

# India at a glance – country fact sheets

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Indien hat es vom Entwicklungsland zum Schwellenland geschafft. Während in den Städten der Wohlstand zunimmt, bleiben jedoch ländliche Gebiete weiter im Hintertreffen. Wirtschaftlich gesehen ist Indien für die westliche Industrie ein wichtiger Handelspartner bzw. Produktionsstandort. Leider erfolgt diese Entwicklung nicht immer zum Vorteil der Bevölkerung, müssen doch weite Teile unter unmenschlichen Bedingungen zu sehr geringen Löhnen arbeiten. Doch ist dies im ganzen Land so? Und in welchen wirtschaftlichen Feldern ist Indien erfolgreich?

In dieser Unterrichtseinheit erweitern die Schüler ihr landeskundliches Wissen zum Thema „Indien“. Sie erfahren Interessantes zu den Themen Geografie, Wirtschaft, Bevölkerung und Geschichte des Landes. Bezogen auf die Geschichte wird Indien in den historischen Kontext des britischen Empires gestellt. Die Schüler lernen Besonderheiten der indischen Kultur kennen und werden kompetent im Umgang mit der Kultur Indiens.



Indien ist und bleibt ein wichtiger Partner für viele deutsche Unternehmen.

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## Das Wichtigste auf einen Blick

<p><b>Kompetenzen</b></p> <ul style="list-style-type: none"> <li>– das landeskundliche Wissen über Geografie, Wirtschaft und Gesellschaft Indiens erweitern</li> <li>– wichtige Ereignisse der Geschichte Indiens kennen</li> <li>– Indien im Kontext der Kolonialisierung und des britischen Empires sowie der postkolonialen Zeit erfahren</li> <li>– Landestypische Höflichkeitsformen kennen und im Kontext anwenden</li> <li>– Sachtexten Informationen entnehmen</li> <li>– die interkulturelle Handlungsfähigkeit erweitern</li> </ul>	<p><b>Dauer</b></p> <p>5 Schulstunden (+ LEK)</p> <p><b>Niveau</b></p> <p>B1 (Differenzierungsmaterial für A2)</p> <p><b>Ihr Plus</b></p> <p>Farbfolie mit Impressionen aus Indien Lernerfolgskontrolle</p>
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4. Stunde: How to behave in India – doing business successfully	
Material	Verlauf
<a href="#">M 7</a>	<b>Namaste – doing business in India successfully</b> / Überprüfen des Leseverständnisses durch true/false-statements. Austausch über potentielle Fettnäpfchen auf dem interkulturellen Parkett in Rollenspielen
<i>Stundenziel:</i> Die Schüler können sich interkulturell kompetent verhalten, wenn sie geschäftlich mit Indien zu tun haben.	

### Materialübersicht

#### 1. Stunde Namaste – first impressions of India

[M 1 \(Tr\)](#) [Impressions of a fascinating country – speaking about India](#)

[M 2 \(Qz\)](#) [Test yourself! – A quiz on India](#)

[M 3 \(Ws\)](#) [Facts about India – worksheet](#)

#### 2. Stunde “The jewel in the crown of the Empire” – India’s past and present

[M 4 \(Tx, Ws\)](#) [British colony, member of the Commonwealth and independent state – about India’s past and present](#)

[M 5 \(Ws\)](#) [Working in the IT industry – a listening comprehension](#)



Tracks 1–12, CD 15

#### 3. Stunde Being untouchable – the Indian caste system

[M 6 \(Tx\)](#) [The Indian caste system – visualizing text in a mediation](#)

#### 4. Stunde How to behave in India – doing business successfully

[M 7 \(Tx\)](#) [Namaste – doing business in India successfully](#)

**Vocabulary** [Talking about India](#) (M 8)

**Test** [Test your knowledge on India](#) (M 9)

#### Bedeutung der Abkürzungen

**Qz:** Quiz; **Tr:** Transparency; **Tx:** Text; **Ws:** Worksheet

#### Minimalplan

Sie haben nur zwei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1. Stunde: The jewel in the crown of the Empire – India’s past and present **M 4–M 5**

2. Stunde: How to behave in India – doing business successfully **M 7**

#### Zusatzmaterialien auf CD

[M2 Zusatz A2](#) (leichteres Quiz)

[M4 Zusatz A2](#) (alternatives Arbeitsblatt mit korrekt angeordnetem Text)

[M5 Transcripts](#) (Transcripts der Hörtexte)



## Impressions of a fascinating country

M 1

People have different associations when it comes to India. What comes into your mind when you hear "India"?



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### Tasks

1. Have a look at the pictures. Describe them.
2. What do the pictures tell you about India?
3. What else comes into your mind when you hear the word "India"? Exchange your associations with those of your classmates.

## Test yourself! – A quiz on India

M 2

What do you already know about India? With this test you can check yourself.



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### Tasks

Read through the quiz and tick the correct answer.

1. What is the capital of India? a) New Delhi b) Kolkata c) Mumbai	2. What is the national animal of India? a) Royal Bengal Tiger b) Indian Elephant c) Lion
3. Which main language is spoken in India? a) Hindi b) Punjabi c) Bengali	4. What is the name for the famous festival of the colours? a) Moli b) Holi c) Puli
5. What was Mumbai called before it was renamed? a) Madras b) Bombay c) Murwara	6. In which year did India become independent from British rule? a) 1947 b) 1918 c) 1951
7. What was the name of the famous Indian who was against violence? a) Mohammed Jinnah b) Mahatma Gandhi c) Krishna Shiva	8. Which is the largest religious group in India? a) Hindus b) Sikhs c) Buddhists
9. What was the name of the first female Prime Minister in India? a) Benazir Bhutto b) Pratibha Patil c) Indira Gandhi	10. Which woman was called a living saint because she devoted her life to the poor? a) Indira Gandhi b) Mother Teresa c) Malala Yousafzai

## Facts about India – worksheet

M 3

Do you know where the different cities of India are located and where the capital is? Do you know the population or size of India? Here you can find it out!

### Tasks

Look at the map and at the chart. You will see that there is information missing. Ask the classmate you work with for the missing information.



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### Student A



Where is Mumbai?

Where is Bangalore?

official name	Republic of India
population	
area	3,287,240 km <sup>2</sup>
capital	
largest cities	Mumbai (14m); Delhi (13.8m); Kolkata (5.8m)
urban/rural population	29%/71%
life expectancy	
literacy rate	65% (76% of males can read and write, 54% of women)

### Student B



Where is New Delhi?

Where is Kolkata?

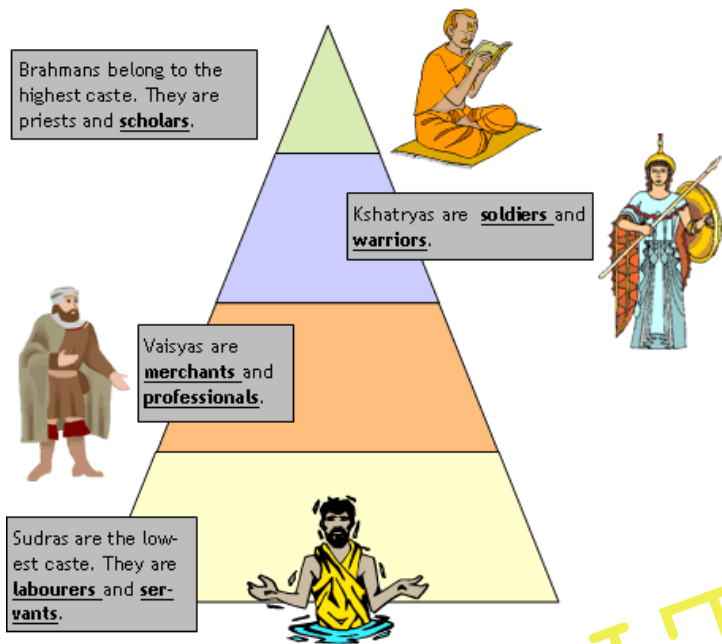
official name	
population	1.2 bn
area	
capital	New Delhi
largest cities	
urban/rural population	
life expectancy	64 years
literacy rate	

## The Indian caste system – visualizing text in a mediation

M 6

A large part of Indian society still lives in a system dominated by castes. A caste is a social class which everybody is born into. There are a few thousand castes and each of them has their own traditions and customs<sup>1</sup>. Once a person is born into a caste she cannot get out, or marry someone from a different caste. Castes are based on Hindu beliefs. The caste system defines which jobs people can have and with which other people they can have contact.

The caste system is based on<sup>2</sup> four major classes. At the top are the Brahmins or priests. Below them are kings, soldiers and other people who work in the government. People in this caste are called Kshatryas. Then comes the caste of the Vaisyas: the bankers, businessmen and traders<sup>3</sup>. At the bottom of the caste system are normal workers and farmers. People in this caste are known under the name of the Sudras.



Each caste has certain rights and privileges. Everyone, for example, can get food from a Brahmin, but a priest himself is thought to be polluted<sup>4</sup> if he receives<sup>5</sup> food from a person of a lower caste.

A large group of people – so-called untouchables<sup>6</sup> – live outside the caste system. They are often homeless people. They do work that nobody else does and are often excluded<sup>7</sup> in Hindu ceremonies. They are not allowed to drink water from a public fountain<sup>8</sup> for fear of polluting the water for others.

Although the caste system is no longer officially allowed<sup>9</sup>, it still exists, especially in the rural areas<sup>10</sup> of India.

### Vocabulary

1 **custom**: der Brauch – 2 **to be based on**: gegründet sein auf – 3 **trader**: der Händler – 4 **to pollute**: verunreinigen – 5 **to receive**: bekommen – 6 **untouchable**: unberührbar – 7 **to exclude**: ausschließen – 8 **public fountain**: der öffentliche Brunnen – 9 **to allow**: erlauben – 10 **rural area**: die ländliche Gegend – **scholar**: der Gelehrte – **warrior**: der Krieger – **merchant**: der Händler – **labourer**: der Arbeiter – **servant**: der Diener

### Tasks

Answer all the following questions in German.

1. Read the text. Write down in your own words what you learn about the castes.
2. Find a place in the diagram for the untouchables. What information do you have about them? Write that down in German, too.
3. Write down the definition of the word “caste”.
4. What are the characteristics of a caste?
5. What’s the importance of castes today?