large number of thriving small-scale industries that produce embroidered garments, export quality leather goods, pottery and plastic.

Most of these products are made in tiny manufacturing units spread across the slum and are sold in domestic as well as international markets.

The annual turnover of business here is estimated to be more than \$650m (£350m) a year.

The state government has plans to redevelop Dharavi and transform it into a modern township, complete with proper housing and shopping complexes, hospitals and schools.

It is estimated that the project will cost \$2.1bn (£1.1bn).

Source: [http://news.bbc.co.uk/2/shared/spl/hi/world/06/dharavi\\_slum/html/dharavi\\_slum\\_intro.stm](http://news.bbc.co.uk/2/shared/spl/hi/world/06/dharavi_slum/html/dharavi_slum_intro.stm)

Figure 36: Thriving businesses and strong communities in Dharavi



Source: <http://tulindianajones.wordpress.com/2012/06/25/city-within-a-city-dharavi-slum/>

## Activities

### Knowledge and understanding

1. What are the links between cities and GDP
2. Explain the ugly side of Indian cities and how this impacts on wellbeing
3. Compare human wellbeing in Kolkata
4. What is the impact of employment in the IT sector on wellbeing in Bangalore
5. Wellbeing varies across the city of Bangalore. Explain this statement
6. Explain life in Cement Huts and why is it poor on the wellbeing scale.

# HUMAN WELLBEING IN INDIA

## Inquiry and skills

7. Refer to Figure 31:
  - Calculate the number of people living in urban India from 2010–2020
  - What is the downside of urban areas when growth is too rapid?
8. Refer to Figure 32: Describe the two main reasons for the growth of Indian cities. Include statistics in your answer.
9. Refer to Figure 33:
  - List three states with over five megacities
  - What two states have the highest proportion of urban population?
  - Which three states have highest proportion of slum dwellers?
  - What percentage of water is available in Manipur and Orissa?
  - List the states where over 20% of households have no sanitation
  - What is the percentage of housing shortage in Kerala and Punjab?
10. Refer to Figure 34:
11. Explain what is meant by a liveable city
12. List the top liveable cities in India
13. Discuss the positive aspects of Chennai if it wanted to be classified as a liveable city
14. Refer to Figures 35 and 35: Research Dharavi, a slum in the middle of India's financial capital, Mumbai. It is home to more than a million people.
  - Explain why it is ranked low on liveability indexes
  - Discuss strategies to improve the liveability of the slums
15. Investigate projects which have improved the wellbeing of children living in Indian slums using Web 2.0 tools



A woman sells jasmine flowers at w:Pondy Bazaar in w:Chennai, India.  
Source: Wikimedia Commons

## H. CHILD LABOUR IN INDIA – CONSEQUENCE OF SPATIAL INEQUALITY

An estimated 211 million children aged between 5 and 14 years are forced to work, accounting for one fifth of children in this age group. Approximately 111 million under 15 years work in hazardous jobs and 8.4 million are involved in the worst forms of child labour such as bonded labour (5.7 million), armed conflict (0.3 million), prostitution and pornography (1.8 million) and illicit activities such as drug running (0.6 million). More boys than girls are involved in child labour with 21% of children working in rural areas compared to 13% in urban areas. In Ghana, India, Indonesia and Senegal over 75% of working children are employed in family businesses and the survival of the businesses depends on their unpaid labour.

In the last 20 years natural disasters such as floods and droughts, HIV/AIDS, falling price of agricultural products and armed conflicts have contributed to increased child labour

### Child labour

Only 1% of child labour exists in wealthy, industrialised countries. The largest numbers are located in developing countries located in the Asia-Pacific region (60%) followed by Sub-Saharan Africa (23%). Within these regions the rate varies between countries with India 14% and Sierra Leone 72%.

Within developing countries most children are employed in agriculture, fishing, hunting and forestry (70%); manufacturing, retail, restaurants and hotels (8%) and domestic services (7%). Finding accurate statistics is difficult as most work is hidden behind closed doors.

Approximately 20 million people are enslaved as **bonded labourers**. In India poor parents borrow money for food and in return the child makes carpets or cuts gems until the debt is paid. Children receive basic food and shelter as 'payment' for their work. They work 7 days a week from 6am to 9pm. These children rarely go to school. If the loan is not repaid, the debt is passed down through several generations. International laws, governments (Australian Department of Foreign Affairs and Trade), and non-government organisations (NGOs) such as the Anti-Slavery International, work to eliminate slavery and bonded labour.

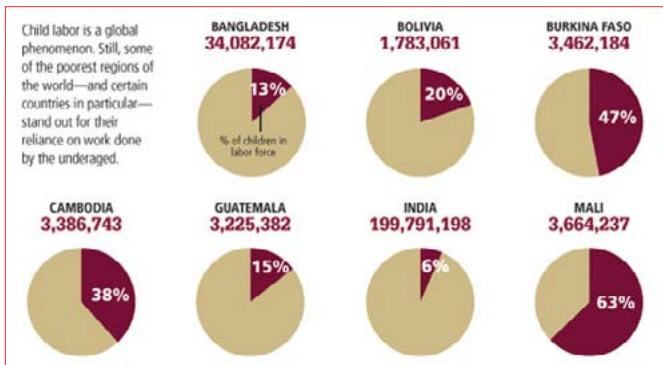
*'The Child Labour Index revealed 76 countries used child labour in hazardous occupations. The research and map by Maplecroft highlights the supply chains of*



# HUMAN WELLBEING IN INDIA

companies as being particularly exposed to the risk of child labour in some of the largest growth economies, including the Philippines (25), India (27), China (36), Viet Nam (37) Indonesia (46) and Brazil (54), all of which are classified as 'extreme risk.' [http://maplecroft.com/about/news/child\\_labour\\_2012.html](http://maplecroft.com/about/news/child_labour_2012.html)

Figure 37: Big numbers from small hands – India and other countries for comparison

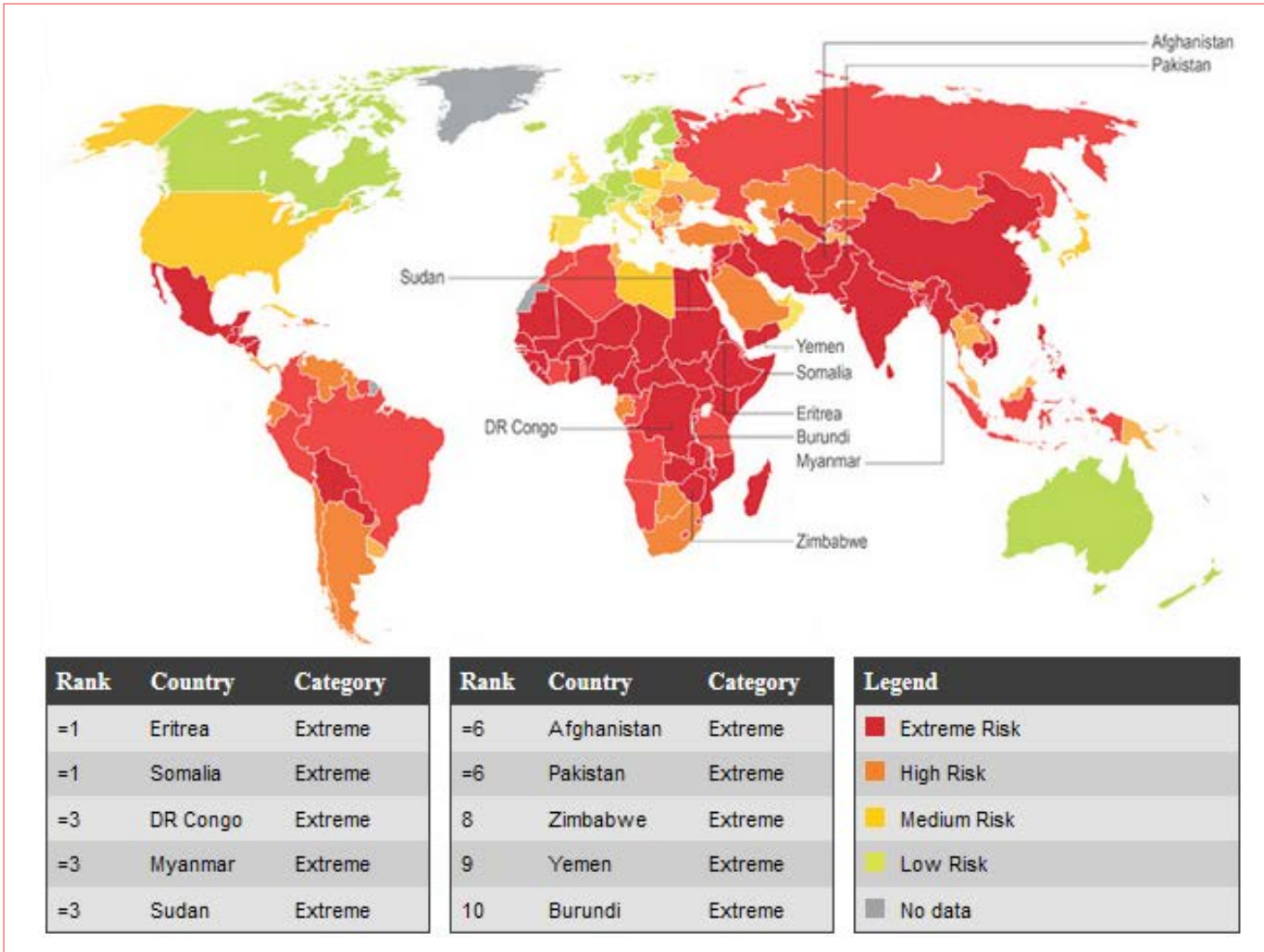


Source: <http://3.bp.blogspot.com/-UbxrihqD8Ys/UbiuuWTUJaI/AAAAAAAAAIg/jX7II7Wjzmk/s1600/Child-Labor.jpg>



A 7-year-old boy stacks plates in a Bangalore restaurant. Photographer: Siddhartha Lammata. Source: Wikimedia Commons

Figure 38: Child labour index map 2014



Source: <http://maplecroft.com/portfolio/new-analysis/2013/10/15/child-labour-risks-increase-china-and-russia-most-progress-shown-south-america-maplecroft-index/>

# HUMAN WELLBEING IN INDIA

## Child labour in India

Despite legislation, child labour flourishes in both rural and urban regions across India. The developing country has 17 million child labourers, the highest number in the world. The majority of child labourers tend to live in poorest regions and belong to families living on less than \$1.25 a day. Many belong to tribal groups and lower caste Dalits located in northern states such as Uttar Pradesh, Rajasthan and Bihar.

## Hard work if poor

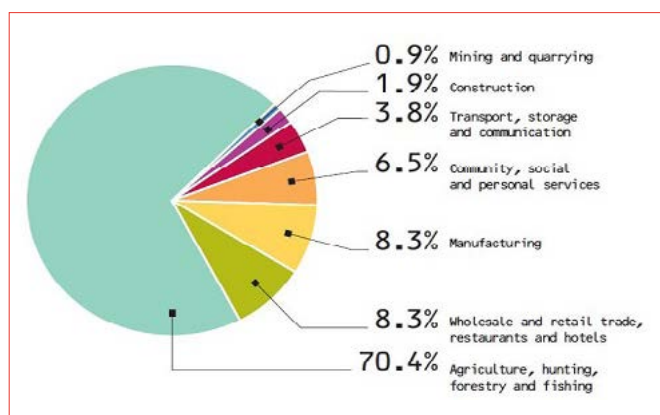
Article 24 of India's constitution prohibits child labour. However, across India 54% child labourers work in agriculture, 15% construction, 18% households, 5% manufacturing with remaining 8% across other employment. Many children work in dangerous occupations such as mines and the manufacture of beedis (cigarettes), glass bangles, matchsticks and fireworks. The town of Sivakasi in Tamil Nadu is the fireworks capital of India. There are more than 700 factories. Many factories employ child labour behind closed doors. As there are few employment opportunities in the area this toxic and dangerous industry is the only option.

Child labour statistics are high in industries such as:

- Silk – 5,000
- Rag-pickers in Bombay and Bangalore – 100,000
- Fireworks and matchsticks – 125,000
- Diamond and gemstones – 100,000
- Carpets – 300,000 (many are bonded labourers)

Children are often made to work without food and earn very low wages resembling slavery. Many child domestic workers suffer physical, sexual and emotional abuse. A major concern is the number of child labourers that go undetected.

**Figure 39: Child labour in India - 12.6 million child labourers between 5 and 14 years old**



<http://topyaps.com/wp-content/uploads/2014/01/child-labour.jpg>

**Figure 40: Child labour across India driven by poverty and lack of enforceable compulsory education**



From the slate extracted from the mines, the workshops produce boxes of 50 pencils for the sum of 3 rupees. In spite of the law prohibiting the employment of children under 14, the authorities are perfectly aware that large numbers of 4-11 year-olds are exploited on a regular basis.

Source: <http://www.corbisimages.com/stock-photo/rights-managed/42-15280545/indias-bonded-child-laborers?popup=1>



Young boy carries a heavy load of firewood he has collected in the North East mountains of Meghalaya.

Source: <http://www.corbisimages.com/stock-photo/rights-managed/42-28363949/child-labor?popup=1>



Goldsmiths work in a one-room factory in Kolkata

Source: <http://www.corbisimages.com/stock-photo/rights-managed/42-24664420/goldsmiths-work-in-a-oneroom-factory-in?popup=1>



# HUMAN WELLBEING IN INDIA



Girl breaking stones at Kovalam Beach in the city of Trivandrum the capital of the Indian state of Kerala.

Source: <http://www.corbisimages.com/stock-photo/rights-managed/0000245797-004/girl-breaking-stones-in-trivandrum?popup=1>

**Figure 41: Why children work in India**

11-year-old Sagira Ansari, right, rolls bidi tobacco with her family at their house in Dhuliyan, in West Bengal. Sagira and her family earn 75 rupees (\$1.50) for every 1,000 bidis rolled which brings in about 7,500 rupees (\$150) a month.



Child labour tobacco photo: <http://business.inquirer.net/files/2012/03/India-Child-Tobacco-11.jpg>

## Why children need to work in India

- Lack of quality universal education contributing to school drop out rates.
- Parents consider it acceptable, children develop social and work skills. Reinforced by culture and tradition.
- Suppression of trade unions which enforce the rights of children.
- Less spending on education, pushing children out to work.
- Attitude of indifference by wealthy western countries, media, politicians and businesses.
- Inadequate rules by the World Trade Organisation (WTO) permitting trade in goods produced by child labour in India
- Government spends more on the military than on education.
- Lack of a social security system
- Unscrupulous employers and companies increase profits by using cheap child labour and lower labour costs by overwork and under payment.
- Ineffective implementation of Indian laws.
- High cost of health care.
- Lack of jobs for adults
- High unemployment
- Poverty forces children to supplement family income.

## Variations between rich southern states

Variations in levels of child labour exists within rich southern states

- **Andhra Pradesh:** Nearly 400,000 children, mostly girls 7-14 years of age, toil 14–16 hours a day in cottonseed production across India. Approximately 90% are employed in Andhra Pradesh. The state is the second largest employer of child labourers in India. The government aims to reduce child labour by providing primary children with free books, mid-day meals and toilets. Additionally Andhra Pradesh plans to implement the Minimum Wages (MW) Act to discourage child labour. Many industries have been sued and children rescued or rehabilitated. Unfortunately many return to the industry.
- **Kerala:** The government of Kerala allocates more money to education than other states. Kerala's emphasis on primary education led to a dropout rate close to 0%, literacy rate 94% and low child work participation rate of 1.9% compared to Indian average of 7.1%. The Kerala government expanded education rather than enforced labour legislation to reduce child labour.

## Child labour in rural India

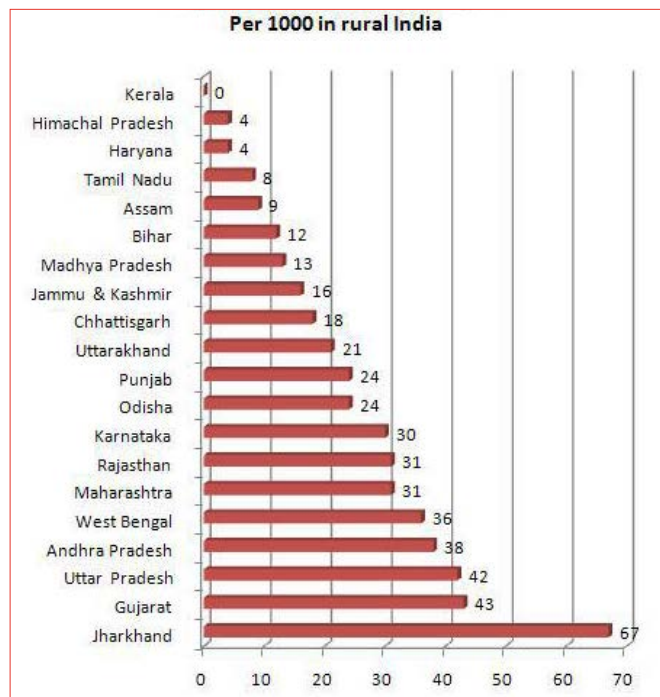
*The National Sample Survey Organisation (NSSO), in a report put out in January 2014, "Employment and Unemployment Situation in India, 2011-12", has found that both in rural areas and urban areas, Gujarat has one of the highest percentage of child workers. The report should be a big blow to the state's powerful*

# HUMAN WELLBEING IN INDIA

policy makers who have claimed that Gujarat has negligible incidence of child labour.'

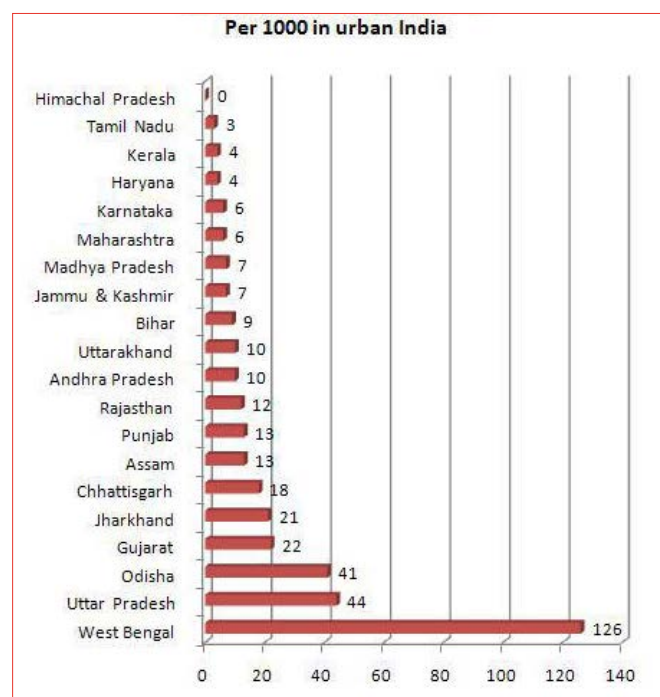
Source: <http://counterview.org/2014/02/11/national-sample-survey-report-of-january-2014-points-towards-higher-incidence-of-child-labour-in-gujarat-than-rest-of-india/>

Figure 42: Child labour 5–14 years in rural India



Graph: <http://counterview.org/2014/02/11/national-sample-survey-report-of-january-2014-points-towards-higher-incidence-of-child-labour-in-gujarat-than-rest-of-india/>

Figure 43: Child labour 5-14 years in urban India



Source: <http://counterview.org/2014/02/11/national-sample-survey-report-of-january-2014-points-towards-higher-incidence-of-child-labour-in-gujarat-than-rest-of-india/>

Figure 44: Child labour cases identified and rehabilitated in Andhra Pradesh

CHILD LABOUR CASES 1996 - 2012		
Zones	Identified	Rehabilitated
Vishakapatnam	6098	5953
Eluru	7904	1495
Guntur	7078	628
Kurnool	5901	0
Warangal	2955	53
Ranga Reddy	6108	5381
Hyderabad	577	264
<b>TOTAL</b>	<b>36,621</b>	<b>13,774</b>

Fine collected under MW Act: Rs. 5 crore in respect of 35,000 cases.

Source: [http://www.thehindu.com/multimedia/dynamic/01116/hy17Child\\_Labour\\_C\\_1116668g.jpg](http://www.thehindu.com/multimedia/dynamic/01116/hy17Child_Labour_C_1116668g.jpg)



Image source: Wikimedia Commons

## Soccer balls

In Australia soccer balls are a symbol of youth and sport whereas in India and Pakistan they involve child labour. The International Football Association (FIFA) funded 23 Indian schools to remove children from making soccer balls. The export of hand-made soccer balls from India is worth \$25 million a year.

India is making progress in terms of education. Hopefully progress towards universal education will eradicate future child labour.

*'A twelve-month investigation by the Herald has discovered that despite significant reforms to India's massive but poorly regulated sports ball industry, children are still working, sometimes forced, in the painstaking and painful hand-stitching of footballs, netballs and soccer balls.'*

*The children who stitch Sherrin and Canterbury balls are employed unofficially, through subcontractors, who pay them for each ball stitched.*



# HUMAN WELLBEING IN INDIA

*Stitching together the four pre-cut panels of a Sherrin Auskick football can take more than an hour. To a stitcher, it is worth 7 rupees, about 12¢. A Canterbury rugby ball earns a stitcher 11 rupees.*

*Soccer balls or netballs, with more panels, pay up to 28 rupees a piece, about 49¢, for three or four hours work, while the cheapest, smallest, footballs pay as little as 4 rupees.*

*Most child-stitchers earn about between 50 and 60 rupees, about a dollar a day.*

Source: <http://www.smh.com.au/national/poor-children-made-to-stitch-sports-balls-in-sweatshops-20120921-26c0z.html>

**Figure 45: Causes, consequences and solutions to income inequality in India**

CAUSES OF INCOME INEQUALITY	CONSEQUENCES OF INCOME INEQUALITY	SOLUTIONS OF INCOME INEQUALITY
<ul style="list-style-type: none"> <li>• Law of inheritance with son</li> <li>• Inheriting fathers wealth</li> <li>• Lack of education – higher</li> <li>• Paid jobs related to education</li> <li>• Urban and rural divide in</li> <li>• Education and health services</li> <li>• Caste system</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic gap between urban and rural areas</li> <li>• Migration of people from rural to urban areas</li> <li>• Economic instability as rich become richer and poor poorer</li> <li>• Increase in crime rates</li> </ul>	<ul style="list-style-type: none"> <li>• Tax the wealthy and redistribute money to poor people</li> <li>• Encourage small businesses in urban and rural areas</li> <li>• Free education and uniform</li> <li>• Health care</li> <li>• Land reform and redistribution</li> </ul>

## Activities

### Knowledge and understanding

1. What is meant by child labour and bonded labour?
2. Why does India have the highest number of child labourers in the world?
3. Explain the causes of spatial variations in child labour across India
4. Discuss how variations in child labour exist within rich Indian states.
5. Explain the ethical issues surrounding the purchase of certain brands of soccer balls in Australia but made by child labour in India.

### Inquiry and skills

6. Refer to Figure 37: Compare child labour of India with Cambodia and Mali
7. Refer to Figure 38: What is the Child Labour Index for India and Australia. Suggest reasons for the differences
8. Refer to Figures 39 and 40: Describe the different types of child labour in India as an annotated photo story
9. Refer to Figure 41: Explain the reasons why millions of children are forced to work in India
10. Refer to Figure 42 and 43:
  - Compare child labour in rural and urban areas in India.
  - What is the percentage of child labour in urban and rural areas in Kerala and West Bengal? Investigate whether these figures are connected to wealth and poverty (e.g. GDP per capita, HDI)
11. Refer to Figure 44:
  - Calculate the proportion of rehabilitated child labourers across Andhra Pradesh
  - Which three states have the poorest record of rehabilitating identified cases of child labour
  - Explain why rehabilitation is difficult
12. Refer to Figure 45: Discuss the causes and consequences of inequality in India. Suggest strategies to reduce the gap and improve wellbeing for 'all' the Indian population. Present research using Web 2.0 tools
13. Collect five media articles on organisations and protests aimed to reduce child labour in India
14. Discuss how child labour in India is both a cause and consequence of poverty or poor human wellbeing

### Geofacts

- When the HDI is adjusted for inequality using IHDI, India lost 32% compared to the average global loss of 22%.
- India's HDI improvement led by a 28.5% increase in the education index, which ranged from a high 0.92 in Kerala to a low 0.41 in Bihar.
- More than 900 movies are made a year – significantly more than the US.
- More than 22% of rural population and 15% of the urban live below the poverty line
- India's richest state, Maharashtra is the second most urbanised state.

# HUMAN WELLBEING IN INDIA

- Southern states of Kerala, Tamil Nadu, Karnataka and Andhra Pradesh account for 22% of population but less than 12% of maternal deaths.
- UN estimate for the number of honour killings in world is 5000 per year.

## Geolinks and YouTube

### India factsheet

[http://www.undp.org/content/dam/india/docs/india\\_factsheet\\_economic\\_n\\_hdi.pdf](http://www.undp.org/content/dam/india/docs/india_factsheet_economic_n_hdi.pdf)

### Child labour

- FIFA Working to Eliminate Child Labour in Soccer Industry – <http://www.corbisimages.com/stock-photo/rights-managed/DWF15-245066/fifa-working-to-eliminate-child-labor-in?popup=1>
- Global march against child labour – <http://www.corbisimages.com/stock-photo/rights-managed/0000340738-015/the-global-march-against-child-labour?popup=1>
- Child Labour in the Sivakasi Fireworks Factories <http://www.youtube.com/watch?v=ZJwJm9BQ0QM>

### Urban slums

- Slum eviction in Kolkata – <http://www.theworld.org/2013/01/kids-improve-lives-in-kolkata-slums/>
- Wandering the slums of Kolkata – <http://www.youtube.com/watch?v=mRPK4jA1RoY>

- Ten wealthiest towns in India – <http://www.mapsofindia.com/top-ten-cities-of-india/top-ten-wealthiest-towns-india.html>

### Multidimensional Poverty Index

- MPI between and within countries – <http://www.ophi.org.uk/wp-content/uploads/OPHI-MPI-Brief-2011.pdf?cda6c1>, page 8
- MPI of India – <http://www.ophi.org.uk/wp-content/uploads/MPI2013/India/web/StatPlanet.html>
- Rabiya, Bihar – <http://www.ophi.org.uk/wp-content/uploads/Rabiya-Bihar-India.pdf>, page 1
- MPI for India Case study India – <http://www.ophi.org.uk/wp-content/uploads/Rabiya-Bihar-India.pdf?cda6c1>

### Gender gap

- Gender Gap Report – [http://www3.weforum.org/docs/WEF\\_GenderGap\\_Report\\_2012.pdf](http://www3.weforum.org/docs/WEF_GenderGap_Report_2012.pdf)
- SIGI 2012 – <http://www.oecd.org/dev/poverty/launchofthe2012socialinstitutionsandgenderindex.htm>
- Gender equality index – [http://www.huffingtonpost.com/2012/10/24/global-gender-gap-report-2012-best-worst-countries-women\\_n\\_2006395.html](http://www.huffingtonpost.com/2012/10/24/global-gender-gap-report-2012-best-worst-countries-women_n_2006395.html)

### Others

- India's rich-poor divide challenge – <http://www.bbc.co.uk/news/20163653>
- Poverty in coastal fishing villages in Orissa – <ftp://ftp.fao.org/docrep/fao/009/a0692e/a0692e00.pdf>



Young girl making fireworks. Source: Wikimedia Commons





# DIWALI IN INDIA

**A Stage 2/3 Unit by Julie O’Keeffe**

**Diwali is the Indian New Year. It lasts for five days and marks the end of the monsoon season. The monsoon season is the rainy season.**

**Everyone cleans and washes their home. The whole house, including the doorway, is painted with colourful pictures and designs.**

**People try to pay off their debts by the last day of Diwali so they can start the new year without owing any money.**

**Diwali is a time to put on new clothes, eat sweets, visit relatives and give gifts.**

**The highlight of the celebration of Diwali is the Festival of Lights. Fireworks light up the night sky. Small clay lamps, called dipas, are placed on every rooftop and windowsill. They twinkle like thousands of stars.**

**The tiny oil lamps are lit to welcome the goddess of wealth, Lakshmi. People believe she brings prosperity. People try to set off the loudest set of firecrackers to impress the goddess.**

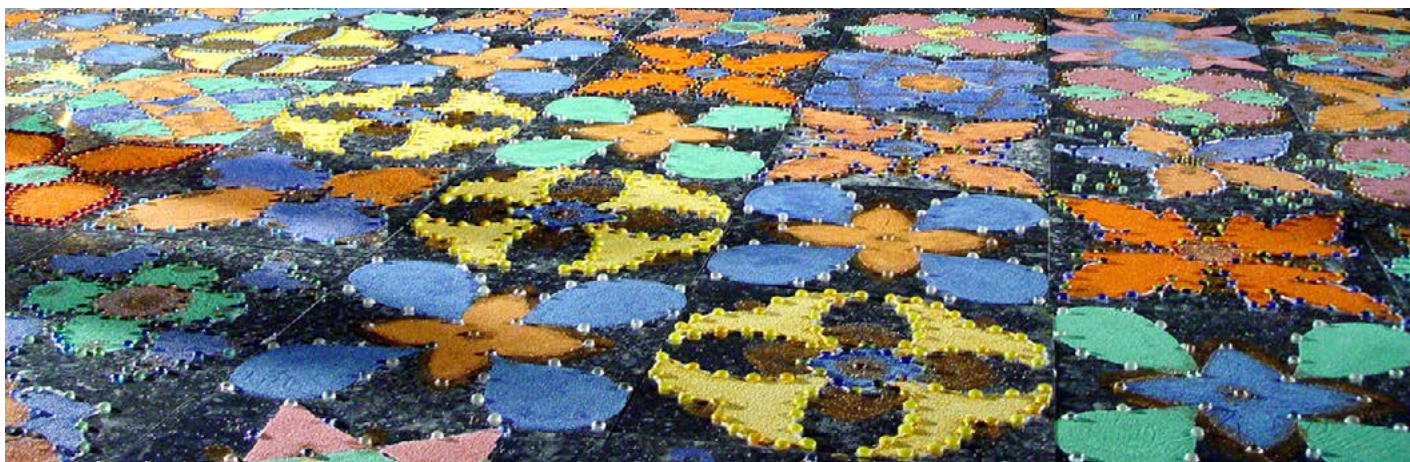


# DIWALI IN INDIA

## Worksheet 1 – Diwali

Complete the following sentences

1. What is Diwali? Diwali is .....
2. How long does Diwali last? Diwali lasts for .....
3. What is the monsoon season? The monsoon season is .....  
.....
4. What are two things people do to celebrate Diwali? People  
celebrate Diwali by .....  
and .....
5. What is the most exciting part of Diwali called and what do  
people do? The most exciting part of Diwali is called the  
.....  
People .....  
.....
6. Who is Lakshmi? Lakshmi is .....  
.....
7. Use a dictionary to look up the meaning of 'prosperity'. What  
does it mean? Prosperity means .....



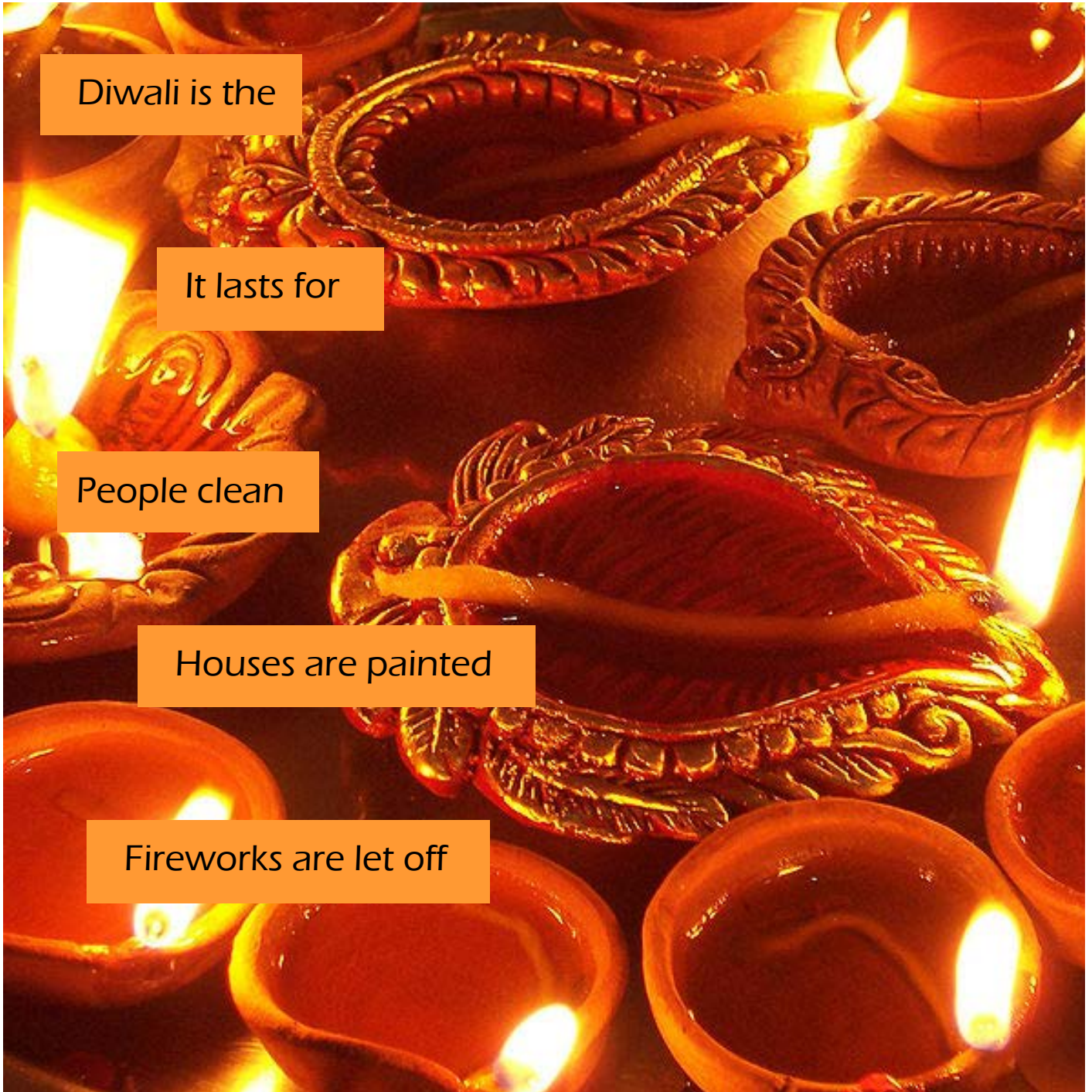
*Rangoli decoration in a Singapore plaza. Source: Wikimedia Commons*



# DIWALI IN INDIA

## Worksheet 2 – Diwali

Complete the sentences by matching them with the cards below.



Diwali is the

It lasts for

People clean

Houses are painted

Fireworks are let off

Festival of Lights

five days

their homes

Indian New Year

in bright colours

# DIWALI IN INDIA

## Worksheet 3 – Diwali Find-a-word

Read through the words you need to find. Cross out the words as you find them in the puzzle. Neatly colour the words in the puzzle grid

Rama  
lights  
rangoli  
old  
Ravana  
new  
row  
joy  
Sita  
festival  
sweets  
battle  
card

s	n	e	w	S	d	o	l	d
w	f	e	s	t	i	v	a	l
e	c	y	a	t	u	t	s	i
e	a	o	n	n	a	o	a	g
t	r	j	a	a	a	p	r	h
s	d	m	r	o	w	v	q	t
b	a	t	t	l	e	v	a	s
R	a	n	g	o	l	i	s	R



*Diwali fireworks and lights  
spectacular, India 2012.  
Source: Wikimedia Commons*



# DIWALI IN INDIA



*India cows decorated for Diwali Source: Wikimedia Commons*

## Worksheet 4 – Diwali Festival

These sentences don't make sense. Rewrite them correctly; use the capital letters and full stops as clues to find the first and last words of each sentence.

is a lights. Diwali festival of

.....

celebrated five Diwali for days. is

.....

are Rows lit homes. dipas in people's of

.....

Diwali are sent friends. cards Happy

.....

# DIWALI IN INDIA

## Worksheet 4 – What do you think?

The Festival of Diwali sounds similar to New Year in Australia.  
How is it similar?

.....

.....

.....

.....



*Diwali fireworks and lights spectacular, India 2012. Source: Wikimedia Commons*

List three things that are different about Diwali when compared to New Year in Australia.

1. ....

.....

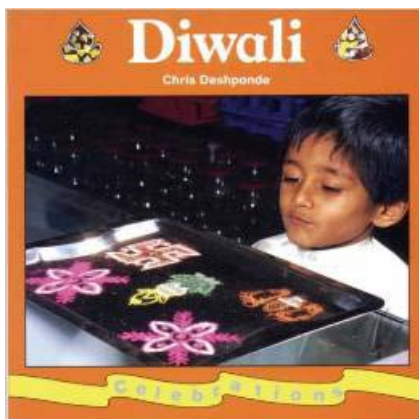
2. ....

.....

3. ....

.....





## Responding to text, including picture books and novels

*Diwali* by Chris Deshpande  
A&C Black (Publishers)  
ISBN 0 7136 4082 0

- Use the book as a starting stimulus to introduce the festival of Diwali.
- Cover the illustration on the front of the book, showing the word only. Establish student knowledge of this festival. The meaning of Diwali could be explained.
- Reveal the photograph on the cover of the book. Discuss and predict what the festival could be about, who it involves and what things might be a part of the festival.
- Go through the book *first* without reading the written script. Encourage students to identify customs, practice, activities and events through discussion of the visual text.
- Read the text to the students and confirm and add to knowledge gleaned through the image study and discussion.
- Discuss text type/s of the story. Talk about the effectiveness of the use of both *narrative* and *information* text. Look in the 'sections' of the book, group the information that's about school activities, home activities, preparation activities and celebration activities.
- Students write sentences about each of the sections under the sub-headings of school, home, preparation and celebration.
- Create a mind map of information contained in the text. Examples of headings: Diwali as a main heading, and subheadings such as School, Home, Temple, Celebration symbols, Food, Clothing and Activities.
- Create a glossary for key words. Develop a matching activity using the key words and their meanings.
- Think about word meanings in the context of the story. Locate and discuss examples from the text (eg. *dipa* – lamp, *mandir* – temple).
- Ask open-ended questions to extend student understanding of the customs and the festival (eg. Temple page: Why would you take home some of the food? What is the purpose of the shrine in the house?).
- Collect Diwali cards from Indian spice shops. Students discuss the images and greetings.
- Students make a Diwali card or poster using a combination of the significant symbols of the festival. These cards can be compared with Christmas and New Year cards.
- Purchase a selection of Diwali sweets from an Indian sweet shop. Students sample, discuss and describe their impressions of the sweets.
- Read some Indian sweet recipes, including *barfi*, which is eaten during Diwali. Students make some *barfi*. Discuss procedure and structure of the recipes.
- Create *rangoli* patterns on paper or on asphalt. Caption the completed patterns with an explanation.
- Write a procedure for creating a *rangoli* pattern.
- Create a 3-D sculpture of *Ravana* the ten-headed monster.
- Read an age-appropriate version of The Ramayana to the students.
- Develop a drama performance around The Ramayana
- Diwali is very much a family and community celebration. Students discuss the family and community celebrations in which they participate.

# DIWALI IN INDIA

## Methods of applying henna (Mehandi)



Method of applying henna (mehandi):

1. Make fine dust or powder of dried leaves of henna. Henna powder is available from the market also. Sift the powder twice or thrice with the help of fine muslin cloth.
2. Pour eight to ten drops of eucalyptus oil into filtered lemon juice and add henna powder to it. Let this wet mixture "be soaked for about two hours to make it a lump. OR Drop leaves of tamarind and tea into water and have it boiled and filtered, then mix it with required henna powder. Let it be soaked for about two hours to make it a lump.
3. A thin small stick or a plastic paper cone should be used to apply this wet lump of henna. Such sticks of ivory, sandal and plastic are available at the market. The sharp end of a needle can also be used for applying henna.
4. A mixture of lemon juice and sugar should be kept ready in a small bowl. Continue applying this mixture gently with a clean cotton patch to that part of the hand or the leg where henna has been applied; so that the henna does not get dry and fall off. Then proceed with applying henna to other parts of hands and legs.
5. The henna, thus applied should be scraped off after four to five hours. Moreover, care should be taken not to allow water to touch that part where it was applied for about twelve to fourteen hours after scraping off the henna. This will cause the colour of the henna to grow deeper and deeper.
6. After scraping henna apply mustard oil on the parts where henna was applied, or heat the powder of four or five cloves on an iron pan and hold the parts to which henna was applied over that heat for some time.

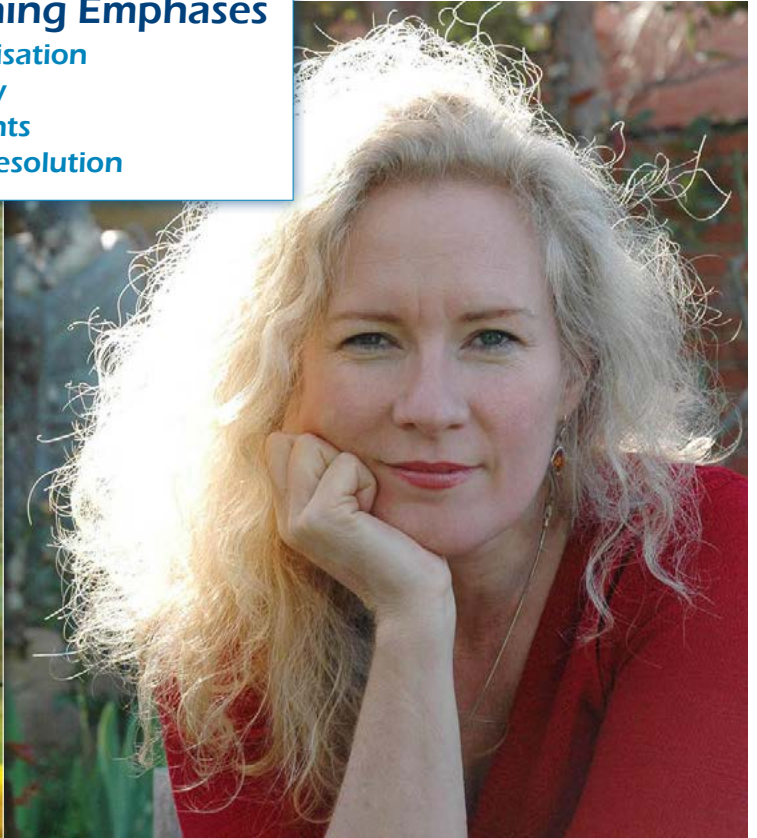
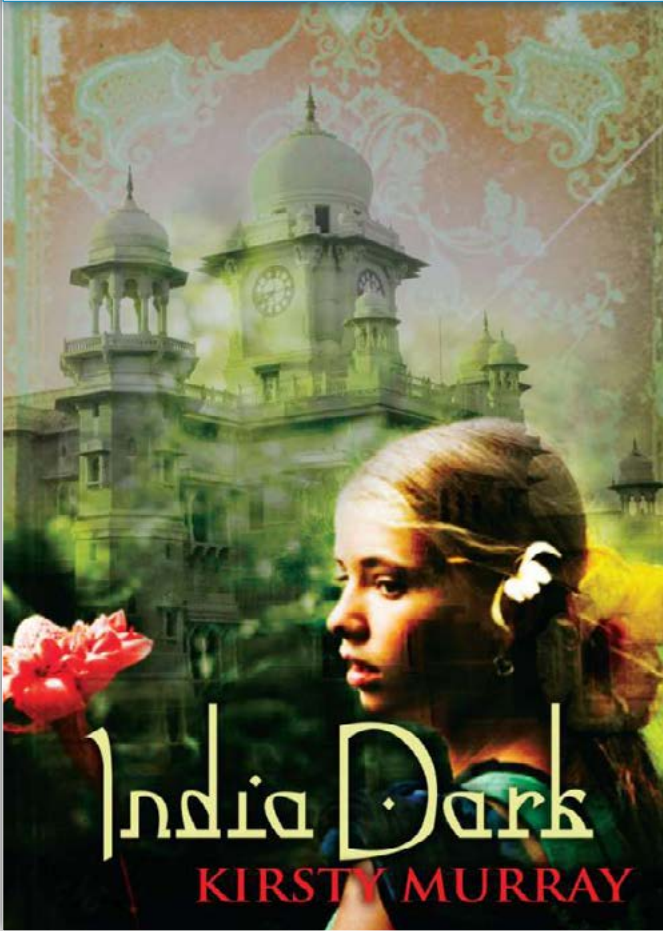






## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Social justice and human rights
- Peace building and conflict resolution



# INDIA DARK

by Kirsty Murray – A resource  
for Stage 4 English

Published by Allen & Unwin  
ISBN 978 1 74175 858 0

## Teachers Notes by Judith Way & Helen McIntyre

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### INTRODUCTION

#### Plot summary

Set in 1909, *India Dark* is an entertaining novel based on the true story of Pollard's Lilliputian Opera Company. In their last, disastrous tour, the company fell apart in India when the child stars refused to perform and left the management of the Company. The children were left without funds and had to earn enough money to pay for their fares back to Australia.

Kirsty Murray brings this historical story to life through the eyes of the responsible and sweet 13 year old Poesy Swift and the complicated and tough 15 year old Tilly Sweetrick, two stars of Percival's Lilliputian Opera Company. The tour payment will ensure Poesy's family can make ends meet and she is excited to see the world. However, it is not long into the tour when all Poesy's hopes and dreams fall apart due to a combination of lies and penny-pinching by the Company's management. The two girls are poles apart in how they see events unfold and view fellow performers, and this gives readers an insight into the issue of a reliable narrator telling the story.

Book cover courtesy of Allen & Unwin Source: [www.allenandunwin.com](http://www.allenandunwin.com)  
Author Kirsty Murray Source: [http://bookedout.com.au/wp-content/uploads/2014/04/kirsty\\_murray.jpg](http://bookedout.com.au/wp-content/uploads/2014/04/kirsty_murray.jpg)

# INDIA DARK

Following the children and young adults (aged 7 to 18) from their rehearsals in Melbourne through to their tour of South East Asia and India, the story of how the young people cope, first with their exploitation as workers and then with their abandonment in India, would be ideal for students to study in lower secondary school.

Murray's research brings the sub-continent to life with all its confusion, heat and complexity. The characters are realistic children and teenagers who face the task of growing up without parents and with little guidance from adults. *India Dark* is a story about truth and lies, friendship, jealousy, hard times, children's rights, innocence and experience.

## IN THE CLASSROOM

*India Dark* is suitable for students aged 13 –16 years (particularly Year 8).

## ENGLISH

Using *India Dark* as an English class text could lead to interesting discussions regarding life in Australia before World War I as well as life in India before Independence. Further discussions could include children's rights, the concept of truth and what might occur to children without any real parental or adult guidance.

It is suggested that *India Dark* be studied:

- As an English text:
  - as an example of Australian historical fiction;
  - as an example of the use of multiple narrators and unreliable narrators;
  - as an example of a fictionalised piece of writing based on a true story;
  - as a basis for a detailed piece of work on how life in Australia before World War I compares to life today.

Teaching tools to support the study of *India Dark* include *Ballet Shoes* (DVD starring Emma Watson from *Harry Potter*), *Himalaya* and *Around the World in 80 Days* documentaries (both starring Michael Palin) and the *Brat Camp* reality television program.

Study of *India Dark* would fit into the following curriculum stages:

- VELS level 5 (Victoria)
- Stage 4 (NSW)
- Standards 3–5, Stages 9 to 13 (Tasmania)
- Year 8 (Queensland)
- Early adolescence (Western Australia)
- Middle Years (South Australia)
- Bands 3–4 (Northern Territory)
- Early adolescence (ACT)

## LINKING TO ASIA IN THE CURRICULUM

*India Dark* is a valuable novel for teachers who want to incorporate themes about Asia in their classrooms.

*India Dark* incorporates all five elements of the learning goals of the The National Statement for Engaging Young Australians with Asia in Australian Schools, 2005. This Statement outlines what young people will optimally know, understand and be able to do; that is:

- Understand 'Asia'
- Develop informed attitudes and values
- Know about contemporary and traditional Asia
- Connect Australia and Asia
- Communicate

Further, *India Dark* provides an opportunity to support the national *Scope and Sequence Statement of Learning for English*, 2006:

- A broad knowledge of a range of literature and other texts, including multimodal texts from Asia in English or translated into English
- Knowledge of the ways in which texts might be interpreted and constructed according to cultural, social and personal backgrounds and contexts
- Capacity to use texts to make sense of one's world, to broaden and promote shared cultural understandings.

*India Dark* fits with curriculum area Studies of Asia:

*India Dark* fits with the curriculum areas of English, Studies of Society and The Arts as in the national *Engaging Young Australians with Asia Scope and Sequence* series:

[http://www.asiaeducation.edu.au/public\\_html/scope\\_sequence.htm](http://www.asiaeducation.edu.au/public_html/scope_sequence.htm)

### Suggested Studies of Asia themes for *India Dark*:

- Inter-cultural understandings – understanding 'Asia' - Capacity to use texts to make sense of one's world, to broaden and promote shared cultural understandings.
- Developing informed attitudes and values
- Knowing about traditional Asia
- Connecting Australia and Asia through our history – Kirsty Murray's research model
- Communication

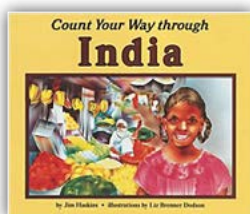
Activities connected to these themes are outlined in the Teachers Notes for *India Dark* PDF available from Allen and Unwin. [https://www.allenandunwin.com/\\_.../TeachersNotes/9781741758580.pdf](https://www.allenandunwin.com/_.../TeachersNotes/9781741758580.pdf)



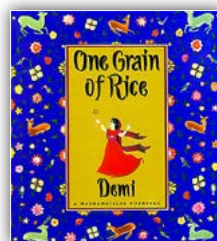
# Resourcing India

The Melbourne Declaration on Educational Goals for Young Australians nominates India as an important country linked with Australia's future. There are many wonderful resources available for teaching primary students about India. India can easily be incorporated into everyday teaching and learning experiences in the classroom through English, Creative Arts and Human Society and Its Environment.

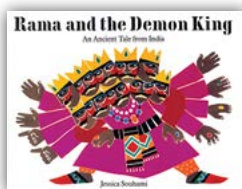
Each of the following resource can be used with students from K-6.



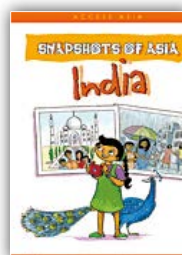
*Count Your Way Through India*  
Series by Jim Haskins  
Carolrhoda Books Inc.  
ISBN 0-87614-577-2



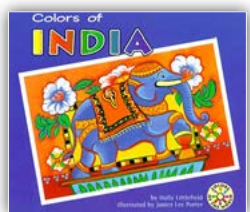
*One Grain of Rice*  
by Demi  
Scholastic Press  
ISBN 0-590-93998-X



*Rama and the Demon King*  
by Jessica Souhlami  
Frances Lincoln  
ISBN 0-7112-1111-6



*Snapshots of Asia - India*  
Series by Richard Ledger  
and Sue Ledger  
Curriculum Corporation  
ISBN 186366568-4 (big book)



*Colours of India*  
Series by Holly Littlefield  
Carolrhoda Books Inc.  
ISBN 0-57505-368-3

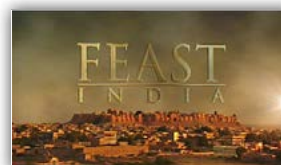


*The Lands, Peoples and Culture*  
Series by Bobbie Kalman  
*India the People*  
*India the Land*  
*India the Culture*  
Crabtree Publishing Company  
ISBN 0-86505-290-5



*Look What Came from India*  
Series by Miles Harvey  
Franklin Watts  
ISBN 0-531-15965-5

## DVD series



*Feast India* (BBC. screened on SBS)

This series includes eight episodes and focuses on village and city life. Old

Delhi. Mumbai, spices. Diwali. salt mines, a wedding, and visits Jaisalmer, Pushkar. the Malabar coast and the backwaters in Kerala.



*Ganges* (BBC TV series)

This program features the variety of animals and habitats found along the Ganges, as well as the cultures, traditions and

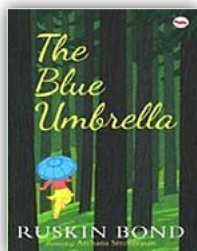
religions of the human population that relies on and interacts with the river.



*Timba the Tiger*  
by Jon Resnick and Jan Davis  
Koala Book Company  
ISBN 1-875846-79-4

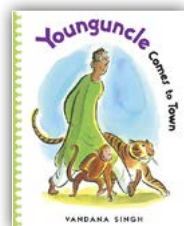
# Resourcing India **RESOURCING INDIA** Resourcing India

## Recommended India authors



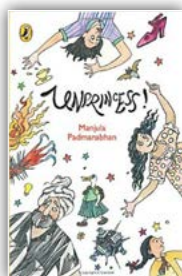
Ruskin Bond is India's most prolific and celebrated contemporary children's author. His junior fiction is particularly good, most notably *The Blue Umbrella* and *The Angry River*.

Anushka Ravishankar is the 'Dr Seuss' of India. All her picture books have beautiful rhyme and rhythm, many of which are published by Tara Books. She is an authority on nonsense poetry and her junior fiction title *Moin and the Monster* is a particular favourite of mine. *Today is My Day* is a classic – about a very bossy Indian child and it's also one of my grandson's favourite story books



Vandana Singh's *Younguncle* books give an interesting and fun perspective on the daily lives of three Indian children, the nephew and nieces of the main character 'Younguncle'

Manjula Padmanabhan, although Manjula writes primarily for adults the small number of children's books she has written are both funny and intriguing. My favourite is a very witty collection of short stories, in the tradition of Roald Dahl, called *Unprincess*.



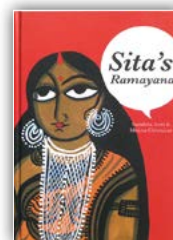
Chitra Banerjee Divakaruni's *Victory Song* is an excellent work of historical fiction for upper primary and junior secondary students. Set in 1939 it provides a vivid picture of India as it moves towards independence, seen through the eyes of a young girl. A great introduction to Indian history.

Ranjit Lai's *The Battle for No. 19* is a gripping work of historical fiction for students Grade 6 and up, set in Delhi during the riots that followed the assassination of Prime Minister Indira Gandhi.



Samhita Arni's *The Mahabharatha: A Child's View* was written and illustrated by Ami when she was only twelve years old.

More recently she has published *Sita's Ramayana*, a graphic novel developed in collaboration with Patua artist Moyna Chitrakar. *Sita's Ramayana* is more young adult than children's fiction.



Annie Zaidi and her co-author Smriti Jaiswal Ravindra have written *The Bad Boys Guide to the Good Indian Girl*. Through a series of interconnected short stories, that deftly and wittily tell of the challenges that confront contemporary teenage Indian girls.

Khushwant Singh's novel *Train to Pakistan* is an utterly gripping novel set in 1947, the year of partition, when India and Pakistan were separated. The novel is set in a small village on the border of the two countries. This book has sold millions of copies inside India, is widely studied and considered one of the most important Indian novels of the past 50 years. It would be suitable for Australian senior secondary students. Compulsory reading.



These authors' works are generally not available in Australian bookstores but can be ordered through your local bookseller or purchased online through AbeBooks: [www.abebooks.com/books/ANZ/](http://www.abebooks.com/books/ANZ/)

## Accessing Indian literature

**Asia Bookroom** – [www.asiabookroom.com](http://www.asiabookroom.com)

This Canberra based bookshop specialising in new, out of print and antiquarian books – all things Asian. They have a fantastic website listing thousands of books about and from Asia and India. They stock dictionaries and grammars, history, politics, anthropology, religion, art, through to books on anime, manga, martial arts, cookery, and an extensive children's books section. The best source of Indian books in Australia.

## Buying online direct from India

**Tara Books** – [www.tarabooks.com](http://www.tarabooks.com)

Tara Books is an Indian publishing house based in Chennai. Their picture books are of exceptional quality and beautifully illustrated, often by Indian tribal artists.

Two titles from their list that are particularly recommend for middle primary are:



# Resourcing India **RESOURCING INDIA**

*Today is My Day* by Anushka Ravishankar

*The Mahabharata: A Child's View* by twelve year old author and illustrator Samhita Ami's

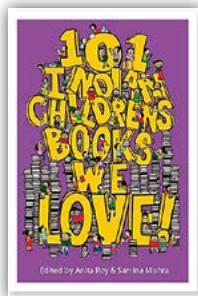
**Young Zubaan Books** – [www.zubaanbooks.com](http://www.zubaanbooks.com)

An independent publisher of children's books in English championing original work by Indian children's authors.

**Karadi Tales** – [www.karaditales.com](http://www.karaditales.com)

Karadi produce quality picture books and audio books of Indian folk tales

## Also recommended



*101 Indian Children's Books We Love!*

Edited by Anita Roy and Samina Mishra

Publisher Young Zubaan 2013

This excellent publication reviews books from ages 0-5, 5-7, 7-10, 10-12 and 12 plus. Examples are included.

*Monkey Photo* by Gita Wolf and illustrated by Swarna Chitrakar

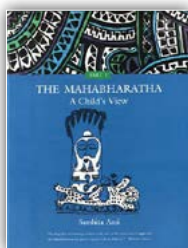
One of the things that Tara Books excels at is contemporarising traditional art.

*Monkey Photo* is yet another of their books that takes folk art from deep inside India and puts it in a children's book in English, with a result that is nothing short of spectacular!

A monkey, tired of being photographed incessantly by tourists, decides to get on the other side of the lens. Through the pages of the book *Monkey* takes us into the forest clicking away at the various animals and birds that he comes across.

Written in rhyme, the book is an easy read for beginners. The attraction however, is the vividly painted pictures. Illustrated in the \*patua style from Bengal by artist Swarna Chitrakar, the colours are so inherently Indian, and yet combine folk with contemporary remarkably well

Reviewed by Aravinda Anarrtharaman



Patua artist Swarna Chitrakar – [http://article.wn.com/view/2014/04/12/Finding\\_the\\_chitrakar/](http://article.wn.com/view/2014/04/12/Finding_the_chitrakar/)

\*The patua or scroll artists of Bengal traditionally took their scrolls from place to place, narrating stories that were illustrated on them. Swarna belongs to the first generation of women patua artists, still a largely male domain She is considered an important contemporary artist in the country



*First Sun Stories: Unusual Folk Tales from the North East*

By various authors

A firefly (without the fire in it), a bee, a caterpillar and a locust travel from Arunachal to Tibet to do business.

A peacock leaves his wife the Sun and comes to earth to seek a dancing girl. A murdered stepdaughter comes back to life after various adventures. These are some of the folktales retold in this excellent volume of stories from the North-east.

There is a caveat here: not all the states (official or otherwise) comprising the region are represented. However, children will not carp at this as they leaf through the wondrous selection of tales here. The idea of getting each story illustrated by a different artist works, too, because each story is then imagined in a different, equally colourful way.

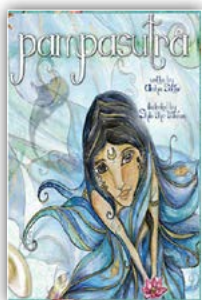
Some words referring to traditional items of daily use are explained or translated in such an ingenious way that the reader will grasp these words easily, something needed for tales from the North-east.

Reviewed by Sidhhartha Sarma

For some quirky folktales, and a rambling journey through Assam, check out *The Bogoli Phut Days* by writer-illustrator Tara Goswami (HarperCollins).



# Resourcing India **RESOURCING INDIA** Resourcing India



## ***Pampasutra***

By Arshia Sattar and illustrated by Shilo Shiv Suleman

This is a beautifully illustrated story of a river – the river that runs through the heritage town of Hampi in Karnataka.

Pampa (another name for the Tungabhadra) is the goddess of this river and she tells us her tale, a mix of myth and history, part graphic novel, part environmental message. A tale of her birth millennia ago, of playing with animals and birds, interacting with humans, and the consequent fouling

and restricting of her pure waters with waste and dams and misuse.

The river's human form is drawn and painted, interwoven with a layered graphic imagery flowing throughout the book like a gentle, sad wave.

Reviewed by Ruchika Chanana

One of India's foremost creative artists and illustrators, Shilo was just 20 when she created the illustrations for *Pampasutra*. In 2011, she brought out an interactive fantasy adventure for the iPad called Khoya. I can't even begin to express how grateful I am to be doing something I love with all my heart every day' she says 'Just dreaming in full colour!'

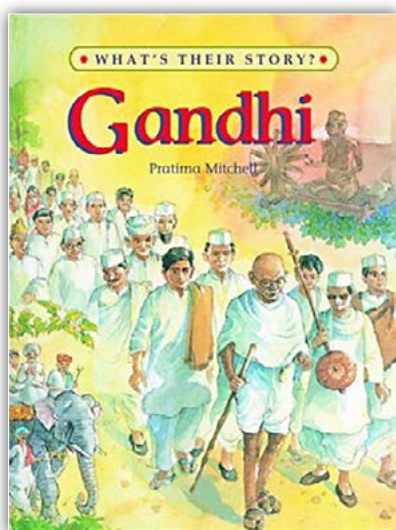


Shilo Shiv Suleman creates a wall mural – <http://qito.co.uk/category/ilove/>



# Responding to text, including picture books and novels – Stage 3 English

by Julie O’Keeffe



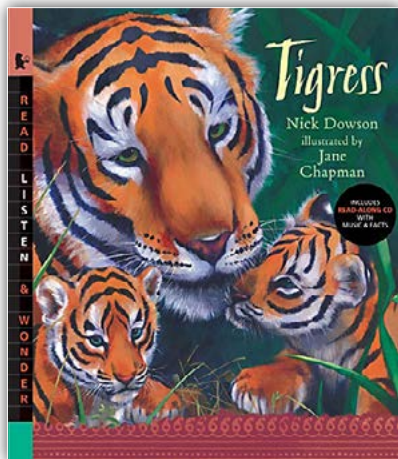
## What’s their story? Gandhi

A biography by Pratima Mitchell  
Oxford. ISBN 0-19-910442-5

- Describe what India was like when Gandhi was born.
- Construct a timeline showing significant events and experiences in Gandhi’s life. Retell a part of Gandhi’s life in your own words.
- Write a character profile for Gandhi, highlighting his strengths and personal qualities.
- Discuss and evaluate the influence of Gandhi’s father in his life.
- Comment on the illustrations in the text. Discuss the different aspects of the times represented in the pictures. Talk about the differences evident between the British and Indian peoples.
- Identify and describe some key events and experiences in Gandhi’s life that made him determined to improve the way people who were not white were treated.
- Locate and label on a world map the places Gandhi visited and lived in.
- Design and make a banner with Gandhi’s unique message written on it.
- Discuss Gandhi’s view that standing up for what is right and true should never lead to anger or violence.
- Make a list of Gandhi’s achievements in South Africa, comment on these achievements and how they were gained.
- Describe Gandhi’s dreams for the people of India.
- The most unfair British tax in India was on salt. How did Gandhi respond to this tax? Why do you think salt was taxed? How was salt important to the people of India?
- Make a list of the problems facing Indians living in their own country under British rule.
- Write all the names Gandhi was given and their meanings.
- Construct a consequence chart to show the effects of Indians wearing cotton clothes made in England.
- Organise a debate to show both sides of the cotton milling and clothing production problem.
- As you read the book, write a sentence that summarises the issues raised through this narrative and record your feelings about them.
- What problem could Gandhi not resolve in the end? How do you think he would have felt about this?
- Consider and discuss how Gandhi grew and changed from being a small, shy boy at school to becoming the leader of India.
- Think about how your life and behaviour could be affected by following Satyagraha. Gandhi’s way of behaving. Construct a Positive Minus Interesting (PMI) chart to record your thoughts.
- Write and perform a play about the life of Gandhi based on the events and experiences presented in the book.

# Responding to text, including picture books and novels – Stage 3 English

by Julie O’Keeffe



## Tigress by Nick Dowson

Walker Books

ISBN 978-1-4063-1295-9

This book comes with a CD that includes a tiger song, some tiger facts, a read-along version of the story and a reading of the story. The initial eye-catching feature of this book is the illustrations. They are vibrant, detailed, and give a strong sense of everyday life and growth of a tigress and her cubs. Show students the cover and walk through the book discussing their responses and ideas about tigers from the illustrations.

- Students discuss and describe the effectiveness of Jane Chapman’s illustrations.
- Discuss the meaning of the word ‘tigress’ and list other words known by students associated with tigers.
- Draw students attention to the two types of font through the book — some very large print and some very small print. It’s like two stories written about tigers in the one book.
- Read either one first, then the other. Students talk about the differences between the two. The large print is more of a narrative style, the small print tells facts about tigers. Discuss the purpose of each style and decide which they like best and why.
- Locate similes, alliteration and other descriptive vocabulary through the narrative text. Talk about the effect this type of language has on the reader.
- Illustrate some of the similes and descriptive vocabulary.
- Create a class fact file about tigers using the information from the book, and adding from other sources.
- Read the information about the author and the illustrator. Discuss what they have to say about tigers.
- Write some poetry about tigers, getting ideas for some descriptive language from Nick Dowson’s text.
- Locate on a world map places where tigers, in limited numbers, still live in the wild – India, Indonesia, China, and south-eastern Russia.
- Students paint their own large pictures of tigers, inspired by Jane Chapman’s style and display for others to see. Attach information about tigers and poems to each painting.
- Gather a variety of different fabrics including tiger print material that could be used to represent environment of the tiger. Create a fabric collage focusing on camouflage.
- Students research the problems facing the future of the tiger and find out why it is listed as an endangered species.
- Project Tiger: Students create scrapbooks about tigers and include things that are amazing about tigers, and facts about conservation efforts. Share with students across the school.
- Visit a zoo to view tigers and listen to talks about tigers from the zoo keepers.
- Write and perform a play to raise awareness about the problems facing the future survival of the tiger. Create and use large tiger puppets as part of the play.
- Using Google and Wikimedia Commons search for images using the search tag ‘Tigers of India’.





## Global Education – Learning Emphases

- Interdependence and globalisation
- Identity and cultural diversity
- Social justice and human rights
- Sustainable futures

# GLORIA JEAN'S COFFEES – DELHI, INDIA

## A Stage 6 Business Studies Case Study by Judy Pilch, Meriden

### Introduction

The first Gloria Jean's Coffees store was opened by Ed and Gloria Jean Kvetko in Chicago, USA in 1979 and franchising throughout the United States soon followed due to the high quality gourmet coffees and service.

In 1995, Australians Nabi Saleh, Chairman, and Peter Irvine, Managing Director, established Jireh International Pty Ltd, the company that holds the right to franchise Gloria Jean's Coffees in Australia, and recently purchased the rights to the Gloria Jean's Coffees brand for international countries.

In 1996 the first Gloria Jean's Coffees stores opened in Miranda and Eastgardens Sydney, to test the concept in the Australian market.

It is now owned by Global Yellow Pages Limited (GYP) who purchased it for \$5.3m in December 2013. The company maintains its Australian Castle Hill Head Office. Its global headquarters are in Singapore. GYP are focused on global expansion, especially into China. They have over 800 coffee houses in 39 countries including a large presence in India which is expected to be the largest market for the business. India has a potential market of 1.2 billion customers although in the next few years the business will target only 30 million western taste customers.

Stiff competition from Costa Coffee Starbucks, Dunkin Donuts and Krispy Kreme and high rental costs have meant disappointing profits for Gloria Jeans. The Landmark Group, based in Dubai, are expected to terminate their franchise agreements in India.

It started as a wholly Australian owned and operated company and the brand had outstanding growth of 40% p.a. globally in 26 countries until 2012 with over 750 locations including South Africa, Pakistan, Kazakhstan, Kuwait, United Arab Emirates, Bahrain, Ukraine, Spain, Philippines, Macau China, Japan, Thailand, Singapore, Malaysia, Brunei, Korea, Indonesia, Turkey, Greece, Croatia, Hungary, Romania, Czech Republic, Germany, Poland, and Cyprus.

Global success is due to :

- the increasing numbers of sophisticated coffee consumers
- quality service and products ie over 40 varieties of gourmet coffees, teas, coffee grinders, coffee and espresso machines, coffee and tea accessories, fine porcelain, and exclusive pre-packaged gifts, freshly brewed coffee, espresso-based drinks, iced coffee drinks and chillers.

The Indian operations were established with a projected 300 franchises nationwide. The disappointing growth was due to high wage costs and a sit in culture rather than a grab a coffee on the run culture which is seen in western economies.

India is a diverse country with many regional differences and finding suitable franchisees was difficult. In the end a partner was found who recognised that the company and brand succeeds only to the extent that its franchisees succeed. The character and motivation of the franchisee is considered more critical to the performance of the business than prior business or retail experience, as extensive training programs and store assistance will prepare owners to operate a Gloria Jean's Coffees store.

Top: Gloria Jean's Coffee, Bangalore India – <http://www.thehindubusinessline.com/companies/to-perk-up-india-operations-australian-coffee-retailers-rejig-biz/article6416494.ece>

# GLORIA JEAN'S COFFEES – DELHI, INDIA

They also recognised that the growing national chain provides and excellent investment with prospects of a good return due to:

- the brand name recognition and high product quality
- a proven system of operations and training
- consistent product quality that is available from the franchisor.
- buying power
- a highly recognised image, superior training and on-going field support

Gloria Jean's Coffees supply the coffee beans to franchised stores which then roast their own green coffee beans purchased from Gloria Jean's in the USA and roast to their specifications to maintain fresh product.

- Gloria Jean's Coffees overviews the development and building of each store. The franchisee is responsible for all architectural, engineering and construction fees and costs.
- Franchisee's conduct their own due diligence and enquiries as to the suitability of any site for a Gloria Jean's Coffees franchise. Gloria Jean's usually secures the location and negotiates the lease terms.

Locations are selected based on:

- vehicular and pedestrian traffic, visibility, population density and income, lease costs, the proximity to major residential areas and other major retail businesses, and location of the store in the shopping centre or street front.

The character and motivation of the franchisee is considered more critical to the performance of the business than prior business or retail experience, as extensive training program and store assistance readies owners to operate a Gloria Jean's Coffees store.

## Goals

The company's main goals for 2014 are:

- continue to maintain a presence and break even.
- revenue of \$108 million pa, grow at 10% pa
- superior shareowner returns
- 1500 worldwide stores

## Activities

1. Draw a mind map that includes all GJ global operations
2. Identify the target market for coffee in India.

## GLOBALISATION

### Nature and trends

India scan the global environment to ensure that the products reflect the changing trends in the consumer market. In India the following trends have occurred:

- changes in **consumer** markets-social trends towards an increased demand for western foods such as coffee and chillers.
- changes in **finance/capital** markets-India's economy is growing rapidly as it opens up to global market forces. There are a growing number of privately owned businesses and a decreasing number of state owned enterprises. Finance is increasingly raised by global corporations and replaces Government finance for business.
- changes in **labour** market trends- the government has encouraged foreign employers to absorb some of the work force to reduce any economic and political instability.

### Activities

1. Explain the growing demand for western foods such as coffee in India.
2. Analyse the decline in government owned businesses in India.
3. Suggest other fast moving consumer goods that will have a large target market in India.
4. Outline three incentives which will attract foreign businesses to establish manufacturing operations in India

## Trends in global trade since World War II

There has been an increase in global trade as a result of free trade agreements, improvements in technology and electronic communication and e-commerce.

## Drivers of Globalisation

### Role of TNCs (Transnational Corporations) such as GJ:

TNCs offer employment opportunities, training for the Indian workforce and foreign investment. TNCs also offer challenges to Indian domestic firms which will have to develop improved technical marketing skills, or invite foreign investment, if they wish to increase their competitiveness in the brand-name coffee products market.



# GLORIA JEAN'S COFFEES – DELHI, INDIA



Roasted coffee beans. Source: Wikimedia Commons

## Global Consumers

India is becoming more westernised and is slowly beginning to consume coffee products. It is an expensive item and is often used for gifts, but is a growing market.

## Impact of Technology

Technologically developed production equipment and communication allows large scale production at low cost.

## Role of Government

The Indian government offers tax incentives to foreign firms and encourages joint ventures and foreign investment by western firms to lead India into its role as a global producer.

## Deregulation of Financial Markets

The deregulation of Australian financial markets in the 1980s allowed entry of foreign banks into Australia and the development of links between banks (eg HSBC (Hong Kong Shanghai Bank) and BOC (Bank of China)) and Australia.

The deregulation also allowed our currency to float, based on the demand and supply of our currency needed for trade.

The deregulation created more competition and allows more hedging of currencies to reduce financial risk and so increases profits for GJ.

## Activities

- 1 Suggest which one transnational corporation driver of globalisation is the most important and give reasons.

## Interaction between Global Business and Australian Domestic Business

Australian businesses such as GJ are early movers in the Indian market developing products to suit the local market.

## GLOBAL BUSINESS STRATEGY

### Methods of international expansion

#### Exports

From Australia-all franchise operations are approved by Jireh International Pty Ltd, the company that holds the right to franchise Gloria Jean's Coffees.

From Australia:Jireh International Pty Ltd developed innovative new product technology that is being exported to the global operations to roast beans.

#### Foreign Direct Investment

- Jireh International Pty Ltd established a partner for franchise operations in India
- is in the largest and fastest growing coffee market in India in Delhi, Calcutta, Mumbai
- the acquisition of franchise sites emphasised the commitment to growth markets and underlined the strategy of building strong brands and businesses.
- the government policy of maximum ownership of 51% FDI needed if the business has one brand so GJ use multiple brands ie partnerships with franchisees.

#### Reasons for Expansion

##### Increase sales/find new markets

GJ expanded to India as part of their goal of developing growth markets.

##### Acquire resources and have access to technology

Low cost labour resources and access to low cost operation of technology are available in India.

##### Diversification

Luxury coffee products development have occurred in India in response to market demand.

##### Minimise competitive risk

Expansion into India reduces competitive risk in markets in Australia and spreads the financial risk for the company in the whole Asia Pacific region.

#### Economies of scale

The acquisition offered the opportunity for GJ to achieve better production cost synergies with its existing Asia Pacific operations, for example, in distribution and the development of export markets.

##### Cushioning economic cycles

As the Indian markets continue to grow this will help to offset downturns in the other Asia Pacific markets such as Australia and New Zealand

# GLORIA JEAN'S COFFEES – DELHI, INDIA

## Regulatory differences

The Indian government requires less stringent safety compliance costs and so more profit opportunities

## Tax minimisation

The company taxes are generally lower in India than in Australia

## Activities

- 1 Unscramble the following words: petsrox, iesfctondvriiai, etcrdi, vtiesnnmte, uhcsoingni, noitasiminim, yoauergltr
- 2 Rearrange the following reasons for expansion from most important to least important
  - i. economies of scale
  - ii. diversification
  - iii. acquire resources and have access to technology
  - iv. cushioning economic cycles
- 3 Mark on a map of India the current manufacturing operations and using the CIA website suggest the next most populated areas or regions that will be suitable for new operations locations.

## SPECIFIC INFLUENCES ON GJ OPERATIONS IN INDIA

### Financial Influences

#### Currency fluctuations

Changes in the local currency, called the Indian Rupees, affect the profits made by GJ and so strategies must be used by their Treasury Department to reduce any exposure to currency risk from sudden changes. Eg if coffee beans from Brazil increases in cost due to a falling, depreciated, rupees then profits will fall. This fluctuation must be factored into profit and free cash flow projections. For example, in some countries currencies change suddenly in value such as in 2004, the US dollar weakened by 12% but the Australian dollar strengthened by 2%.

#### Interest rates

Changes in the interest rates payable on debt finance affect the profits made by GJ and so strategies must be used by their Treasury Department to reduce any exposure. For example, if interest rates on foreign loans increase then profits will fall. This fluctuation must be factored into profit projections.

## Overseas borrowing

The cost of overseas borrowing and the willingness of foreign banks to lend to GJ affects profits

## Activities

- 1 If a currency is revalued, explain why imports become cheaper.

## Political influences

Tensions between protectionism and free trade-India levies a coffee tariff of 111% so GJ roast coffee beans locally rather than import them.

Tensions between free trade and protectionism are often debated.

The Australian government is determined to promote free trade, however, this is a slow process and gradual reductions in protection are required before complete elimination to ease the burden on businesses.

International organisations and treaties eg World Trade Organisation (WTO). WTO has attempted to reduce trade barriers such as tariffs, subsidies, embargoes and quotas so that trade between countries is free of artificial barriers. This will increase demand for exports from India GJ and increase their profits.

## Trade agreements

Australia and India are developing a free trade agreement as are many other countries which will increase the opportunity for GJ to grow.

## Regionalism

The Asia Pacific region is a huge opportunity for GJ as it offers 360million potential new customers for the business.

## War and civil unrest

The potential for war between India and Pakistan as it seeks independence could potentially harm confidence in investors in GJ India. This risk is low however.

## Activities

- 1 Explain the worldwide reasons to reduce protectionism
- 2 Research the reason for potential geopolitical tensions between India and Pakistan
- 3 Suggest a trend in the size of the market for coffee in India.



# GLORIA JEAN'S COFFEES – DELHI, INDIA

## Legal Influences

### Contracts

There is a lack of product regulations in India compared with Australia. Therefore it is no surprise that negotiations are slow and change frequently. Disputes often arise also and illegal operations can easily occur in this market.

### Intellectual property

GJ has protected its trademark products in a number of countries.

## Social/cultural Influences

### Languages

The lack of English language by Indian consumers has led to Hindi script on packaging however staff are trained in English to work in the Indian operations. Hostesses are trained to make the coffee experience a sustainable competitive advantage compared to that offered by the two local competitors.

### Tastes

Indians already have a strong demand for western coffees.

### Religion

Most Indians are Hindus and Muslims and have no religious restrictions on buying coffee.

## Varying business practices and ethics

Before they established plants in India GJ management documented their ethics policies, underwent cross-cultural and language training, organised reconnaissance trips to meet stakeholders, appointed managers, and identified and sought to understand their potential business partners.

Ongoing strategies they used included:

- Identifying the key government and business stakeholders and building relationships with them,
- being a good individual and corporate citizen,
- continuing to build contacts using their newly learned “tips & tricks”; and
- remaining patient.

Indians prefer to work with people they know and trust as part of their culture.

‘Building partners’ can refer to the time, effort, and money necessary to establish a strong network or connection, it is well worth the investment. Examples include dinners, share good tea or wine, a gift, a

favour for someone’s member of family to show your respect, seasonal greetings, thanks or simply a hello to show that you care. It is similar to taking a guest to a corporate box at the football which leads to trust. Establishing connections with government officials is also useful in obtaining new licences to market products in new regions as it can be faster and less expensive.

## Activities

1. Suggest three examples of business practices that managers could use in India
2. Explain the reasons business licences are slow to process in India
3. Identify the stakeholders in obtaining business licences in India

## MANAGING GLOBAL BUSINESS

### Financial

#### Methods of payment

These include letter of credit, bills of exchange, and open accounts for established suppliers.

#### Credit risks

GJ only chooses counterparties with high credit ratings to minimise risk of **non**-payment. They use their own reference checks, credit reference checks, credit terms and limits, they stop supply or they may take legal action for non-payment (rare due to high legal costs).

#### Hedging

GJ use of forward foreign exchange markets hedges against changes and exposure in exchange rates. Transactional currency risks are managed by forward cover where a premium is paid to ensure exchange rates will be a fixed amount in future. This eliminates sudden increases in costs for purchasing raw materials if exchange rates change on the day of the transaction.

Hedging involves entering into a forward cover contract to buy or sell foreign exchange at a specified rate on a given date in the future. Derivatives including swaps, caps, and variations on these, eg swap options or swaptions and captions are also used, however these are only used when the profit guaranteed more than covers the premium paid for the option.

The group selectively hedges the local currency price of its major raw materials inputs and its foreign

# GLORIA JEAN'S COFFEES – DELHI, INDIA

currency dominated sales receipts. These contracts are entered into in accordance with policies, which specify the maximum and minimum acceptable levels of hedging for the business. GJ manages coffee price movements and purchases many of these on a forward cover basis to minimise price risk. In addition, they may hedge the price of its requirements of these by taking futures and options contracts on the Asian Futures exchange.

The preferred order of hedging events is:

1. Use local currency
2. Spot forward cover – the longer the cover the more expensive to hedge or insure against
3. Derivatives

The policy for interest rates is to spread risk along a five year yield curve using **derivatives** to ensure that the group is not locked into a particular interest rate regime.

## Derivatives

GJ uses interest rate swaps, cross currency interest rate swaps, forward rate agreements and interest rate caps.

The mix of fixed and floating interest rates borrowings allows the business to reduce the impact of an increase in interest rates and allows benefits to be enjoyed if rates fall. The policy is to set minimum and maximum levels of debt and securities at fixed rates for particular time periods eg 50%-100% fixed debts for up to 6 months. As a result, if interest rates increase by 1% it affects profit by less than 2% in all currencies.

## Insurance

The following insurance policies are all required by GJ to operate in their existing framework:

- Overseas investment insurance
- Political risk management insurance supplied by specialist insurance companies
- Public liability
- Assets insurance
- Extortion risk insurance
- Interruption of business insurance e.g., earthquakes

## Obtaining finance

In 2014 GJ had 50% equity funded and 50% debt funded assets.

GJ issue long term fixed rate bonds and medium term notes (debt finance), as well as using equity finance, for example, by selling GJ shares privately

## Activities

- 1 Which raw material product prices does GJ hedge against?
- 2 Why would prices of these raw materials change?
- 3 Hedging against raw materials price changes by using forward cover ensures against a change in which rates? Interest rates or exchange rates?
- 4 Comment on the decision by GJ to use 20% fixed and 80% floating interest rates on debt finance. Would this be against their treasury policy?
- 5 Does GJ raise all their finances by selling shares? Explain your response.

## Marketing

### Research of market

The move to a smaller family size policy in India means there are many more households with only a small number of teenagers and these children have a greater influence on their parents. These children also heavily influence purchasing power most of the time, gifts from grandparents and weekly allowances also add to disposable income.

Clever moves in marketing - such as making sure the coffee experience is a positive form of entertainment - have helped speed GJ India to profitability one year earlier than expected. The establishment stage is expected to take 7 years to break even but then the ROI is expected to take off.

### Global branding

GJ use the globally recognised brown and white colours and branding in India.

### Standardisation/differentiation

GJ uses standardisation with the same branding and colours however they use Hindi script on packaging in India.

## Marketing Mix:

### Product

GJ offers the full range of coffees in India using locally roasted coffee beans.

### Price

GJ adheres to a strict management of pricing in India.

Price variations within one city can be as great as those between regions. Different managers in different regions charge different prices for their products.



# GLORIA JEAN'S COFFEES – DELHI, INDIA

## Promotion

Promotions include television and billboards aimed at the household demographic and targeted at prime time television sessions for viewers.

## Place

GJ have their own sales force and distribution networks that can monitor their products retail prices.

## Operations

**Sourcing (vertical integration, make local or buy)**  
GJ make rather than buy their products as they have an enviable track record in highly qualified staff and management systems. They are taking steps to ensure that they can build a sustainable growth by increasing investment in sales and marketing capabilities, innovation, science and technology, systems and people.

There are two competitors, an immaturity of the market and not many product types.

## Global web (components produced in different countries)

The coffee is imported from Brazil and USA as it is not available in India. The packaging comes from various places in India. Packaging and designs are made in Australia.

## Activities

1. Explain reasons GJ would make most of their own inputs in India.
2. Explain reasons GJ would outsource some of their inputs from Australia
3. Identify factors global businesses need to consider in deciding to make or buy that other domestic businesses would not need to consider.

## Employment relations

### Organisational structure

The company uses an international areas organisational structure as it has five regions Europe, Middle East, Africa, Asia Pacific, and Americas.

Diagram 1: International area organisational chart

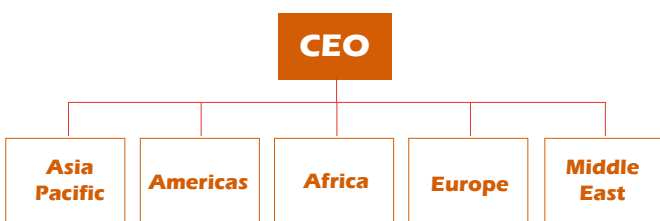
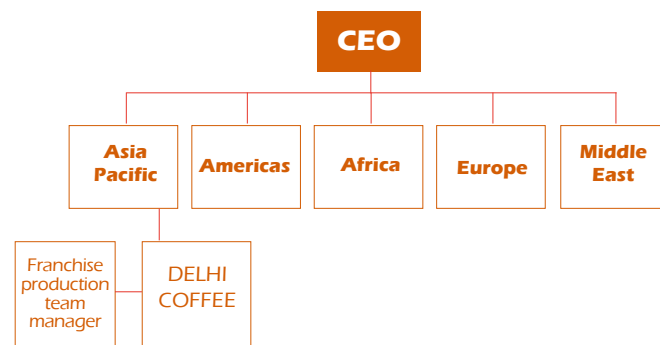


Diagram 2: Matrix Organisation Chart



It also uses a matrix organisational structure in that managers in each of the five regions can assist in project teams for any of the other regions.

## Staffing

The business has a small number of staff employees in the Asia Pacific operations but this will increase to thousands when the franchises are fully operational. 10% are involved in management and administration

### Human Resources Cycle:

#### Recruitment/acquisition

The business uses employment agencies in Delhi. They also use their own HR staff to recruit managers.

GJ use creative solutions including offering whatever wages are necessary to attract suitably trained staff. There is a high turnover of staff as global businesses find it difficult to recruit staff with language and business management skills.

#### Training and Development

Training is based on a skills audit which identifies the need for training in areas such as English language skills, however as all of the operations employees are newly recruited in the manufacturing process, they are all trained 'on the job' in coffee making skills. The business outsources English language training to local providers.

Training for sales staff and management is conducted internally.

#### Maintenance

Employees are offered:

- Higher than the Indian standard wages and conditions
- Annual leave 4 weeks for management , 7–10 days for manufacturing staff
- Workers compensation through the government insurance scheme
- Health levy
- Superannuation levy
- School fees for expats

# GLORIA JEAN'S COFFEES – DELHI, INDIA

Working for a western Company is seen as a privilege and prestigious as it can be used to gain employment in other Western companies and overseas.

GJ offers employees a healthy workplace and lifestyle scheme with a local health and fitness centre.

## Motivation

Bonuses are offered under the GJ bonus worldwide scheme for sales and management staff

Performance appraisals are used to support personal growth and career development. Compensation for senior managers is linked to performance.

Motivation programs are used to develop staff in line with the business' purpose and objectives.

The business uses a western employment relations model and offers extra benefits to employees.

## Shortage of skilled labour

There is a shortage of trained managers in India, and Australian managers are transferred from the Sydney Office to manage new manufacturing plants.

## Labour law variations

**In varying regions the Indian minimum wages differs.**

Minimum Required Wage are set by each province or area government. In Delhi, the minimum wage for employees of state owned enterprises is Rupees, Rs 248 per day (Aust \$8) for mostly government enterprises. Other city's wages are much less.

Foreign employers are expected to pay double or more times minimum. Basic Social Welfare Benefits

**Table 1: India Employment Relations for foreign enterprises**

	WAGES	HOURS	REGULATOR	LEAVE	BENEFITS
In India generally	Aust \$8 per day tax is 30% flat PAYE	Ave no more than 40hrs per week, 8hrs per day	Ministry of personnel • protection of female and under age labourers	Ten paid public holidays per annum • annual leave	• bonuses



Minimum standards of labour are applied for minimum wages, hours, family leave and holidays

They have lower safety standards than the standards required in Australia.

## Ethnocentric/polycentric and geocentric staffing systems

GJ use the ethnocentric system for managers (brought in from Australia) and geocentric (local staff) for the manufacturing staff in India

## Evaluation – strategies with reference to a particular global market

Regular product and financial reviews are conducted in India.

## Modifications of strategies according to changes in global markets

In 2007 GJ signed an agreement to build 30 franchises which shows that they have now concentrated on a niche market of luxury coffee for the wealth market.



A Gloria Jean's outlet in Sydney. Source: Wikimedia Commons



# GLORIA JEAN'S COFFEES – DELHI, INDIA

## MANAGEMENT RESPONSIBILITY IN A GLOBAL ENVIRONMENT

### Ethical practices

GJ offers labelling and nutritional information on the packaging of products.

GJ uses paper cups as a new form of environmentally friendly packaging. Biodegradable polymeric material is used for packaging lids. This is made of a water soluble cornstarch polymer.

### Minimum standards of labour

They not only meet the minimum standards, they also pay above the Indian standard wages and conditions. Inflation is 6% however wages are rising at 20% pa.

GJ take their responsibilities as a wealth creator in society seriously. They strive to ensure that their obligation to consumers, employees, suppliers and the communities are fully discharged. Recent developments have included steps to promote the health and well being of employees and their families globally. They have made efforts to improve the lives of people in Brazil where they buy most of their coffee through the partnership with Compassion program. This is a Christian ministry working in partnership with local churches in developing countries to help some of the world's poorest children and their families. Gloria Jean's Coffees currently sponsors 60 children in a coffee growing village in Brazil and so provides nutrition, health care, and education.

They also support Mercy Ministries throughout the world. Mercy Ministries exists to transform the lives of young women 16 to 28 years struggling with eating disorders, unplanned pregnancy, and other life-controlling issues by providing free residential care and life skills.

GJ provides small interest-free loans to people living in third world countries. These loans assist individuals and families establish small businesses and provide jobs, food and clothing to underprivileged communities.

### Ecological sustainability

GJ supports Rainforest Alliance supports their goal of protecting the welfare of coffee farmers, wildlife and the environment. The Rainforest Alliance works with farmers and farming communities to ensure they meet the highest environment and social standards that conserve biodiversity and provide sustainable livelihoods.



*A Gloria Jean's outlet in Saigon. Source: Wikimedia Commons*

Evaluation of the business in Asia Pacific region in the Financial Year 2007 (F07)

The low cost of labour, the developing western tastes of the rapidly growing coffee market and effective management have resulted in a highly successful business.

### For 2014:

#### Financial:

- all goals achieved where partners were found to establish franchise operations with a breakeven projected after 7 years and return on investment after that to take off.

#### Employment Relations

- It is difficult to find :
  - qualified staff
  - quality housing for families of expatriate staff
- Employment turnover is high p.a.

#### Marketing:

The marketing strategies have been highly successful as the coffee market share increased 20% in 2014

### Activities

- 1 Identify 5 indicators which could be used to evaluate the success of operations.
- 2 Explain the term F14
- 3 Analyse three external environment factors which have assisted this result.
- 4 Analyse three internal strategies which have assisted this result.
- 5 Evaluate the staffing strategy and its effects on other stakeholders.

# GLORIA JEAN’S COFFEES – DELHI, INDIA

## Short Answers:

1.. Outline the difference between a franchise and a wholly owned subsidiary. (2 marks)

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2. Explain how cultural incompatibility can cause problems in a global franchise. (2 marks)

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3. With reference to a change model outline how GJ could effectively implement changes to their newly developing businesses. (3marks)

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GLORIA JEAN’S COFFEES – DELHI, INDIA

4. GJ has decided to decrease the number of full time staff and casualise more of their workforce in Australia. They have also decided to reduce the number of domestic operations.

a) List one external and one internal factor influencing the decision made by GJ. (1 mark)

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b) Explain the impact the above decisions made by GJ will have on the following stakeholders:

- Shareholders/employer
  - Employees
  - Customers
  - Government
- (4 marks)

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5. GJ have developed a range of coffee products which they plan to export throughout Asia.

a) Outline two social influences that they could face if they sell their products in Asian countries.

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b) Explain two political influences which could affect their business.

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GLORIA JEAN’S COFFEES – DELHI, INDIA

- c) Propose and justify three different government assistance strategies they could use to increase sales of their products.
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- .....
6. GJ have developed a range of coffee products which they plan to export throughout Asia.
- a) Outline two financial risks they face in exporting their products globally.
- .....
- .....
- .....
- .....
- b) Explain two methods of reducing financial risks for exporters.
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- .....
- .....
- .....
- c) Propose and justify three different methods of global expansion other than exporting for GJ.
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- .....
- .....
- .....



**GLORIA JEAN’S COFFEES – DELHI, INDIA**

7 GJ have developed a range of coffee products which they plan to manufacture in India.

a) Define the meaning of a joint venture.

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b) Identify two different methods of global expansion for India.

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c) Describe two factors that GJ may consider in deciding which method of expansion to choose.

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8 GJ have developed a range of coffee products which they plan to manufacture in Asia.

a) Define licensing.

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**GLORIA JEAN’S COFFEES – DELHI, INDIA**

b) Identify two economic risks they may face.

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c) Describe two factors that may reduce their economic risks.

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9 GJ plan to market their specifically chosen products in the Asia market.

a) Describe two global marketing methods they can use.

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b) Identify a possible target market for the products

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c) Analyse two differentiated marketing strategies they can use.

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### Report question:

1. Write a report to the Board of Directors of GJ, outlining a situational analysis of the business, discuss the effectiveness of the current organisational structure and suggest skills which management could engage in to improve long run management and success of the business.
2. Write a report to the Board of Directors of GJ outlining reasons for resistance to change, strategies to manage change and analyse social and ethical responsibilities of the business in relation to management.

In your answer you will need to:

- i. Use your knowledge of business theory and strategies, as well as the information provided
- ii. Communicate using relevant business terminology and concepts
- iii. Present a logical, well structured answer to the question in the form of a business report

### Extended Response

- 1 With reference to GJ, discuss the external factors causing change, reasons change is being resisted and suggest how change could be managed to improve the effectiveness of the business.
- 2 Compare and contrast the classical-scientific, political and behavioural theories of management. With reference to GJ outline how management theories have influenced the day to day operations of the business.
- 3 With reference to GJ
  - Identify the sources of internal and external change
  - Explain structural responses to change the business has employed
  - Evaluate strategies management has utilised to manage change effectively



## Global Education – Learning Emphases

- Identity and cultural diversity
- Social justice and human rights
- Sustainable futures

# The Taj Mahal – Investigating a built World Heritage Site

Stage 3 HSIE and Visual Arts  
activities developed by Julie O’Keeffe

Outcomes to be addressed through a study of the Taj Mahal:

### HSIE

**ENS 3.5** Demonstrates an understanding of the interconnectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible manner.

**ENS 3.6** Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment

- patterns of human involvement and use of environments;
- effects of human and natural changes on environments.
- ecologically sustainable development of environments.
- different perspectives about the maintenance and improvement of environments;
- selected natural or built heritage sites in the world, through case studies.

### VISUAL ARTS

**VAS 3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.

**VAS 3.4** Communicates about the ways in which subject matter is represented in artworks.

### ENGLISH

**RS 3.5** Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

**WS 3.9** Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

*Early morning at the Taj Mahal, Agra., Uttar Pradesh, India. Source: Wikimedia Commons*



# The Taj Mahal – Investigating a built World Heritage Site

## Worksheet One: WHAT IS WORLD HERITAGE?

WORLD HERITAGE was set up by the United Nations in 1972 to protect and preserve the world's most valuable places.

To be selected by the World Heritage Committee, a site must be the best example of its kind in the world.



Minaret, Taj Mahal, Agra, Uttar Pradesh, India. Source: Wikimedia Commons

There are two types of World Heritage areas:

1. NATURAL AREAS
2. CULTURAL AREAS

A site chosen for its NATURAL value must be one of the following:

- an example of a major stage in the earth's evolution;
- an example of a continuous life cycle;
- a site of natural beauty;
- an area that contains important habitats of plants or animals in danger of extinction

A site chosen for its CULTURAL value must be one of the following.

- an example of unique art.
- a masterpiece;
- an example of a civilisation that has disappeared, which provides evidence of the ideas or beliefs of a particular culture.

All the countries that are members of the United Nations donate money to the World Heritage Fund to help save special places in the world and protect them for future generations.

### THE TAJ MAHAL IS A WORLD HERITAGE SITE

- Read the text to decide the type of heritage area this building would be.
- List some reasons for its classification.
- Check the following websites to find out **when and why** the Taj Mahal was declared a World Heritage Site:

<http://whc.unesco.org/en/list>

[http://en.wikipedia.org/wiki/UNESCO\\_World\\_Heritage\\_Site](http://en.wikipedia.org/wiki/UNESCO_World_Heritage_Site)

# The Taj Mahal – Investigating a built World Heritage Site

## Worksheet Two: INTRODUCING THE TAJ MAHAL

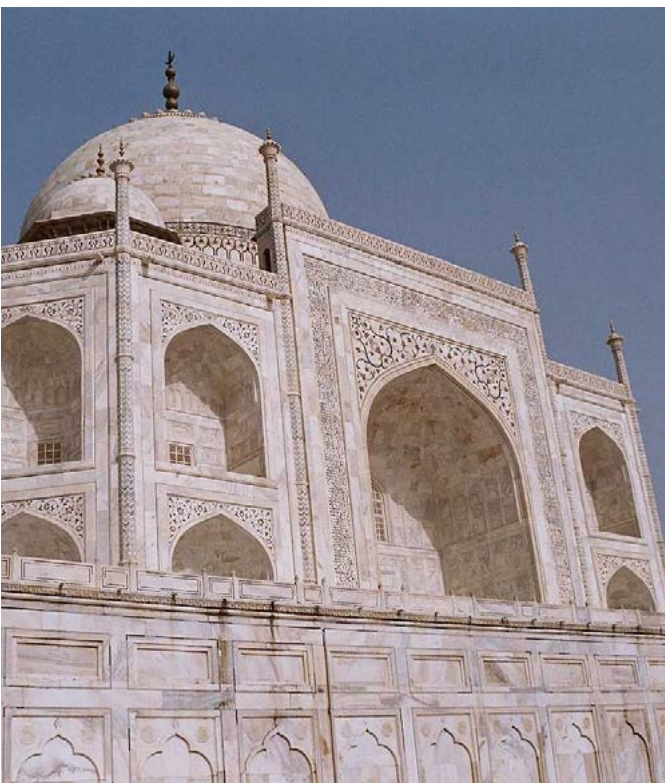
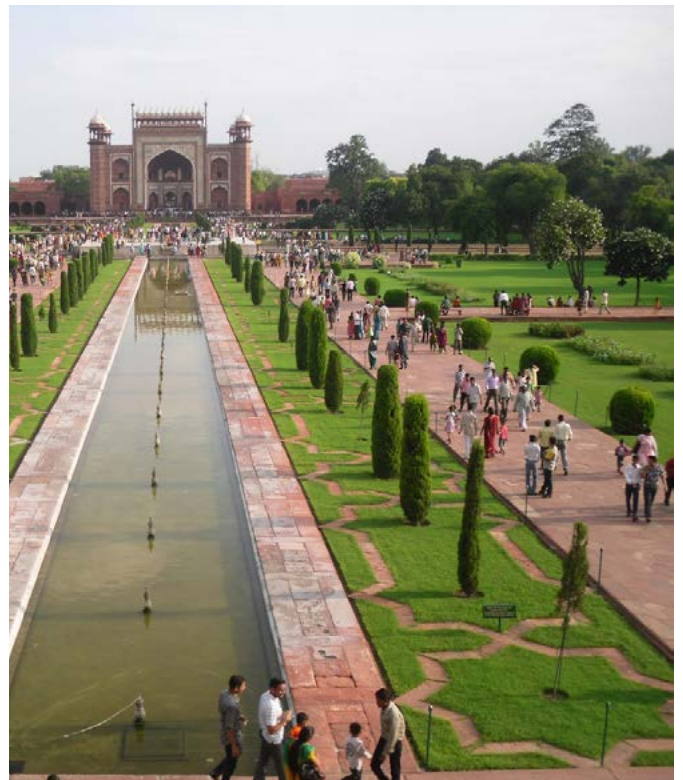
Students view images of the Taj Mahal, then **brainstorm** and **list** knowledge and impressions.

Students (individually or in pairs) undertake **research** on some of the following points about the site.

- Location (city, country, continent)
- Type and purpose of the building
  - Love story associated with construction of the Taj Mahal
  - Materials used for construction, and where they came from
  - Architectural style
  - The gardens
  - Employment provided by the Taj Mahal today
  - Significance and symbolism of the Taj Mahal
  - Issues facing the future of the site, and some solutions
  - How the Taj Mahal is used today.

Students decide on ways to present their information:.

(The inclusion of diagrams, maps, pictures and realia would enhance their presentations)



Images: Taj Mahal, Agra, Uttar Pradesh, India. Source: Wikimedia Commons

Some useful websites to support this research:

[http://www.greatbuildings.com/buildings/Taj\\_Mahal.html](http://www.greatbuildings.com/buildings/Taj_Mahal.html)

<http://library.thinkquest.org/JO112263/history/jahan.html>

<http://www.stud.u-szeged.hu/CsokeKatalin/main.htm>



# The Taj Mahal – Investigating a built World Heritage Site

## Worksheet Three: TAJ MAHAL – WONDER OF THE WORLD

Use the Exposition Plan to support the view that:

*The Taj Mahal should be included in the new 7 Wonders of the World list*

### INTRODUCTION

Statement of position that the Taj Mahal should be included in the new 7 Wonders of the World List.

Include a preview of arguments for:

- World Heritage status
- a masterpiece
- a major tourist destination

Argument one – WORLD HERITAGE STATUS (with elaboration)

Argument two – A MASTERPIECE construction, design, art work (with elaboration)

Argument three – MAJOR TOURIST DESTINATION

Why do 7 million people visit the site each year? (with elaboration)

### CONCLUSION

Restate the position strongly in the light of arguments presented

Each argument needs to be elaborated on to form a paragraph of between three to five sentences.

Use persuasive text (high modality).

Refer to New 7 Wonders website:

[www.new7wonders.com](http://www.new7wonders.com)



At dawn – Taj Mahal, Agra, Uttar Pradesh, India. Source: Wikimedia Commons

## Worksheet Four: THE TAJ MAHAL – POETRY

**L** .....



# The Taj Mahal – Investigating a built World Heritage Site

## Worksheet Five: PRESERVING THE TAJ MAHAL

Visit the website – [www.taj-mahal.net/augEng/textMM/preservation](http://www.taj-mahal.net/augEng/textMM/preservation), to read about the issues endangering the Taj Mahal. Find some possible solutions by completing the following tables.

PROBLEM (Issues)	SOLUTION

Over seven million tourists visit the Taj Mahal each year. What could be some positives and negatives for the site from so many people?

POSITIVES (Pros)	NEGATIVES (Cons)

Develop a debate topic around tourism and its impact on the Taj Mahal. Exposition and discussion text could be developed from these points.



Visitors – Taj Mahal, Agra, Uttar Pradesh, India. Source: Wikimedia Commons

# The Taj Mahal – Investigating a built World Heritage Site

## Worksheet Six: THE TAJ MAHAL – CLOZE PASSAGE

Choose a word from the box to complete the story of the Taj below.

Ruler	lover	22	wife	marble
Sad	world	Mumtaz	14 <sup>th</sup>	
Eat	gems	monument	workforce	

Shahjahan was a great ..... He had everything he wanted including a vast empire, lots of money and a .....who he loved very much. Her name was ..... Mahal.

Mumtaz died after giving birth to her ..... child. Shah Jahan was very ..... . He refused to ..... Or drink anything. After grieving for a long time, Shah Jahan was a changed man. He no longer wore heavy robes covered in ..... .He took to wearing simple white clothes and got rid of all his luxurious things. He decided to build a .....to remember her.

A huge strong .....of 20 000 worked on building the Taj Mahal and it took ..... years to complete. It is made from white ..... . People come from all over the ..... To see the Taj Mahal, it is a symbol of ..... .

Answer the following questions in full sentences.

1. Why do you think people from all over the world come to see the Taj Mahal?
2. Imagine if somebody built a monument to you. Shahjahan asked the builders to put precious stones and gold into the walls because Mumtaz was very special to him. How would you like people to remember you? What would be your instructions to the builders?

*Mumtaz Mahal, the beloved wife of Shah Jahan*  
Source: Wikimedia Commons





# The Taj Mahal – Investigating a built World Heritage Site

## Worksheet Seven: THE TAJ MAHAL AND TOURISM

### The impact of tourism on the Taj Mahal and the city of Agra

*A Consequence Chart is used to record what students believe to be consequences of a decision or action. Charts can take different forms and enable students to explore cause-and-effect relationships, alternative consequences, or the likely consequences of alternative actions or decisions.*

(BOS Units of Work, page 162)

Students work individually or in pairs to develop a Consequence Chart, showing the impact of tourism on the Taj Mahal and the city of Agra.

#### When the chart is completed:

Share and reflect upon students' responses, asking them to give reasons for, and justify, particular consequences.

Think about and discuss the impact of tourism on the Taj Mahal and the city of Agra through the eyes of the following people:

- Local guides
- Cycle-taxi owners
- Craftsmen souvenir makers)
- Hotel owners
- Restaurant owners
- Conservationists

Develop a list of pros and cons for the impact of tourism on the Taj Mahal and the city of Agra.



*Marble grinders, working near the Taj Mahal, Agra. Source: Wikimedia Commons*

# The Taj Mahal – Investigating a built World Heritage Site



## Worksheet Eight: Sketching the Taj Mahal

- View a variety of images of the Taj Mahal from different viewpoints and perspectives (ie. Close up, long distance, front view, side view, at different times of the day).
- Discuss the overall appearance, shape and features of the Taj Mahal (eg. Domes, minarets, arches, symmetry, **pietre dure**, calligraphy).
- Encourage students to look carefully at the features, proportions, angles and lines of the Taj Mahal,
- Initial drawing in pencil should start lightly, sketching the general shape of the building. Details can be added when the proportions are right. Encourage students to look for repeated lines (eg. Arches of windows, curved shapes of the domes, straight lines of the minarets).
- Add tone by shading in darker areas that have strong shadows.

### VARIATIONS

- Ask students to imagine they are looking through a zoom lens, and focus on a part of the structure (eg. A window frame, top of a minaret). Draw, and add detail with charcoal or colour.
- Combine drawings of 'zoomed in' focus to create a collage of an overall impression of the building.
- Experiment with dome shapes of different sizes, overlapped.
- Add silver and gold paper and glitter to the drawings.
- Use watercolours to create an image of the Taj Mahal at sunset, when the white marble 'takes on' the pinks, mauves and yellows of that time of the day.
- Make print images of either the shape of the whole building, or parts of it.
- Use plasticine or modelling clay to make 3D models of the Taj Mahal.





Global Education – Learning Emphases

- Identity and cultural diversity

# WORKSHEETS ON INDIA

by Di Dunlop



# WORKSHEETS ON INDIA

## Worksheet one: India Quiz

From the list below, choose the best answer

Bhagavad Gita	Pachisi	Thuggee
Goa	Chennai	Tabla
Diwali	Sanchi	Gupta
Cummin	Babur	Mehendi
Salat	Guru	Om
Purdah	Rangoli	Lok Sabha
Avest	Mahavira	



Statue of Vishnu. Source: Wikimedia Commons

1. A game played with cowrie-shell dice. ....
2. The Lower House of the Indian Parliament .....
3. The city that used to be called Madras by the British. ....
4. A state of India formerly controlled by Portugal. ....
5. A group who worshipped the goddess, Kali. ....
6. The founder of Jainism in India. ....
7. The Hindi word for great teacher. ....
8. The classical period of Indian history. ....
9. One of the Moghul emperors. ....
10. The Muslim recital of prayer five times each day. ....
11. The sacred book of Zoroastrianism. ....
12. The book that tells the story of Arjuna. ....
13. The sacred sound of Hinduism. ....
14. Ritual drawings done on the ground with powdered rice. ....
15. The Great Stupa built by Asoka is at .....
16. A type of Indian drum. ....
17. The practice of keeping women secluded from the public. ....
13. The Hindu festival of lights. ....
19. The practice of henna tattoos on women's hands. ....
20. An Indian spice used in cooking. ....



# WORKSHEETS ON INDIA

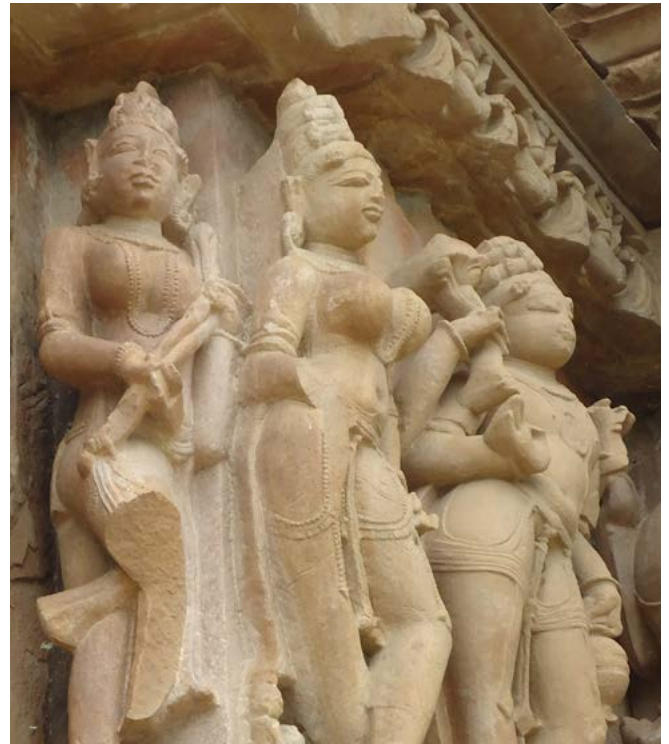
## Worksheet two: Khajuraho, India

This little town in India is famous for its temples. Only twenty of the original temples have survived the ravages of times. Most are about one thousand years old and made from stone with carvings on most of the surfaces.

The sculptures were of people from all walks of life— teachers, warriors, musicians, dancers, and lovers.

In this tenth century Hindu community, life revolved and the temples—they were important to the social and cultural life of the people. Hinduism played a vital part in birth, puberty, education, marriage, death, and the philosophy of life itself.

The carvings are also a reflection of the Tantric philosophy current when these temples were built. Because of this, much of the sculpture reflects lovers in Hinduism, such as Krishna.



Temple carvings, Khajuraho. Source: Wikimedia Commons

### WONDERWORD

HINDUISM	INDIA
CARVINGS	rites
SCULPTURE	KHAJURAHOO
PHILOSOPHY	TEMPLES
MUSICIANS	BIRTH
SOCIAL	DANCERS
PUBERTY	LIFE
GODS	CULTURAL
DEATH	SHIVA
TANTRIC	KRISHNA

K C A R V I N G S A B C D M  
T H I N D U I S M H G E F U  
E G A H T A E D A N C E R S  
M O I J J H K M N O P Q P I  
P D S X U T W V U T S R H C  
L S H Y Z R I T E S L A I I  
E I I N D I A S O C I A L A  
S H V G F B E H D U F B O N  
J K A M N A C N O L E C S S  
P U B E R T Y Y X P L V O W  
Z A C C I R T N A T Y S P X  
Q R O N Z A Y N X U T Z H W  
P O L M C U L T U R A L Y U  
K R I S H N A P Q E A C F V

### EXERCISES

1. On a map of India mark in and name the town of Khajuroho.
2. Explain the term 'rites of passage'. Give some examples.
3. Describe one rite of passage from your culture.
4. Find the names of five Hindu gods and explain what they represent.
5. Find out more about Tantric philosophy.

# WORKSHEETS ON INDIA

## Worksheet three: Visual Arts

Using the photographs compare and contrast an Indian Hindu temple with an Indian Islamic mosque. Complete the observation and research table on the following page.

A



B



C



D





# WORKSHEETS ON INDIA

## Worksheet three: Visual Arts continued

### HINDU

OBSERVATION	RESEARCH
<p>Which Building:</p> <ul style="list-style-type: none"> <li>• Appears to be fantastic and extravagant in form?</li> <li>• Has individual representations of people?</li> <li>• Obscures its symmetry?</li> <li>• Has organic and lavish decorations?</li> <li>• Repeats forms?</li> <li>• Tends to imitate a mountain?</li> <li>• Gives a feeling of life and vitality?</li> </ul>	<p>How? Why?</p> <p>Why?</p> <p>Why?</p> <p>Which building:</p> <ul style="list-style-type: none"> <li>• Is regarded as a house of God?</li> <li>• Encouraged people to search for their gods(?) privately within a strict social order?</li> </ul>

### ISLAMIC

OBSERVATION	RESEARCH
<p>Which Building:</p> <ul style="list-style-type: none"> <li>• Appears to be clearly defined and strictly proportioned?</li> <li>• Has no natural images of people or animals?</li> <li>• Is obviously symmetrical</li> <li>• Has a clarity of surface?</li> <li>• Repeats forms?</li> <li>• Is limited in the shapes used?</li> <li>• Has a static or intellectual quality?</li> <li>• Has a strong mathematical basis?</li> <li>• Has calligraphic and interwoven decoration?</li> </ul>	<p>Why?</p> <p>How? Why?</p> <p>What are they?</p> <p>Why?</p> <p>Which building:</p> <ul style="list-style-type: none"> <li>• Is regarded as a house of prayer?</li> <li>• Encouraged people to meditate and worship one God as brothers?</li> </ul>

# WORKSHEETS ON INDIA

## Worksheet four: Games in India

The games children play in any society are a reflection of life in that culture in general. However, there are great similarities in games across cultures.

### KABADDI

Any age over eight. Two teams of three to about twelve players.

Outdoors and indoors. No equipment required.

#### AIM

For the raiding team to touch as many of the defending team as possible without being touched.

#### HOW TO PLAY

The teams decide which teams will attack and which team will defend. The attacking team stands in one court and the defending team in the other.

An attacker crosses the line into the defender's court and tries to touch as many of the defending team as possible. As soon as the attacker has crossed the line into the defender's court he has to repeat, without stopping, the word kabaddi, kabaddi, kabaddi so that it is easy to recognise that he is an attacker.

The attacker returns across the line to his own court as soon as he feels he is running out of breath.

If, while he is in the defender's court, he pauses or runs out of breath and is unable to continue repeating kabaddi, kabaddi, kabaddi, the defending team scores a point.

If the attacker touches a defender or defenders and returns across the line to his own court without being touched himself, he scores a point. The attacker scores an additional point for each defender he touches.

As soon as the attacker feels he is getting too tired or running out of breath, he runs back across the line into his own court and another member of his team goes across the line into the defender's court.

If an attacker is caught by a defender before he returns across the line, he is said to be 'dead' and is out of the game.

If an attacker is caught, the teams change; the attackers become defenders and the defenders attackers, and the game begins again.

When both the attacking team and the defending team each have one 'dead' player, they are allowed to send their 'dead' players back into the game.

The team with the most points wins.

*Below: Young women in Tamil Nadu playing Kabaddi. Source: Wikipedia*





## Worksheet four: Games in India continued



*Indian children playing Blind Man's Buff. Source: Wikimedia Commons*

### **MURGE IN LARAI (The Cock Fight)**

Any age over eight. Two teams of four or more players, and an umpire. Outdoors and indoors. No equipment required.

#### **AIM**

For a player to push his opponent out of the circle.

#### **HOW TO PLAY**

A circle of two to three metres in diameter is drawn on the ground. The players divide into teams and choose leaders. The leaders number their players and decide on the time limit for each round, as well as the number of rounds to be played.

The umpire calls a number and players with that number hop into the circle.

The players then try to push each other out of the circle by using one shoulder, either the left or right. If a player uses the right shoulder, s/he hops on the right leg holding the right hand behind the back and holding the left foot with the left hand.

If the player uses the left shoulder, s/he hops on the left foot holding the left hand behind the back and holding the right foot with the right hand.

The player who manages to push their opponent out of the circle wins the round and scores a point,

If either player is not pushed out of the circle within the time limit for the round, there is no score and the players return to their places. The umpire then calls; another number and a new round begins.

The team with the most points wins.

### **EXERCISES**

1. Play each of these games.
2. Can you think of any games you have played which are similar?
3. Make a list of your favourite games when you were:
  - very small
  - in primary school
  - now.

# WORKSHEETS ON INDIA

## Worksheet five: India – True or False

1. Hinduism is an Indian religion. ....
2. It is necessary to have a blanket on the bed in Delhi in winter. ....
3. The population of India is about 900 million. ....
4. The Dutch were a major colonial power in India. ....
5. The Portuguese set up the colony of Goa in India. ....
6. The Hawa Mahal is a palace in Jaipur. ....
7. The Taj Mahal was built as a centre for government. ....
8. Indira Gandhi was the daughter of Mahatma Gandhi. ....
9. The capital city of India is Jaipur. ....
10. The Ganges is a major river in India. ....
11. The city of Bombay is now called Mumbai. ....
12. Kerala is an Indian state on the east coast. ....
13. The Brahmins are part of the caste system in India. ....
14. The Himalayas are in Southern India. ....
15. The Moghul emperors were Muslims. ....



*Detail from the Marriage Procession of Dara Shikoh.  
Source: Wikimedia Commons – Google Art Project*



*A Hindu God being immersed during a ceremony. Source: Wikimedia Commons*

16. Mohenjo-daro was one of the earliest centres of Indian civilisation. ....
17. The cow is sacred to Indian Hindus. ....
18. India's National Day is the same as Australia Day held on 26 January. ....
19. The flag of India is red, green and blue. ....
20. Akbar the Great built the Taj Mahal. ....
21. The Koran is the holy book of Islam. ....
22. The Ramayana is an important Buddhist story. ....
23. Yoga is important in Hinduism. ....
24. The village council in India is the Panchayet. ....
25. Vishnu and Shiva are Buddhist gods. ....
26. The Upanishads is a festival in India. ....
27. Male Sikhs must shave their heads. ....
28. Tagore was a famous India writer. ....
29. The sitar is a type of Indian drum. ....
30. Ganesha is a Hindu god in the form of an elephant. ....



# WORKSHEETS ON INDIA

## Worksheet six: Indian matrimonials and Australian personal columns

### Indian matrimonials and Australian personal columns

The following extracts from Indian and Australian magazines and newspapers are about people looking for a partner for friendship or marriage.

#### INDIA

##### Matrimonials

- A. WANTED: A healthy, beautiful educated bride for a 43-year-old Aggarwal widower, 172 cm, 75 kg, healthy, yearly income in five to six figures. Ideal marriage. Widows and divorcees also considered. Caste no bar. Write with full details to . . .
- B. WANTED: An employed, highly educated groom for a Calcutta resident from Khetan family, 21-year-old Manglik Garg Gotriya, 160 cm, beautiful, sober, Intermediate, skilled in housework girl. Write with full details and horoscope to . . .
- C. WANTED: Highly qualified (MBBS, Masters, PhD), tall, beautiful, honest, lovely, broad-minded, hard-working, godly bride 20–25 years, for highly sensitive, sober, honest business-conscious, godly MIG graduate (MIPC), 178 cm, 26 years, bright future. Write to . . .
- D. SAME-CASTE groom wanted for a 26-year-old MA, Punjabi, Saraswat Brahmin, 157 cm, employed in Central Government. Write to . . .

#### AUSTRALIA

##### Personal

- E. FRENCH LADY: Mid-30s, *ooh-la-la*. Bonnie is a delightful lady, slim figure, blonde, with a friendly smile, who loves to enjoy life to the fullest. Bonnie is seeking an Australian or European gent 35–50 years to go out this weekend. Call . . .
- F. LOVES CHILDREN: Ross is a financially secure businessman who wants to meet a warm, interesting lady to share his life. Ross is 36 years, loves children and seeks a sincere lady 25–35 years to go out this weekend. For more information call . . .
- G. ATTRACTIVE BLONDE: Well-educated lady, early 30s. Ellen is self-employed, enjoys travel, car racing, theatre, flying, snow skiing. If you are a confident well-groomed gent, Ellen could be your ideal partner. To meet Ellen this weekend, call . . .
- H. MANAGING DIRECTOR: Bruce, mid-40s, dresses very well. Interests include swimming, travel, skiing, dining out. Would like to meet an attractive lady 30–45 years. Bruce is seeking friendship, possible permanent relationship . . .

1. Read the above extracts and summarise the information in the table on the following page. In the first column fill in the personal details of the Indian women seeking grooms (see advertisements A and C). In the second column put in the personal details of the Indian men seeking brides (see advertisements B and D). In the third column fill in the details provided in advertisements E and G. In the fourth column put in the details from advertisements F and H.
2. Draw up your own advertisement for a partner. Take care to include your own personal qualities and the qualities you require in a partner.
3. Consider the following:
  - a. Why did you include these particular qualities that you desire in a partner?
  - b. Would you advertise for a partner?
  - c. Is it socially acceptable in Australia to advertise for a partner?
  - d. Is it the same in other cultures? How is it different in India?
4. After considering your answers to these questions, you may be able to see some similarities and differences between India and Australia. Now select one male or female from both India and Australia from the original advertisements:
  - a. What qualities do the two people seeking a partner have in common?
  - b. What qualities don't they have in common?
  - c. What qualities in the partner they seek are similar?
  - d. What qualities in the partner they seek are different?
  - e. What do these similarities and differences tell us about Indian society and culture?
  - f. What do these similarities and differences tell us about Australian society and culture?
- e. What are other ways to meet a partner in Australia? Are these all acceptable in other countries?

## WORKSHEETS ON INDIA

### Worksheet six: Indian matrimonials and Australian personal columns continued

INDIA			AUSTRALIA	
PERSONAL DETAILS	FEMALE	MALE	FEMALE	MALE
AGE				
PHYSICAL FEATURES				
EDUCATION				
INCOME				
STATUS OR CASTE				
OTHER FEATURES				



# WORKSHEETS ON INDIA

## Worksheet seven: India wonderword

B	H	I	M	A	L	A	Y	A	N	A	B	C	K
A	E	E	G	N	I	L	E	E	J	R	A	D	A
N	F	N	K	A	T	H	A	K	A	L	I	D	S
G	A	N	G	E	S	G	N	I	M	A	R	B	H
L	H	G	I	A	K	N	A	L	I	R	S	J	M
A	V	A	L	A	L	S	A	T	D	H	L	K	I
D	L	N	D	O	T	A	B	U	N	S	L	M	R
E	A	E	I	H	X	T	V	N	I	R	A	E	N
S	H	S	V	K	O	J	U	I	H	Q	P	T	D
H	A	H	A	I	L	J	A	C	S	M	E	S	O
F	M	A	L	S	U	D	N	I	L	A	N	A	P
L	J	E	I	L	A	V	P	Y	P	A	R	C	G
S	A	D	N	I	A	T	I	R	B	U	C	I	O
X	T	C	C	B	A	R	A	S	T	I	R	M	A



Hindu Bride, Ahmedabad, Gujarat, India. Source: Wikimedia Commons

- The capital city of India. \_ \_ \_ \_ \_ (5 letters)
- The major language of India. \_ \_ \_ \_ \_ (5 letters)
- The golden city of the Sikhs. \_ \_ \_ \_ \_ (8 letters)
- A northern neighbour. \_ \_ \_ \_ \_ (5 letters)
- The city of the Moghuls. \_ \_ \_ \_ \_ (6 letters)
- An eastern neighbour. (10 letters)  
\_ \_ \_ \_ \_
- The Bay of \_ \_ \_ \_ \_ (6 letters)
- The old Portuguese region. \_ \_ \_ (3 letters)
- A river in India. \_ \_ \_ \_ \_ (6 letters)
- Another river in the subcontinent. \_ \_ \_ \_ \_ (5 letters)
- Mt Everest is in the (9 letters)  
\_ \_ \_ \_ \_ Mountains.
- A northern state. \_ \_ \_ \_ \_ (7 letters)
- A beautiful tomb. \_ \_ \_ \_ \_ (8 letters)
- A town famous for its tea. (10 letters)  
\_ \_ \_ \_ \_
- An island country to the south-east. \_ \_ \_ \_ \_ (8 letters)
- A city on a delta. \_ \_ \_ \_ \_ (8 letters)
- The European colonial power that ruled India. \_ \_ \_ \_ \_ (7 letters)
- A type of clothing Indian women wear. \_ \_ \_ \_ (4 letters)
- The old system which kept Indians in their place in society. \_ \_ \_ \_ \_ (5 letters)
- A festival in India. \_ \_ \_ \_ \_ (6 letters)
- The highest level in the caste system. \_ \_ \_ \_ \_ (6 letters)
- A type of Indian dance. \_ \_ \_ \_ \_ (9 letters)
- The elephant god in Hinduism. \_ \_ \_ \_ \_ (7 letters)
- A small religious group in India. \_ \_ \_ \_ (4 letters)
- Another Hindu god. \_ \_ \_ \_ (4 letters)



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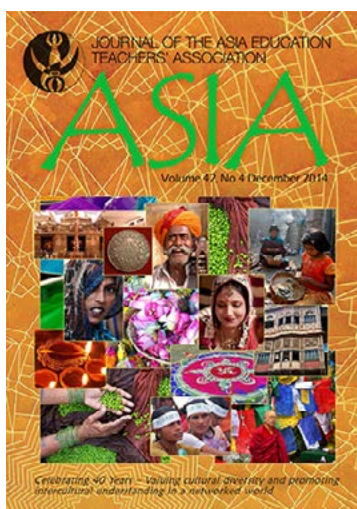
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*Marbel flowers and latticework, Taj Mahal, Agra, India. Source: Wikimedia Commons*





Cover design – Aspects of India

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