MODULE 6. INTERNATIONAL CONFLICT
2: INDIA: PARTITION AND CONFLICT

LESSON DESCRIPTION
The second lesson in the module will be used to inform students about the enduring conflicts in India including looking at events up to and including the independence of Pakistan as a separate state. The lesson will examine the various people involved in the conflict and look at how India has emerged, or is still emerging, from extended conflict.

LESSON INTENTIONS
1. Understand the reasons how the Muslim-Hindu divide has caused such division within the country
2. Discuss how a number of large and small scale conflicts have changed the shape of the country
3. Demonstrate objectives 1&2 through digital media

LESSON OUTCOMES
• Be able to explain the various social and political reasons that underpin conflict in India
• Employ ICT skills to express an understanding of the topic

HANDOUTS AND GUIDES
• Lesson 2 Key Information
• Lesson 2 Tasksheet
• Video Editing Storyboard
• Audio Editing Storyboard

DIGITAL
• Suggested Additional Resources

SOFTWARE
• Audio Editing Software
• Video Editing Software

HARDWARE
• Whiteboard
• PCs / Laptops
• Headphones / Microphone

www.nervecentre.org/teachingdividedhistories
### Activity

**Starter** – Play a video which explores the various reasons behind conflict in India *(See Suggested Additional Resources 3).*

The video aims to give students an insight into the wider events of the conflict in India and explores the division that exists between Hindus and Muslims throughout the country.

**Using the Key Information, teachers will have a choice of activities to engage students.**

Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.

Alternatively, teachers may want to use the Introductory / Progression Questions as group discussion questions or to test individual knowledge.

The active learning activity will give students opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.

*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.*

**Plenary** – Examine how India has progressed since partition of the country into two states (see Suggested Additional Resources 1 & 5). Has the country changed much or at all?

The plenary discussion will examine India’s perception around the world and how continuing conflicts play a part in holding the area back.

### Learning Outcomes

The Key Information is designed to cover the information within the topic and meet the learning objectives.

The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.

The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.

The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.
Located in South East Asia, India is the world’s seventh largest country and the second most populous with over one billion people. India is a culturally rich area that has emerged from a number of divisions and conflicts throughout its lifespan. Previously held under the administration of the United Kingdom from the mid-19th century, India became an independent state in 1947, following an independence struggle led by Mahatma Gandhi, and has advanced throughout that time into one of the world’s leading economic powers. However, India also faces issues of large-scale poverty as well as corruption and terrorism. Conflict has affected the region, particularly between Hindus and Muslims, with riots between the two traced back to 1893. The area has also witnessed separation and partition such as the split of the large Eastern province of Bengal into two, based on religious lines.

Mahatma Gandhi was the leader of the Indian independence movement in British ruled India. Gandhi believed in non-violent protest and was an inspiration to millions of followers. Gandhi was opposed to the partition of India and Pakistan and worked towards improving Hindu-Muslim relations.
HINDU-MUSLIM RIOTS

In India, riots between Hindus and Muslims can be traced back to 1893, sparked off by religious processions, disputes over temples and mosques and cow protection movements (cows are viewed within Hinduism as a symbol of wealth and abundance), among many other things.

One of the first major communal riots took place in August 1893 in Mumbai when one hundred people were killed and 800 injured in riots that lasted for over six months. The aftermath of the riots were felt across Northern India all the way to Bombay and Rangoon.

CALCUTTA RIOTS

The Calcutta riots of August 16th, 1946 – also known as ‘Great Calcutta Killing’ or ‘Direct Action Day’ – was a day of widespread riot and manslaughter in the city of Calcutta, now known as Kolkata. The Muslim League Council planned a general strike (or ‘Direct Action’) to demand the creation of a separate country for Indian Muslims (Pakistan). What started as a day of protest resulted in the deaths of five to ten thousand people, while a further 15,000 were wounded over a three-day period of conflict during riots and manslaughter between both sides in the worst riots the country has ever seen.

Skirmishes between the communities continued for almost a week. Five battalions of British troops, supported by four battalions of Indians and Gurkhas, were deployed in the city in the days that followed and rioting eventually reduced by August 22nd. Figures vary as to how many people died or were injured with official estimates suggesting 4,000 dead and 100,000 injured while other sources suggest many more thousands died. The breakdown of Hindu and Muslim casualties also varies.

India and Pakistan won independence in August 1947, following a nationalist struggle lasting nearly three decades. It led to the largest mass migration in human history of up to ten million people. As many as one million civilians died in the accompanying riots and local-level fighting, particularly in the western region of Punjab which was cut in two by the border. An agreement was met that divided Colonial India into two separate states – one with a Muslim majority (Pakistan) and the other with a Hindu majority (India).
PAKISTAN SEPARATES

Pakistan's history from 1947 to 1971 was marked by political instability and economic difficulties. In 1956 a constitution was eventually adopted, making the country an ‘Islamic Republic Within The Commonwealth’. From the early stages of Pakistan in 1947, frictions between the east and west were prevalent. Separated by more than 1,000 miles of Indian territory, the two regions, East Pakistan (also called East Bengal) and West Pakistan, were split along cultural, geographical, and ethnic and linguistic lines. East Pakistanis felt exploited by the West Pakistan-dominated central government.

In 1948, the Government of Pakistan ordained Urdu as the sole national language, sparking extensive protests among the Bengali-speaking majority of East Pakistan. Facing rising sectarian tensions and mass discontent with the new law, the government outlawed public meetings and rallies. Students of the University of Dhaka and other political activists defied the law and organised a protest on February 21st, 1952. The Language Movement reached its climax when police killed a number of the student demonstrators, provoking widespread civil unrest led by the Awami Muslim League.

After years of conflict, the central government relented and granted official status to the Bengali language in 1956. In 2000, UNESCO declared February 21st ‘International Mother Language Day’ for the whole world to celebrate, in tribute to the Language Movement. The Language Movement catalysed Bengali national identity in Pakistan, subsequently leading to the Bangladesh Liberation War in 1971.

BANGLADESH LIBERATION WAR

The Bangladesh Liberation War or (also known as the Muktijuddho War) broke out on March 26th, 1971, when the Pakistan Army launched a military operation against Bengali civilians, students and armed personnel. In response, Bengali political and military leaders proclaimed the declaration of Bangladesh’s independence. A defection made up of military, paramilitary members and civilians formed the Mukti Bahini (Liberation Army), which engaged in guerilla warfare against Pakistani forces.

Recognised as one of the most violent wars of the 20th century, the Liberation War lasted for over nine months and saw large-scale atrocities, the exodus of 10 million refugees and the displacement of 30 million people. India, already providing economic, military and diplomatic support to Bengali nationalists, entered the war on December 3, 1971, after Pakistan launched air strikes on northern India. Overwhelmed by two war fronts, Pakistani defenses soon collapsed. On December 16, the Allied Forces of Bangladesh and India defeated Pakistan in the east. The subsequent surrender resulted in the largest number of prisoners-of-war since the Second World War.

2.))) DISCUSSION
Why do you think Muslims wanted Pakistan as a separate state from India?

3.))) DISCUSSION
Can you identify any barriers to peace between Muslims and Hindus?
RECURRING CONFLICTS

In India, Hindu-Muslim riots and conflict have continued to ignite since the 1960s with conflict ranging from communal clashes in the suburbs of cities to wide-spread riots involving thousands of people.

1961 Jabalpur in Madya Pradesh witnessed the first major Hindu-Muslim riots since the partition.

1970 Communal riots in Jalgaon and other areas of Maharashtra.

1984 Maharashtra, Bhiwandi and parts of Bombay suffered due to rioting, setting the scene for clear division on Hindu-Muslim lines within the city.

1992 Some of the worst Hindu-Muslim riots in Mumbai were sparked by the demolition of the Babri Masjid mosque. For five days in December and a further fortnight in January 1993, the city saw unprecedented riots. Up to 1,800 people were killed and many properties destroyed.

2002 The Gujarat Riots (also known as the Gujarat Pogrom) began in February 2002 when an express train was attacked by a Muslim mob. 58 pilgrims returning from the ancient city of Ayodhya were killed in the attack leading to retaliatory attacks against Muslims and riots on a large scale. Thousands were killed and injured in the subsequent attacks and hundreds of buildings, including places of worship were damaged. The nature of the events remain controversial in India and some have characterised the deaths of both Hindus and Muslims as a genocide in which the state was complicit.

2008 In Dhule, Hindus and Muslims had lived together peacefully until 2008 when fierce rioting between the two led to the destruction of temples and mosques and the loss of life. Four years later, riots again engulfed the city claiming more lives. Some policemen were caught on camera instigating the trouble.

1969 Gujarat sees a major riot involving massacre, arson and looting on a large scale with 1,000 dying in the riots. At the time there was a dispute over the leadership of the Congress Party with a suggestion that violence was deliberately engineered to discredit a Chief Minister.

1987 The Meerut riots began on May 21st, 1987, and continued for two months. The burning of mills and a reaction to the actions of the Provisional Armed Constabulary (PAC) were blamed as reasons behind the conflict.
2. “We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. We believe also that if any government deprives a people of these rights and oppresses them the people have a further right to alter it or abolish it.”

An excerpt from the Indian Declaration of Independence, drafted by Jawaharlal Nehru, 29th December 1929

3. “The truth is, that Gandhi-ism and everything it stands for will have to be grappled with and crushed.”

Winston Churchill, from a speech made in 1930

4. “India is a geographical term. It is no more a united nation than the equator.”

From a speech by Winston Churchill at the Royal Albert Hall, London, 18th March 1931.

5. “Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, then an age ends, and when the soul of a nation, long suppressed, finds utterance.”

Jawaharlal Nehru, first Prime Minister of India on the eve of India’s Independence, 14th August 1947

1. “How can one be compelled to accept slavery? I simply refuse to do the master’s bidding. He may torture me, break my bones to atoms and even kill me. He will then have my dead body, not my obedience. Ultimately, therefore, it is I who am the victor and not he, for he has failed in getting me to do what he wanted done.”

Mahatma Gandhi, from a speech during his time in South Africa, 11th September 1906
QUESTIONS

1. What did the Muslim League Council hope to achieve when they announced 'Direct Action' and what was the outcome?

2. What two states were formed with independence in 1947 and what was the result?

3. What event led to widespread protests in Pakistan in 1948?

4. What event sparked the Gujarat Riots of 2002?

EXTENSION ACTIVITY 1:

Hindus have long held the views that cows should be protected and cow protection movements became established in the 1870s. Research the rise of cow protection movements and what conflict happened as a result of the action. Why are cows revered in Indian culture? Complete a short profile paragraph on your findings.

EXTENSION ACTIVITY 2:

Mahatma Gandhi is perhaps one of the most well known Indian figures of the 20th century who championed the role of peace and the right for Indian independence from British rule. Research Gandhi and his beliefs including what he hoped to achieve and compile a timeline of his life, highlighting some of the major occurrences along the way.

TASK 1  *FOR INDIAN STUDENTS ONLY

Hindus and Muslims hold a range of different beliefs and ideals which have separated them for decades and sparked a number of high profile instances of civil unrest, disorder and conflict.

Interview a family member about growing up during the civil unrest that occured between Hindus and Muslims in India.

What did they think was the cause of the disturbances?

What impact do they think the sectarian violence had on society?

Can they still see evidence of that divide now? Give an example if possible.

TASK 2

Since the partition of the Sub-Continent in 1947, there has been many instances of rioting and sectarian violence between Muslims and Hindus. One of the most important aspects of conflict, is how the victims and events are remembered and commemorated.

Using the internet, research and record any memorials or commemorations that relate to Hindu-Muslim violence as a result of the partition.

What was the result of your research? What conclusions can you draw from the information you found?
Students will form into small groups. Each group will be given the key information and a copy of the Lesson 2 Tasksheet. Within their groups, students will study the Key Information and using the worksheet will plot the cities and towns where the various areas of conflict and unrest have occurred across the country, including marking the number of injured and dead in each occasion. Students may also wish to use the internet for further research.

Students can use different colours to highlight various forms of conflict, including riots, protests or civil unrest.

The group will then present their work to the class and discuss which instances of conflict they believe to have been the most substantial and detrimental to the Indian people.

SUGGESTED ADDITIONAL RESOURCES

1) [https://www.youtube.com/watch?v=8rmUjLwy7kI](https://www.youtube.com/watch?v=8rmUjLwy7kI) - Video explaining the partition of India


DIGITAL TASKS

AUDACITY

TASK DESCRIPTION

Students will work in pairs to script, record and edit a news bulletin in the aftermath of the Indian/Pakistan independence. The script will detail how and why independence has came into being and what effect it might have in the years that follow.

Research the topic by looking at how both groups reacted to the introduction of independence. The pair of students will then write a script based on the information they have researched for a newreader to read on the radio. The recording may also include interviews with both Muslims and Hindus.

PLAN

* Information will be sourced from the internet and used to help write a script.
  * Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
  * Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
  * Students will keep an account of the sites they have visited in a saved document.

DO

* Students will use the record function on audio editing software to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc...). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

  * Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with the effects of Audacity but students must consider whether these effects are necessary and appropriate.
  * Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

* Give students the opportunity to view each other’s work. This may be done by playing back the best work or students may circulate the room listening to others work.

  Taking other students’ feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.
### TASK DESCRIPTION

**Students will use movie editing software to compile a movie lasting at least 30 seconds which portrays the Calcutta riots of 1946.** Students will use images from protests and battles to show the role that all sides had to play in the conflict and will add captions and text to describe what is happening on screen.

### PLAN

*Information will be sourced from the internet and designed in the form of a storyboard.*

- Students will be supplied with search terms by the teacher and source appropriate images, videos, audio and information from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the information and media they have sourced and construct a storyboard for the making of their movie.

### DO

**Students will import the various media items they sourced from the internet. Using their storyboards as a guide, students will construct their movie using the various tools of the movie editing software (Splitting, Trimming, Transitions, Effects and Captions/Titles).** Students will complete their piece of work by exporting it in a suitable file format (e.g. WMV/MP4).

- Encourage students to consider the size and style of fonts, the size of images, the effects/ transitions used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

### REVIEW

**Give students the opportunity to view each other’s work. This may be done by viewing selected pieces of work or students may circulate the room viewing others work.**

Taking other students’ feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.