

TEACHER'S NOTES

SECTARIANISM

CASE STUDY - INDIA

(GCSE)

LEARNING OUTCOMES:

- Pupils will improve their understanding of sectarianism globally
- Pupils will explore some sectarian incidents in India
- Pupils will think about the impact these experiences have had on the people of India
- Pupils will begin to realise that sectarianism happens not only in N Ireland but all over the world

SUGGESTED STRUCTURED ACTIVITIES TO REINFORCE LEARNING OUTCOMES:

- Debate
- Workshops
- Role play
- Pupil journal
- Collages

RESOURCES:

Video clip (3 mins 14 secs) Located in 'Case study – India', Sectarianism section.

World religions map - in Religion section of this site. Information provided on religious conflicts in other parts of the world.

Web articles - links to these listed on 'Case study – India' page on this site

SUGGESTED TIMING: 1 hour (depending on size, receptivity and ability of class)

LESSON SEQUENCE:

Preparation

- As homework, ask pupils to look at the web articles listed on the 'Case Study – India' page of this site, particularly those about the incident at Ayodhya, as well as the World religions map which gives details of 7 religious conflicts.

• BRAINSTORM

If you have not done any other lessons in the Sectarianism section – do a brainstorm on word Sectarianism. (Use Glossary on this site if necessary.)

But

If you have done other sectarianism lessons just start with the questions.

- Where in the world would you find sectarianism?
- With which religions would you associate sectarianism?

- **VIDEO CLIP**

Tell the pupils that we are going to watch a short video clip which shows sectarianism in India (ie it happens in other parts of the world too).

Write the following questions up on the whiteboard:

- What do you think is meant by fundamentalism and secularism? (lesson glossary can provide help with this)
- What did you see Hindus doing at the start of the clip?
- Why are they doing this?
- Who was Lord Rama?
- Who is L.K. Advani?
- Does he believe that this was at any stage the site for a mosque?
- What led to the creation of Pakistan in 1947?
- What was India hoping to achieve when it became a secular state?
- Was this tearing down of a mosque an isolated incident?
- Why do Indian leaders fear for the future of secular democracy in India?
- Were the Muslims the only victims according to this clip?
- Can you see any similarities between this sectarian incident in India and ones which have occurred in N.I.?
- Have you witnessed this type of sectarian attack in Northern Ireland?

Students watch video clip

Consideration of questions asked
(including help with lesson glossary if required)

- **ACTIVITY (optional)**

Explain that often we have a narrow view of things. We see the sectarianism in Northern Ireland and fail to see that it happens in other parts of the world.

In this task ask the students to stand in a large circle and put their arms out from their sides. They are then instructed to (without moving their feet) swivel their upper body around as far as it can go and point to a spot in the room. This spot measures the distance they got turned round to.

Then ask them to close their eyes and imagine turning around again to the same spot, but then stretching even further past it.

Get the class to put out their arms and actually swivel once more to see if they can get past the spot they originally pointed to.

(Note: they usually get past that spot)

The point you are trying to introduce is that when we think of an issue like sectarianism we can have a very parochial attitude to it. However, when we move outside our immediate context we can see there are other places that have the same problems and taking a look at them might help us find solutions eg South Africa.

Task

- Teacher writes the two words SECULAR and FUNDAMENTALIST up on the whiteboard.
- Explain how India is trying to be a secular country but as we have seen (in the video clip) the government is under pressure from various fundamentalist groups.
- Ask for responses from the class to the question 'How would this impact on a country and its laws?' Write up responses under each word on the whiteboard.

SOME POSSIBLE ANSWERS/PROMPTS

SECULAR	FUNDAMENTALIST
No one religion would be treated better than another religion by the government.	One religion would be seen to be correct and would influence the government heavily.
No one religion would be treated worse than another religion by the government	Other religions would be seen as incorrect, inferior and would be treated badly by the government
By law all religions would be treated equally.	By law the one chosen religion for the country would be treated as superior to the others.

- Pupils to debate -

SECULARISM v FUNDAMENTALISM

'THIS HOUSE BELIEVES THAT A GOVERNMENT SHOULD MAKE LAWS THAT SUIT ONE RELIGION IN A COUNTRY'

or

'THIS HOUSE BELIEVES THAT A GOVERNMENT SHOULD MAKE LAWS THAT DO NOT FAVOUR OR DISCRIMINATE AGAINST ONE RELIGION OR ANOTHER'

Homework

Pupils write into pupil journal their thoughts on the lesson in general and question whether they had realised that sectarianism is a worldwide phenomenon.

EXTENSION ACTIVITIES:

Explore in more detail the Religion section of this site and the web articles listed on the 'Case study - India' page.

LESSON GLOSSARY:

Fundamentalism: Sticking strictly to old and traditional religious beliefs and customs, with no acceptance of modern developments.

Hindu: Someone who believes in and practises Hinduism. Hinduism began in India about 5,000 years ago. It is not a single unified religion and has no individual founder.

Hindu nationalists: These are Hindus who want India to be a country for Hindus and are unhappy that it is a secular state (it neither supports nor opposes any particular religious beliefs or practices).

Hindu temple: A place of worship for Hindus.

L.K. Advani: A political leader in India who would like India to become a Hindu state and scrap its secular (not favouring any one religion) laws.

Lord Rama: Hindus believe that Vishnu (one of their main gods), has appeared on earth in various forms. One of these forms was Lord Rama, whose birthday is celebrated during the festival of Ramanavami.

Mosque: A place of worship for Muslims. Mosques are also used as community places and places of study and learning.

Muslim: A person who follows the religion of Islam.

Secularism: Where religious or spiritual matters are not taken into consideration. Believing that religion should play no part in the running of a country.

Shrine: A holy place, where people often worship.