

# **Indian Literature in English**

**From the Beginnings till Independence**

TES STUDY MATERIAL

# POLITICAL DIVISIONS OF THE INDIAN EMPIRE

English Miles  
0 100 200 300 400

# English in India



**REFERENCE NOTE**

BRITISH INDIA COLOURED	RED
TERRITORIES PERMANENTLY ADMINISTERED BY THE GOVERNMENT OF INDIA	PINK
NATIVE STATES AND TERRITORIES	YELLOW
RAILWAYS SHOWN THUS	(Symbol of a line with cross-ticks)

# The Beginnings

- English language reached India in the early 1600's , when
  - The East India Company was established in India
  - English missionaries first began their evangelical efforts
- Early “Orientalists” (as against the Anglicists)
  - Sir William Jones (1746-94)
    - Interested in the rediscovery of India’s past
    - Believed that classical Greek and Latin were derived from Sanskrit
    - Established the Royal Asiatic Society of Bengal in 1784
- 1794: *The Travels of Dean Mahomet* was published, the first book ever written and published by an Indian in English

# Oriental Education in the 18<sup>th</sup> Century

- The British strove to educate as well as civilize the population
- Oriental education was promoted at first
- They promoted
  - Printing presses
  - Missionary schools
  - Books in the vernacular as well as in English
  - Grammars, dictionaries and translations
  - Private schools that imparted English education

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# Indianization of English

- From Vasco da Gama's landing in Calicut (1498)
  - Indian words entered Portuguese and then English
- The interaction increased after the English East India Company was launched (1599)
- G. Subba Rao's *Indian Words in English*
  - fakir, guru, hakim, imam, jaggery, maharaja, nabob, pariah, shawl, toddy, yogi, zamindar
- Also gave rise to Anglo-Indian literature
  - The first study of Anglo-Indian literature was *A Sketch of Anglo-Indian Literature* (1908) by Edward Fairley Oaten

# Publishing in Colonial India

- Article “English Textbook, Indian Publisher” by Urvashi Butalia.
- Publishing is a social and cultural institution that plays a powerful role in shaping ideas
- First vernacular printing press established in 1778 at Calcutta during the Viceroyship of Lord Hastings
- 1780—First English newspaper in India, *Hicky’s Bengal Gazette*
- 1800—Serampore Mission Press and Fort William College were both established
- 1813—Charter Act or East India Company Act by which the British govt took over the maintenance of law and order as well as education in India (especially through missionaries)
- 1817—Hindu College established
- 1818—School Book societies were set up in Calcutta and textbook publishing started; textbook culture came into being; exams became textbook oriented; syllabi based on useful versus dangerous books
- 1946—Jaico Publishing House started publishing paperback English books

# Western Education in the 19<sup>th</sup> Century

- Anglicists strongly believed that
  - India had nothing to teach its own subjects
  - The best education for them should happen in English
- Thomas Babington Macaulay
  - Put an end to Orientalist-Anglicist debate
  - Put into practice Lord William Bentinck's ideas on English education in India
  - Macaulay introduced English education in India through his famous minute of February 1835
  - He envisaged an educational system that would create a class of anglicised Indians who would serve as cultural intermediaries between the British and the Indians
  - The agenda of English education in India was to establish and perpetuate British power

# Charles Grant Commission

- Charles Grant (1746-1823) British politician and evangelist
  - Chairman of the British East India Company and MP
- Father of Modern Education in India
  - The first man to address the issue of education in India
  - Made recommendations for introduction of English education in India and English to be official language of the company for the local affairs to help spread Christianity
  - His intentions and methods were not accepted by British Parliament
- His missionary friends William Wilberforce and Henry Thornton
- Formulated the Charter Act of 1813

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# Charter Act of 1813

- Asserted the Crown's sovereignty over British possessions in India and ended the monopoly of the Company
- Governor-General-in-Council may spend less than one lakh for education
- Allowed the Christian Missionaries to
  - Promote literature and knowledge of the sciences
  - Spread their religious ideas in India

# The English Education Act of 1835

- Prepared by Thomas Babington Macaulay in consultation with, and submitted to, Lord William Bentinck, the then Governor-General of India
- Recommended withdrawal of support to Sanskrit and Arabic books, and reduce support for traditional education
- If we have funds, we should deploy those funds to teach “what is best worth knowing”
  - English is better worth knowing than Sanskrit or Arabic: “a single shelf of a good European library was worth the whole native literature of India and Arabia.”
  - The natives are desirous of learning English
  - Whoever knows English has ready access to all the vast intellectual wealth which all the wisest nations of the earth has created and hoarded in the past 90 generations

# Main Arguments of Macaulay's Minute

- English should replace Persian as the official language
- English should be the medium of instruction in all institutions of learning
- Translation of Western knowledge into undeveloped vernacular languages need not be encouraged
- Indians trained in English can undertake the training of the rest of their countrymen
  - This is called Downward Filtration Theory (coming down of education from the higher class people to the lower classes or the masses)

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# The English Education Act of 1835

- “We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons Indian in blood and colour, but English in taste, opinions, morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.”
- “The languages of western Europe civilised Russia. I cannot doubt that they will do for the Hindoo what they have done for the tartar.”

Vasco Miranda: “Bleddy Macaulay’s minutemen! Don’t you get it? Bunch of English-medium misfits, the lot of you. Minority group members. Square-peg freaks. You don’t belong here. Country’s as alien to you as if you were what’s-the-word lunatics. Moon-men. You read the wrong books, get on the wrong side in every argument, think the wrong thoughts. Even your bleddy dreams grow from foreign roots.”

“Stop making a fool of yourself, Vasco,” said Aurora.

*The Moor’s Last Sigh* by Salman Rushdie

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# Responses to the Act of 1835

- JS Mill responded to the Act and criticized it
  - English education may not lead to cultural change
  - It is not clear how far the Indian masses will be influenced by this interim class
  - Recommended that the focus should be on the already learned Indians and teach them English
- The recommendations of Macaulay were partly carried out

# Macaulay's Rule

- 1835-55 period
  - English educated people increased
  - Several thousands of English books were sold in India among Indians every year
  - Western manners and culture spread in the big cities. Lucknow looked like a European city.
  - 1853: First railway line opened in India
  - 1854: The telegraph and modern postal system opened
  - When distances were bridged, medium of communication became English
- After the Great Revolt of 1857
  - Powers shifted from East India Company to British govt
  - Rapid strides in English education, often leading to dissent
  - Flowering of Indian-English literature

# Other Recommendations

- **Lord Auckland's Minute (1839)**
  - Lord Auckland was Governor-General
  - Unlike Macaulay's recommendation, gave funding to Oriental and English colleges
- **East India Company Directors' Despatch (1841)**
  - Supported “engrafting” European education on to the existing learned classes
  - Supported translations of European and vernacular books
  - This was a mix of Macaulay's and Mill's recommendations

# Wood's Despatch of 1854

- Called “Magna Carta of English Education in India”
- Presented by Charles Wood, MP, to Lord Dalhousie
- Recommendations
  - To set up education departments in every province
  - Setting up universities in all major cities of India modelled on the new London University
  - At least one government school in every district
  - Grants to be given to private schools
  - Primary schools – vernacular education; High Schools – Anglo-vernacular education; Colleges – English education
  - Stressed on vocational education and women's education
  - Wanted to create a class of Indians as the workforce (like Macaulay)

# Implementation

- Education departments were set up in every province
- Universities
  - Universities of Calcutta, Bombay and Madras in 1857
  - University of Punjab in 1882 (after Hunter Commission)
  - University of Allahabad in 1887

# Hunter Commission 1882

- Appointed by Lord Ripon, the Viceroy
- Objectives
  - To look into the non-implementation of Wood's Despatch
  - Study the contemporary status of elementary education in English provinces
- Recommendations
  - Primary education is lagging and must be handled by municipal councils and district boards supervised by the government
  - Secondary education is making progress in Bengal
  - Secondary schools should be handed over to the private sector, and given grants as payment-by-result
  - Exclude Religious education
  - Focus on moral and physical, vocational and literary, female and Muslim education

# University Commission 1902

- Chairman Sir Thomas Releigh
- Appointed by Lord Curzon after a Conference on Education at Shimla
- Objective: To reform university education in India
- Recommendations
  - Regulation of the formation of university senates
  - Greater representation to affiliate colleges in the senate
  - Strict monitoring of the affiliate colleges
  - Measures to reform school education, curricular reforms, exam and research reforms
  - Student welfare, state scholarships
  - The “reforms” were very controversial and were strongly opposed by Indians
  - The resistance was crushed and the Indian Universities Act 1904 was passed

# Calcutta University Commission 1917 or Sadler Commission

- Chairman Michael Sadler, VC of the University of Leeds
- Recommendations
  - Reforms in Calcutta University, also applicable to other universities
  - University system particularly in Bengal is defective
    - Too many students; too few faculty; courses are too literary, not suited to various needs

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# Other Committees

- Gokhale's Bill 1913
  - Importance of primary education for the socio-political awakening of India
  - Made heroic efforts to make the Government accept the principle of compulsory primary education
- Islington Commission 1917
  - Recommended 25% of higher govt posts should go to Indians
- Montague-Chelmsford Commission 1918
  - Revised Islington's recommendation; proposed one-third of the posts
- Lee Commission 1923
  - Studied ethnic composition of Indian public services
- Hartog Committee 1928
  - Concerned with primary education but made recommendations for teacher training as well

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# Other Committees

- Abbott-Wood Report 1937
  - Focus on Vocational education
  - Suggested a complete hierarchy of vocational institutions parallel with general education
  - Resulted in the formation of the Polytechnic
- Zakir Hussain Committee of 1938 or the Wardha Scheme of Education
  - Focus on Basic education
  - Proper teaching of the mother tongue is the foundation of all education

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# Sargent Report 1944

- Prepared on the basis of Abbott-Wood Report 1937
- For Post-War educational development in India
- Promotion of Pre primary education in the form of nursery schools
- Establishment of elementary schools and high schools
- Two types of High schools
  - Academic
  - Technical and Vocational
- Abolition of intermediate courses
- Degree course should be three years

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# S Radhakrishnan Commission or University Education Commission 1948

- The main aim was to impart knowledge for the welfare of the country and to utilise that knowledge for vocational, scientific and industrial development.
- The major recommendations regarding higher education were
  - To teach that life has a meaning.
  - To awaken the innate ability to live a meaningful life by developing wisdom.
  - To acquaint with the social philosophy that should govern all our institutions —educational as well as economic and political.
  - To train for democracy.
  - To train for self-development.
  - To develop certain values like fearlessness of mind, strength of conscience and integrity of purpose.
  - To acquaint with cultural heritage for its registration.
  - To enable to know that education is a life-long process.
  - To develop understanding of the present as well as of the past.
  - To impart vocational and professional training.

# S Radhakrishnan Commission or University Education Commission 1948

- Made recommendations regarding
  - Faculty in universities
  - Teaching Standards
  - Course of studies
  - Research and Training
  - Medium of Instruction
  - Examination
  - Student's Duties and Activities
  - Women Education
  - Administration and Finance
  - Rural Universities
- Made the first recommendation of a three language formula later modified by Kothari Commission or Education Commission of 1964–66

# Mudaliar Commission or Secondary Education Commission 1953

- Gave important recommendations with regard to the aims of secondary education and the principles of curriculum construction
- Recommended abolition of intermediate classes. The senior intermediate class (XII class) should be combined with the degree class and the junior intermediate class (XI class) with the high school class
- Major recommendations of the commission were
  - Installation of the higher secondary system with diversified courses
  - Three language formula continues
  - Emphasis on educational and vocational guidance
  - Improvement in the system of examination
  - Improvement in the methods of teaching

# Official Language Commission 1956

- Chairman B.G. Kher
- Recommendations based on Article-344 of the Indian Constitution include
  - The progressive use of the Hindi language for official purposes
  - Restrictions on the use of the English language for all or any of the official purposes
  - Every student should be given knowledge of Hindi till 14 years of age
  - All the universities should make proper arrangements for those students who wish to appear through Hindi medium in the examinations.
  - Justice, in the country, should be delivered in the language of the country
- After many protests in South India, changes were made and English continued to be used for official purposes according to the Official Language Act of 1963.

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# Kothari Commission 1966

- Free and compulsory education for all children up to the age of 14
- 10+2+3 pattern for secondary, higher secondary, and university education
- Emphasis on teacher education
- Development of Languages
  - The **regional languages** should continue to be in use as media of education at the primary and secondary stages
  - At the secondary stage, the State Governments should adopt, and vigorously implement, the **three-language formula**
  - **Hindi** should be developed as a link language
  - Learning **Sanskrit** and **International Languages** should be promoted
- Efforts should be made to equalize educational opportunity (for girls, backward classes, physically and mentally handicapped children).
- Talent in diverse fields should be identified at an early age

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# Kothari Commission 1966

- Work-experience and national service included in school education
- Science and mathematics should be an integral part of general education
- Special emphasis should be placed on the development of education for agriculture and industry.
- Focus on production of high quality textbooks for schools and universities
- Improve the reliability and validity of examinations
- Facilities for secondary education should accordingly be extended to the areas and classes
- Increase facilities for technical and vocational education

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# Kothari Commission 1966

- Care to be taken in establishing new universities
- Special attention should be given to the organization of postgraduate courses and to the improvement of standards of training and research
- Part-time education and correspondence courses should be developed on a large scale
- Measure for eradicating mass illiteracy necessary
- Games and sports to be developed on a large scale with the object of improving the physical fitness and sportsmanship of students
- Broadly uniform educational structure in all parts of the country

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# National Policy of Education of 1986 and Programme of Action 1992

**The followings were some of the recommendations:**

- The National Policy of Education of 1986 and Programme of Action of 1992 provided a significant formulation regarding the content and process of education.
- The values of secularism, socialism, democracy must be imbibed by the citizens of the country.
- Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.
- Emphasis was laid on adult education especially within the age group of 15 and 35 years.
- It also emphasized on distance education.
- The Programme of Action (POA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 years.
- POA suggested decentralized planning and good management of primary education.
- NPE and POA gave due importance to improvement of education in educationally backward areas.

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# National Policy of Education of 1986 and Programme of Action 1992

- The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunity for all.
- The POA, 1992 laid considerable stress on the need of value education and inculcation of proper perspective about the country's cultural traditions
- It laid importance on higher education and research work.
- Vocational education was given importance by the POA to increase individual competency and national productivity.
- Teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.
- The NPE and POA emphasized that in order to avoid structural dualism, modern educational technology should be reached out.
- The NPE and POA also emphasized on the education of the handicapped.
- The NPE and POA emphasized on the protection of environment.
- The NPE and POA stressed on the education of ST, SC, OBC and the minorities

# Acharya Ramamurti Commission 1990

- The following are the major recommendations:
- **Development of a common school system:** a very vital component for securing equity and social justice in education is the functioning of a common school system. In order to achieve this objective, the existing Government schools and schools aided by local bodies have to be transformed through quality improvement, into genuine neighborhood schools.
- **Removing disparities in education:** the rural areas in general and the tribal areas in particular, have suffered in terms of resources, personnel and infrastructure facilities. Therefore the need of the hour is planning for, and implementation of, educational development programmes in terms of disintegrated targets, area, community and gender specific activities.
- **Promotion of women education:** in order to promote participation of the girls and women in education at all levels, there is need for an integrated approach in designing and implementing the schemes that would address all the factors that inhibit their education.
- **Value education:** Value education is to be conceived as a continuous process. Value education should ensure that education does not alienate the students from the family, community and life.
- **Early childhood care and education (ECCE):** the scope of the constitutional Directive (Article 45) should be enlarged to include ECCE.
- **Right to education:** Right to Education should be examined for inclusion among the fundamental rights.

# Acharya Ramamurti Commission 1990

- **Operation Blackboard:** the state governments should develop all decision making power concerning operation black board for planning and implementing the scheme.
- **Navodaya Vidyalayas:** the committee recommends that the Government may take an appropriate decision from out of the following three alternatives:
  - No further Navodaya Vidyalaya need be opened. The existing 261 Navodaya Vidyalayas may be restructured and continued with provision of adequate resources.
  - All the existing 261 Navodaya Vidyalayas may be transferred to the state sector for the states to run them as residential centres on the Andhra Pradesh model.
  - The Navodaya Vidyalaya scheme may be transformed into a Navodaya Vidyalaya programme of broad based talent nurturing and pace setting ( A day school each under the Common School system can function in the premises of Navodaya Vidyalayas).
- **Work experiences/ SUPW:** work experience or socially useful Productive Work should be integrally linked with various subjects both at the level of content and pedagogy.
- **Resources for education:** the first step should be to provide for at least 6% of the GNP for education. All technical and professional education should be made self financing.

# Janardhana Reddy Committee or CABE Committee (1992)

- CABE is Central Advisory Board of Education
- NPE was revised in 1992 based on the reports of Acharya Ramamurti Commission 1990 and Janardhana Reddy Committee 1992
- Major recommendations:
- **Common School system:** effective measures need to be taken to implement the provision of NPE in regard to common school system. To this end, disparities between schools should be ended as early as possible by upgrading the quality of ordinary schools and providing amenities for achieving minimum levels of learning.
- **Navodaya Vidyalayas:** The scheme should continue and a Navodaya Vidyalaya should be set up in each district as originally envisaged. Further, the following measures are suggested.
  - Constant review to keep the scheme as cost effective as possible.
  - Ensuring the continued validity and reliability of the admission tests by periodic evaluation and appropriate modification of admission procedures, and
  - More particular attention to the pace-setting role of these institutions

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# Janardhana Reddy Committee or CABE Committee (1992)

- **ECCE:** the scope of Article 45 of the constitution need not be enlarged. The Anganawadi workers should play an expanded role for a number of activities and support services for women and children, such as child care, family welfare, nutrition and health.
- **Universalisation of elementary Education:** what is needed is not so much a constitutional amendment as suggested by Ramamurti Committee as a manifestation of a national will to achieve UEE. Operation Black board, being one of the priorities strategies for UEE, should continue during the vii plan, in an expanded and extended form.
- **Adult and continuing education:** the 'dual track approach' of promoting simultaneously UEE and adult literacy should continue in educational planning. Programmes of post-literacy and continuing education should be planned for neo-literates.
- **Secondary Education:** it would be necessary to bring about a planned expansion of secondary education facilities all over the country to cope with new demands for secondary education. Open learning should be given utmost encouragement.
- **Vocationalisation of Education:** the existing vocational stream at the +2 level may be suitably strengthened and, wherever possible, the vocational courses may be started from class ix also. The idea of core vocational course is attractive. The work experience programme should have practical orientation in relation to various subjects.

# Janardhana Reddy Committee or CABE Committee (1992)

- **Management of Education:** the idea of educational complex may be tried on an experimental basis in selected areas. The District Board of Education should be set up and operationalised expeditiously. Constitution of specialized state level education Tribunal is desirable. “Making the system work” has to be treated as non negotiable. Formulation and Implementation of an Action Plan to put into practice the strategy outlined in the NPE is strongly recommended.
- **Resources for Education:** the practice of teaching education as a residual sector in the matter of allocation of resources should be reversed. Need based financing has to be provided for priority areas like UEE, Adult Literacy and vocationalisation. Higher education and technical and management education has to be progressively made largely self- financing by revising the fee structure with appropriate support to the needy students by way of student loans.

# National Education Policy 2020

- New Curricular and Pedagogical Structure (5+3+3+4)
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams
- Emphasis on promoting multilingualism and Indian languages: The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the mother tongue/regional language
- A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)
- Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs)

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# National Education Policy 2020

- Increasing GER (Gross Enrolment Ratio) in higher education to 50%
- NTA to offer Common Entrance Exam for Admission to HEIs
- Establishment of Academic Bank of Credit (a virtual store-house which will keep records of academic credits secured by a student)
- Setting up of Multidisciplinary Education and Research Universities(MERUs)
- Setting up of National Research Foundation(NRF)
- Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education—the Higher Education Commission of India (HECI)
- Internationalization of Education
- Establishing a National Mission for Mentoring.
- Creation of an autonomous body,the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology

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# Translations

- ***Siting Translation: History, Post-structuralism and the Colonial Context*** (1992) by Tejaswini Niranjana. Sees Translation as a metaphor of the Empire—construction of knowledge and relationships was seen as integral to colonial rule (Knowing the orient).
- **Nathaniel Brassey Halhed**
  - Elite Englishman who studied Persian, Arabic and Sanskrit
  - Helped Warren Hastings deal with the problem of the native legal system with the translation of a legal book *A Code of Gentoo Laws or Ordinations of the Pundits* (1776)
- **Charles Wilkins**
  - First European to translate directly from Sanskrit
  - Prepared *Grammar of Sanskrit Language*
  - Translated the *Bhagavad Gita* (1784)

# Translations

- **William Jones**

- Translator, jurist, Indologist
- *Grammar of the Persian Language* (1771)
- Translated Kalidasa's *Abhijnanasakuntala* (1789) and many other works

- **Monier Williams**

- Scholar of Sanskrit, Persian, Hindustani
- Translated *Shakuntala* and compiled a Sanskrit-English Dictionary

- **Ralph T. H. Griffith**

- Professor of English Literature at the venerable Government Sanskrit College in Benares
- Made the first complete English translation of Valmiki's Ramayana

- **John Gilchrist**

- **Henry Colebrooke**

- Bible translations
- Translation department at Fort William College

# Impact of Colonial Education

1. Indians mastered the colonizers' language, English
2. Literature in English was written by Indians on social themes which later reflected in other Indian languages
  - *The Persecuted* (1831) by Krishna Mohan Banerjea
    - A play about Hindu orthodoxies and an Indian losing faith in his religion
    - 18-year-old Banerjea wrote this after his conversion to Christianity
  - *A Journal of Forty-Eight Hours of the Year 1945* (1835) by Kylas Chunder Dutt
    - A play about an imaginary uprising against the British in 1945

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# Impact of Colonial Education

## 3. Transformed 19th century literature in Indian languages

- Led to journalistic prose & experiments in poetry and the novel
- Hybridisation and variety, mutation, social divides brought about by colonialism
- Writers inspired by English literature
- Rangalal Banerjee (who wrote *Padmini Upakhyan*) and Bankimchandra Chattopadhyay in Bengali
- Nandshankar Mehta in Gujarati
- Samuel Vedanayakam Pillai in Tamil
- M.V. Rohalkar in Marathi
- Kandukuri Viresalingam Pantulu in Telugu
- O. Chandu Menon in Malayalam

# Renaissance in India

- The result of widespread education
- Renaissance in modern India began with Raja Rammohan Roy (1772-1833)
  - Rammohan Roy was called the Father of Indian Renaissance
  - First high-caste brahmin to travel to England
  - Understanding of the different religions of the world
  - Started Brahmo Samaj with Debendranath Tagore
  - Dissatisfied with the system of education and the rote learning method of teaching English

# Rammohan's Contribution

- Wanted English-medium education in India as against Sanskrit
- Founded a Western-curriculum-based Anglo-Hindu school
- Produced many works in English including the famous tracts against sati
- Wrote an autobiography which started the tradition of Indian leaders writing autobiographies
- Raja Rammohan Roy established Hindu College in 1817
  - Became Presidency College (college of Bengal Presidency), then Presidency University
  - One of the oldest educational institutions of western education in South Asia

# Resistance to Western Education

- While Rammohan was attracted by Western education and repelled by Western practices, many upper-caste Hindus took up cudgels against Christian conversion and Western education
- Maharshi Debendranath Tagore is said to have gone from house to house entreating Hindu parents not to send their children to missionary schools
- Meanwhile, Western education took rapid strides in Western and South India and gave rise to the earliest literary works in English

# Other Renaissance Figures

- Keshub Chunder Sen
- Dayanand Saraswati
  - Founder of Arya Samaj
- Ram Balkrishna Jaykar
  - Associated with Paramahansa Sabha
- Dr. Atmaram Pandurang
  - Founder of Prarthana Samaj
- Keshinath Telang
- Mahadev Govind Ranade

- Sir Narayan Chandavarkar
- Dadabhai Naoroji
- Phirozeshah Mehta
- Sir T Muthuswami Ayyar
- Sir V. Bhashyam Aiyengar
- C. Rangacharlu
- Annie Besant
  - Established Theosophical Society in India
- Ramakrishna Paramahansa
- Swami Vivekananda
  - Established Ramakrishna Mission
- Subramania Bharati

# Gandhian Movement

- 1870s. Nationalism brought anti-English sentiments.
- Gandhi and Nehru wrote in English and showed how English education can be the means to insubordination and freedom. However, they were politically against English as the common language for all, and supported Hindi.
- Gandhian movement inspired Indian English literature.
  - Fight against untouchability and poverty, resistance to communal and religious division, valorisation of rural life and lower classes
  - *Murugan the Tiller* (1927), *Untouchable* (1935), *Kanthapura* (1935), *So Many Hungers* (1947), *Waiting for the Mahatma* (1955)

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# English Studies in India

- Two-century old discipline came into prominence at the end of the 20th century and intersected with Cultural Studies and issues related to globalization.
- *English in India: Its Present and Future* (1964) by V.K. Gokak
- *Moving Frontiers of English Studies in India* (1977) by C.D. Narasimhaiah
- *Pigeon Indian: Some Notes on Indian English Writing* (1982) by Mulk Raj Anand
- *The Indianization of English: The English Language in India* (1983) by Braj B. Kachru
- *The Alchemy of English: The Spread, Functions and Models of Non-Native Englishes* (1990) by Braj B. Kachru
- *Masks of Conquest* (1990) by Gauri Viswanathan
- *The Rhetoric of English India* (1992) by Sara Suleri
- *The Lie of the Land: English Literary Studies in India* (1992) edited by Rajeswari Sunder Rajan
- *Provocations: The Teaching of English Literature in India* (1993) edited by Sudhakar Marathe et.al.

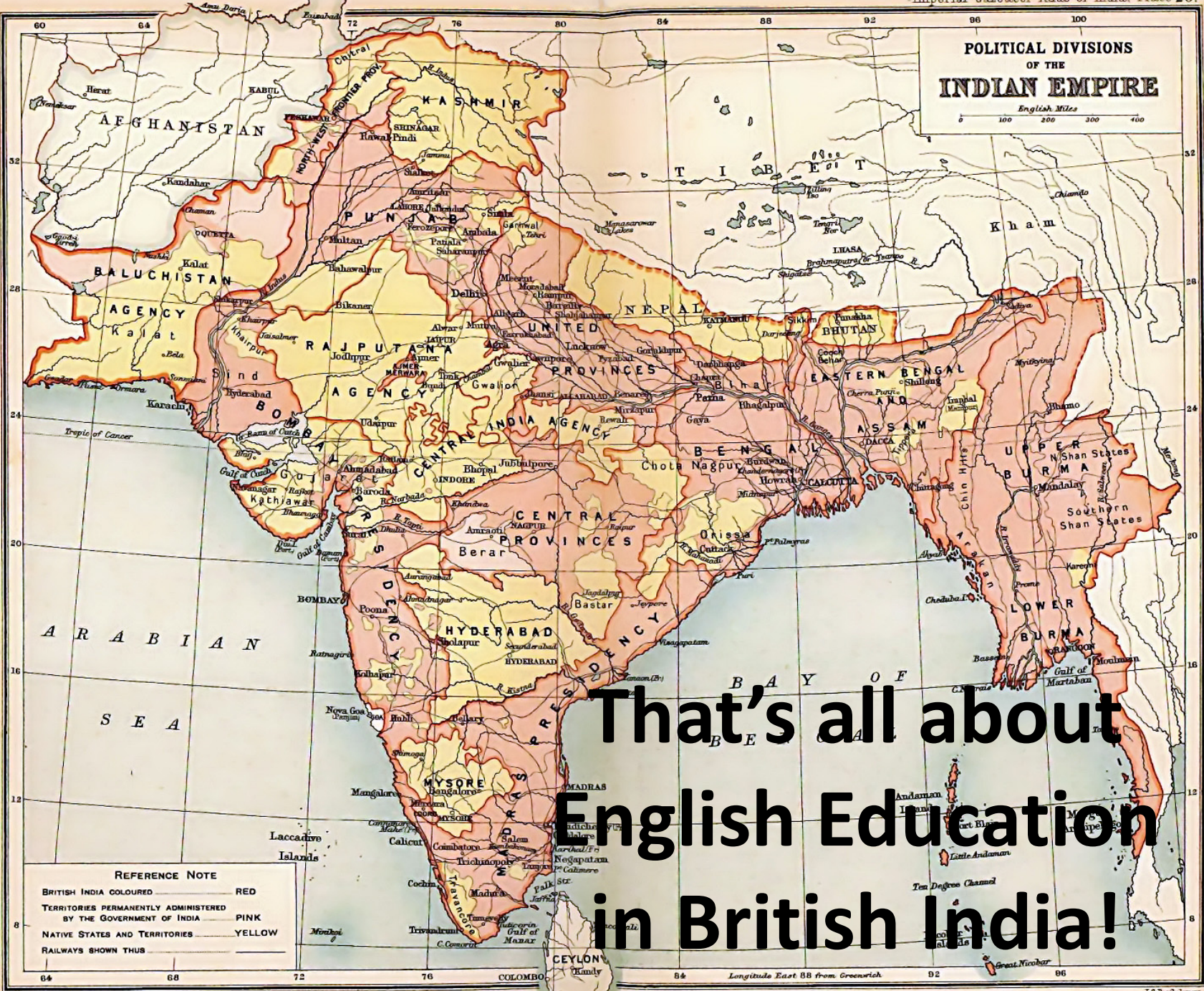
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# English Studies in India

- *Colonial Transactions: English Literature and India* (1993) by Harish Trivedi
- *Rethinking English: Essays in Literature, Language History* (1994) edited by Svati Joshi
- *Problematizing English in India* (1997) by R.K. Agnihotri and A.L. Khanna
- *Subject to Change: Teaching Literature in the Nineties* (1998) edited by Susie Tharu
- *English Studies in India: Widening Horizons* (2002) by C.D. Narasimhaiah
- *Research Methods for English Studies* (2005) edited by Gabriele Griffin
- *The Story of English in India* (2006) by N. Krishnaswamy and Lalitha Krishnaswamy
- *This Gift of English: English Education and the Formation of Alternative Hegemonies in India* (2009) by Alok Mukherjee
- *Chutnefying English: The Phenomenon of Hinglish* (2011) edited by Rupesh Snell and Rita Kothari
- *Writing India, Writing English: Literature, Language, Location* (2011) by G.J.V. Prasad

# POLITICAL DIVISIONS OF THE INDIAN EMPIRE

English Miles  
0 100 200 300 400



**That's all about  
English Education  
in British India!**

# Earliest Work in English

- ***Travels of Dean Mahomet* (1793)**
  - The first book written by an Indian in English
  - By Sake Dean Mahomet
    - Traveler, surgeon and entrepreneur
  - Extols conquerors like Genghis Khan, Timur and the first Mughal Emperor Babur
  - Describes several important cities in India
  - Describes military conflicts in India

# Earliest Novel

- ***Rajmohan's Wife*** (1864, 1935)
  - The first published English novel by an Indian
  - Bankim Chandra Chatterjee's debut novel
  - Never wrote in English again and wrote Bengali novels: *Durgesh Nandini*, *Anandamath*
  - Stirred nationalist feelings
  - First serialized in 1864; appeared as a book in 1935
  - Protagonist is 18-year-old Matangini, wife of Rajmohan

# Earliest Verse Play

- ***The First Parsee Baronet*** (1866)
  - First Indian verse play in English
  - Written by C. S. Nazir (Cooverjee Sorabjee Nazir)
  - Subtitle: “Being passages from the life and fortunes of the late Sir Jamsetjee Jeejeebhoy Baronet”
  - Sir Jamsetjee Jeejeebhoy was a Parsi-Indian merchant and philanthropist

# Henry Derozio (1809-1831)

- First Indian poet in English
- Derozio was born in Calcutta in 1809, the same year as Tennyson and Darwin
- Of mixed Indo-Portuguese descent
- Inspired by British Romantic poets, his poetry is rich in Indian myth and imagery
- He died of cholera at the age of 22
- In poems like 'Faqueer of Jungheera', 'Song of the Hindustanee Minstrel' and 'To India-My Native Land' he laments the imperial subjugation of India and expresses hope for a brighter future
- A Byronic melancholy is a key note in his poetry

# Major Works

- Fond of sonnet form
- Series of five sonnets addressed to 'Night'
- Had an eye for Nature in its twin aspects of Beauty as well as Terror
- In one of his sonnets, he called Death his "best friend"
- Sang in defence and in praise of his country

# “The Harp of India”

- A patriotic poem by Derozio which pays a glorious tribute to the rich tradition of the art of Indian poetry
- Here he laments the decline of the rich tradition of Indian literature during the period of British domination of India
- This poem is one of his many sonnets

# “The Fakir of Jungheera”

- A narrative verse with Byronic echoes
- Presents the Brahmin widow Nuleeni and the strange vicissitudes of her star-crossed life
- Nuleeni gets a brief new lease of life when she is carried away by the Fakir, her former lover at a time when she was about to be consumed by the flames on the funeral pyre of her dead husband
- Her lover dies in the hands of her furious father and she finds her peace in blissful death in the arms of her dead lover

TES STUDY MATERIAL

# Michael Madhusudan Dutt (1824-73)

- Wrote exclusively in English in his early writing career
- A pioneer of Bengali drama
  - Translations from Bengali
    - *Razia, Empress of Inde* (1858)
    - *Sermista* (1859)
    - *Ratnavali* (1858)
    - *Is This Called Civilization* (1871)

# Other Works

- *Meghnad Bodh Kavya* (1861)
  - Tragic blank verse epic
  - Exceptional in style and content
- *Tilottama*
  - Another blank verse epic
- “The Captive Lady”
  - A long narrative poem about the mother of his close friend
  - Published under the pseudonym Timothy Penpoem
  - Describes the exploits of Prithviraj, in close imitation of English poets
- Also wrote poems about the sorrows and afflictions of love as spoken by women

# Kashiprasad Ghose

- He was a Bengali poet
- One of the first Indians to publish a regular volume of English verse
- Mainly wrote derivative and imitative poetry
- He was the editor of the *Hindu Intelligencer*, an English language journal that was published in Calcutta
- Other works include *The Shair and Other Poems* (1830), *The Moon in September*

# Romesh Chunder Dutt (1848-1909)

- Civil servant, historian, writer
- Cousin of Toru Dutt and Aru Dutt
- Translated Ramayana and Mahabharata in Tennyson's 'Locksley Hall metre'
- Wrote 4 historical novels including
  - *Slave Girl of Agra*
    - Set in the Mughal empire in the 17<sup>th</sup> century
  - *The Lake of Palms*
    - An English version of his novel *Sansar*; set in 19<sup>th</sup> century Bengal

# Manmohan Ghose (1869-1924)

- Brother of Sri Aurobindo
- One of the first Indian poets in English
- Poems published in book *Primavera* (1890) along with four English authors
- In England, he was friendly with members of the Rhymers Club, such as Lionel Johnson and Ernest Dowson
- In his review of Ghose's poems, Oscar Wilde wrote: his "verses show us how quick and subtle are the intellectual sympathies of the oriental mind and suggest how close is the bond of union that may some day bind India to us by other methods than those of commerce and military strength"

TES STUDY MATERIAL

# Works

- In his own lifetime, he published only a single collection of poems, *Love Songs and Elegies* (1898)
- *Songs of Life and Death* was published posthumously in 1926 with Laurence Binyon's Introductory Memoir
- Yeats greeted this volume as "one of the most lovely works in the world"
- 'Immortal Love: Songs of the Triumph and Mystery of Beauty' and 'Orphic Mysteries: Songs of the Pain, Passion and Mystery of Death' are examples of his mature poetry

TES STUDY MATERIAL

# Toru Dutt (1856-77)

- Toru and her sister Aru lived with their family in Europe
- Toru wrote poems and a novel each in French and English
- Toru Dutt's *A Sheaf Gleaned in French Fields* (1876)
  - Contains original poems as well as translations from French poets
  - 165 poems which includes translations from about 70 French poets
- *Bianca, or the Young Spanish Maiden*
  - Unfinished English novel published posthumously
- *Ancient Ballads and Legends of Hindustan*
  - Translations and adaptations from Sanskrit literature

# “Our Casuarina Tree”

- The speaker, living abroad, pines for her native land
- Even when the speaker is in foreign lands, she hears the dirge-like lament of the casuarina tree in the courtyard of her house
- The speaker makes a wish for the tree: “Mayst thou be numbered when my days are done / With deathless trees – like those in Borrowdale”
  - Wordsworth immortalized the yew trees of Borrowdale in his poem ‘Yew Trees’
- The memory of the tree in the courtyard of her Indian house is her bond between past and present
- The tree is also a symbol of the motherland

# “Lakshman”

- The poem is in the form of a conversation between Sita and Lakshman after Ram goes to capture the golden deer for Sita
- Sita hears Ram’s cry for help and urges Lakshman to go after him
- Lakshman is in a dilemma because he knows his duty is to protect Sita, but also understands Sita’s plight
- Lakshman’s character is powerfully drawn in the poem
- Lakshman is presented as a stoic hero who doesn’t take offense at Sita’s wild and angry words

# “The Lotus”

- A Petrarchan sonnet which argues that the Lotus (national flower of India) is better than the Lily (national flower of France) and Rose (national flower of England)
- The Lotus is the queen of flowers because it is as stately as the Lily and as delicious as the Rose

# Rabindranath Tagore (1861-1941)

- Gained modern India a place in world literature
- Image of a prophet
- Wrote primarily in Bengali; translated many of his poems into English
  - “The Child” is a poem written originally in English
  - As a child, he hated learning English
- In his active literary career of 65 years, he probably wrote the largest number of lyrics ever attempted by a poet
- *Jiban Smriti (My Reminiscences)* is his autobiography
- Yeats was introduced to Tagore by the artist William Rothenstein, and it is to him that Yeats addressed his introduction to *Gitanjali*

# ***Gitanjali (Song Offerings)***

- First published by Macmillan in 1913
- Collection of 103 poems in English (157 in Bengali)
- Opens with these lines: ‘Thou hast made me endless, such is thy pleasure. This frail vessel thou emptiest again and again, and fillest it ever with fresh life.’
- Yeats wrote in the Introduction: “I have carried the manuscript of these translations about with me for days, reading it in railway trains, or on the top of omnibuses and in restaurants, and I have often had to close it lest some stranger would see how much it moved me.”

TES STUDY MATERIAL

# Features of *Gitanjali*

- Subject: the relationship between a human being and the divine
- Tagore drew upon the Vaishnava tradition for his imagery
- Poems have the tender tone of conventional love poems
- Several motifs repeated throughout the poems
  - The speaker's smallness and helplessness before his lord
  - The need to live a life of truth, purity, and simplicity, thus reflecting the nature of the divinity he serves
  - The union with the divine does not mean renunciation of the senses but a fuller appreciation of the beauties of the natural world
  - Toward the end of the volume, the writer turns to the subject of time and anticipates his own death

# Tagore's Novels in English Translation

- *The Wreck (Naukhadubi)*
  - Two marriage parties are drowned in a boat-wreck, the only survivors being one of the bridegrooms and the other's bride
- *Gora*
  - Gora grows up as an orthodox, almost fanatic, Hindu, until he learns that he is but a foundling, his mother being Irish
  - Finally, he becomes a true Indian when the divisions between Hindu, Muslim and Christian disappear from his mind
- *The Home and the World (Ghare Bhaire)*
  - In revolutionary Bengal of 1905, the autobiographical narratives of 3 characters intertwine: Nikhil, the idealistic husband; Bimal, his wife; and Sandip, his friend

# Other Works

- Poems
  - “The Gardener”
  - “The Crescent Moon”
  - “Fruit-Gathering”
- Plays
  - *Chitra*
  - *The Post Office*
  - *The Cycle of Spring*
  - *Sacrifice*
- Short stories, prose, philosophy

# *Sanyasi*

- *Sanyasi* is Tagore's story of enlightenment and the meaning of connection between people.
- Set against the backdrop of rural India, *Sanyasi* is both rooted in Hindu cultural and religious tradition
- Wrote when he was holidaying at Karwar on the West Coast of India
- The play is a study of the failure of what Sri Aurobindo would call the "Refusal of the Ascetic"

# *The Post-Office*

- Amal, a boy with an incurable disease, stands in the courtyard and asks passers-by about the places they go
- A new post office is coming up nearby and the boy fantasizes about receiving a letter from the king
- The village headman mocks Amal, and tells him a letter has come from the king promising to send his royal physician to attend to Amal
- The physician really does come, with a herald to announce the imminent arrival of the king; Amal, however, falls asleep (dies)

# ***Mukta-Dhara***

- Published in 1922
- Tagore's greatest play with a political slant
- A protest against the onslaught of machinery and technological power on human personality
- It conveys the idea that human values are paramount, and to ignore this truth is to canter toward self-destruction

TES STUDY MATERIAL

# **Sri Aurobindo (1872-1950)**

- Freedom fighter, philosopher, spiritual reformer, poet
- First writer of Indian blood and birth to produce a major literary corpus almost entirely in English
- Learned only English at first; Bengali and Sanskrit later
- Born in Bengal; lived in Baroda for many years
- Entered politics; organized a revolutionary network which even turned to terrorism, for which he was arrested

TES STUDY MATERIAL

# As Editor of Newspapers

- *Bandemataram* was a daily started by Bepin Chandra Pal
  - Aurobindo wrote fearless editorials for this paper and was arrested
  - Then, Tagore wrote the celebrated poem ‘Rabindranath Salutes Aurobindo’
- Later, Aurobindo also edited the weekly paper *Karmayogin*
- Along with Paul and Mirra Richard, he started *Arya: A Review of Pure Philosophy*
  - *The Life Divine*, *The Future Poetry* etc first appeared here

# Aurobindo's Spiritualism

- With his spiritual collaborator “The Mother,” he founded the Sri Aurobindo Ashram at Pondicherry
- Formulated a spiritual vision of evolution
  - While the evolution from mind to supermind is inevitable, human beings can participate in the process consciously and hasten the birth of a new race

# *The Life Divine*

- *The Life Divine*
  - It is a treatise on metaphysics and is also a work of prose art
  - Deals with the theory of “integral yoga”
  - Freedom from the world as a first step towards the transformation of the world as a vessel of the divine sat-chit-anaanda
  - Offers a synthesis of western and eastern philosophy
  - Praised by Aldous Huxley

TES STUDY MATERIAL

# *Savitri*

- Aurobindo started writing *Savitri* when he was in Baroda and worked upon it for nearly fifty years
- An epic poem based on the Mahabharata, in 3 parts
- Twelve books is the manner of the epic
- Blank verse
- Subtitle: “A Legend and a Symbol”
- The characters undergo the evolutionary process, bringing divinity upon earth, transforming it spiritually
- In this epic he works upon a large canvas of history, geography, poetry, science, philosophy
- He deals with the origin of man, birth of the universe, birth of the gods – from the religious angle, from the mythological, the scientific, the philosophical and the yogic

# *Future Poetry*

- Aurobindo, in *The Future Poetry*, held that the poetry of the future will more and more approximate to the mantra
  - This means that in the poetry of the future, the middlemen – intellect, senses and even imagination – should be minimized and eliminated, and the communication between the poet and the reader should take place in a swift step
- Poetry of the future will rekindle these five lamps of our being, ‘five suns’ – Truth, Beauty, Delight, Life and Spirit

# Overhead Poetry

- Aurobindo's poetry can be best described as "Overhead Poetry"
- This means poetry arising from overhead planes:
  - the Higher mind
  - the Illumined Mind
  - the Intuition
  - the Overmind
- The theory of overhead poetry, or mantric poetry, means all one needs is an attentive and receptive ear, a mood of imaginative concentration, for radiant poetic communication

# ***Rose of God***

- The poem is a mystic cry of the soul which is at the same time a vision, invocation and action
- 'Rose' is the supreme symbol of the essence and efflorescence of God
- Bliss, Light, Power, Life, Love are the five essences that fuse as the integral perfection of God
- A constant juxtaposition of the two leading ideas in the poem are the divine which is high above and the human which is down below.

TES STUDY MATERIAL

# Aurobindo's Plays

- Plays deal with different cultures and countries in different epochs
- *Perseus the Deliverer*
  - Grounded on the ancient Greek myth of Perseus
- *Vasavadutta*
  - A romantic tale of ancient India
- *Rodoguna*
  - A Syrian romance
- *The Viziers of Bassora*
  - Romantic comedy which takes us to the days of great Haroun al Rashid
- *Eric*
  - Romance on Scandinavia, a story of love and war between the children of Odin and Thor

TES STUDY MATERIAL

# M.K. Gandhi (1869-1948)

- Born in 1869
- Did not learn English until the last three years of high school
- Learning English made him a stranger at home
- In London, studied law from 1888, where he learnt the language and became a voracious reader
- In 1893, sailed for South Africa, spent two decades there in political activism and legal battles
- His own voice and style soon established

TES STUDY MATERIAL

# ***The Story of My Experiments with Truth***

- In Gujarati, the book was serialized in the weekly *Navjivan*
- In English, the book was serialized in the weekly *Young India*
- The book was translated from Gujarati to English by Mahadev Desai
- It was published in book form in 1925
- It covers the period of Gandhi's life from his early childhood to 1920
- His life was inspired by Ruskin's *Unto This Last*

# *Hind Swaraj* (1909)

- Written in Gujarati
- Rhetorically powerful
- In the form of a dialogue between Editor and Reader
- Translated it himself and published as *Indian Home Rule*
- Became an iconic work of Indian nationalism during the period of its South African ban 1919-38
- Central idea: History provided lessons, examples and even laws about the future of human action

# As an Editor of Newspapers

- Started his first paper *Satyagraha*, an unregistered weekly, in 1919
- Edited the English-language *Young India* (1919-32)
  - Used *Young India* to spread his unique ideology and thoughts
- In 1933 Gandhi began publishing a weekly newspaper, *Harijan*, in English
- Also published *Harijan Bandu* in Gujarati, and *Harijan Sevak* in Hindi
- Edited Gujarati monthly *Navajivan*

TES STUDY MATERIAL

# Life as Text

- Gandhi dramatized his own life; transformed it into a permanent performance
- He allowed the details of his life to be witnessed and recorded, and become legendary
  - Sexual habits
  - Dietary routines and abstinences
  - Praying, fasting, silences, gathering up a handful of salt
- Reading Gandhi involves more than reading his words; it means reading the life

TES STUDY MATERIAL

# ***Songs from Prison (1934)***

- Gandhi made a number of translations of Indian lyrics into English during his stay in a British jail in India
- This was later adapted for publication by John S Hoyland with the title *Songs from Prison*
- The pieces are from Veda and the Upanishads, from the *Mukundamala*, and from bhaktas like Thulsidas, Surdas, Kabir, Nanak, Mirabai, Tukaram

# Jawaharlal Nehru (1889-1964)

- Born in 1889 in Allahabad
- Student of natural sciences at Cambridge, and law in London
- Wide reading; Edwardian literary sensibility
- Wrote numerous articles, essays, pamphlets, letters
- Intertwined personal and public histories in his narratives

# *Glimpses of World History (1934)*

- Written during the 1930s
- Comprises nearly 200 sections
- 196 letters from Nehru to Indira
- Written entirely during Nehru's prison life
- A broad view of the history of mankind, from 6000 BC including the rise and fall of civilizations, and histories of great heroes from across the world
- One of the earliest non-Eurocentric attempts at historiography

TES STUDY MATERIAL

# ***An Autobiography (1936)***

- Originally titled “In and Out of Prison”
- Dedicated to “To Kamala, who is no more”
- Also called “Toward Freedom” (1936)
- Written in prison during 1934-35
- Examines the rationale for his civil disobedience

# ***The Discovery of India (1946)***

- Written in prison during 1942-46, while jailed for his participation in the Quit India Movement
- Broad view of Indian history, philosophy, culture
- Argued that India is a historic nation with a right to sovereignty

# ***Letters from a Father to His Daughter***

- Collection of 30 letters written in 1928 to his daughter Indira Gandhi when she was 10 years old
- Contain teachings about natural history and the story of civilisations
- The letters written in English were later translated into Hindi by the famous Hindi novelist Munshi Premchand

# S. Radhakrishnan (1888-1975)

- Interpreted India's philosophy to the West
- *Kalki or the Future of Civilization* (1929)
  - A Gandhian warning about the increasing mechanization and industrialization of the modern world
- Translated the Bhagavad Gita, the Dharmapada, the Principal Upanishads and the Brahma Sutras

# Prose Works

- *Indian Philosophy*
  - Written in 2 volumes
  - First appeared in 1923 and the second four years later
  - Gives an account of the highest conceptions of Hinduism and an interpretation of Indian philosophy from within
  - A blend of Eastern conceptions with Western terminology

TES STUDY MATERIAL

# Prose Works

- Some of the major works include:
  - *The Hindu View of Life* (1926)
  - *An Idealist View of Life* (1929)
  - *Eastern Religions and Western Thought* (1939)
  - *Religion and Society* (1947)

# Translations of the Bhagavad Gita

- Major translators of the Bhagavad Gita are
  - S. Radhakrishnan
  - C. Rajagopalachari (also retold Ramayana and Mahabharata)
  - Sri Aurobindo
  - Mahatma Gandhi
  - Edwin Arnold
  - Charles Wilkins
  - Annie Besant

TES STUDY MATERIAL

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  - Edwin Arnold
  - Charles Wilkins
  - Annie Besant

TES STUDY MATERIAL

# Nirad C. Chaudhuri (1897-1999)

- Bengali author and scholar
- Pro-liberal and anti-conservative
- In his youth he read William Shakespeare as well as Sanskrit classics, and he admired Western culture as much as he did his own.
- He was opposed to the withdrawal of British colonial rule from the Indian subcontinent and the subsequent rejection of Western culture in independent India.
- “The intellectual in India” - first of his books to be published in India
- Describes his own writing as form of self-assertion
- Critics in India called him the “last British imperialist”

TES STUDY MATERIAL

# Features of his work

- Ability to evoke a sense of place
- Humour
- Independence of judgement
- A sense of futility and recoil from established views which resulted in him being called anti-Indian and pro-British
- Phenomenally prolific writing

# Works

- *The Autobiography of an Unknown Indian* (1951)
- *A Passage to England* (1959)
- *The Continent of Circe* (1965)
- *The Intellectual in India* (1967)
- *To Live or Not to Live* (1971)
- *Culture in the Vanity Bag* (1976)
- *Thy Hand, Great Anarch* (1988)
- Got the Sahitya Akademi Award (1975) for *Scholar Extraordinary*, a biography of Max Muller (1974)
- Last work *Three Horsemen of the New Apocalypse* (1997)

TES STUDY MATERIAL

# ***The Autobiography of an Unknown Indian (1951)***

- Published by Macmillan on the recommendation of literary critic John C. Squire
- Chaudhuri's essay "The Objective Method in History" is part of this work
- In 1998, it was included, as one of the few Indian contributions, in The New Oxford Book of English Prose
- Records Nirad C. Chaudhuri's life
  - Birth in Bangladesh
  - His growing up in Calcutta
  - His mental and intellectual development
  - His observations of vanishing landmarks
  - Changing Indian situation and historical forces that was making exit of British from India an imminent affair
  - His fiercely independent responses to India's independence and to historical trends
- It has been described as being 'more of a national than personal history'
- Iyengar says that Chaudhuri's real aim is to write history, and the autobiographical exercise is merely a means to get the history started

# Dedication

- The novel begins with its infamous, controversial dedication, capitalized throughout on the very first page
- The dedication of the book runs thus:  
“To the memory of the British Empire in India,  
Which conferred subjecthood upon us,  
But withheld citizenship.  
To which yet every one of us threw out the challenge:  
"Civis Britannicus sum" [Citizen of Britannia I am]  
Because all that was good and living within us  
Was made, shaped and quickened  
By the same British rule.
- Chaudhuri was hounded out of government service at the AIR, deprived of his pension, blacklisted as a writer in India and forced to live a life of penury as the result of this controversial dedication

# *A Passage to England* (1959)

- It is meant to be an ironical titular reply to E.M. Forster's *A Passage to India*
- An impressionistic account of five weeks in England, two in Paris and one in Rome
- Portrays a vivid account of his delightful discovery of his visit to England in the spring of 1955
- The author shows preference for some of the Victorian virtues of the British in this novel
- In this work he advances a thesis which he develops in his next books, the controversial *Continents of Circe* (1965)
  - That Englishmen who are kind and calm at home became offensive in India due to the climatic changes

# ***The Continent of Circe (1965)***

- Subtitled “Being an Essay on the Peoples of India”
- Title refers to Homer’s *Odyssey*
- Circe was the name of a sorceress who, with a magic drink, transformed Ulysses’ men into swine
- Chaudhuri’s title implies that the sub-continent of India is possessed by Circe and that the British imperialists are swine

TES STUDY MATERIAL

# ***Thy Hand, Great Anarch (1987)***

- Sequel to *The Autobiography of an Unknown Indian*
- Its title was inspired from the concluding couplet of Alexander Pope's *The Dunciad* which runs thus:
- “Thy hand, great Anarch! lets the curtain fall;  
And universal Darkness buries All.”
- Written when he was in his 80s, this book provides a perspective to the Indian political scene from the 1920s to India’s independence
- The book covers the writer's working life in India first as a clerk in the Military Accounts Department, then as an editor, writer, publicist. While as a clerk, he came across Arnold’s *Scholar Gypsy* which inspired him to leave his secure government job and become a writer, which he thought was his calling.

TES STUDY MATERIAL

# Other Works

- ***To Live or Not to Live***
  - A treatise on social and family relations in India
- ***The Intellectual in India***
  - Chaudhuri discusses India's historical past and three main traditions – Hindu, Muslim and modern
  - He then suggests how the intellectual can survive in India, the stress being mainly on the utilitarian aspects rather than on the social responsibility of the Indian intellectual

# Sarojini Naidu (1879-1949)

- Bengali who lived in Hyderabad
- Called 'the Nightingale of India'
  - She was given this sobriquet on account of having written beautiful, romantic, musical poetry
- The first Indian woman to become the President of the Indian National Congress
- The first woman to become the Governor of a state (Uttar Pradesh)
- Love predominant theme in her poetry
- Her works admired by leaders like Gopalakrishna Gokhale
- Her birthday is celebrated as Women's Day in India

# Sarojini Naidu (1879-1949)

- First anthology was *The Golden Threshold* (1905)
  - Praised by Arthur Symons
  - Many poems are about common people engaged in daily vocations
- *The Bird of Time* (1912)
  - Songs of love and death
- *The Broken Wing* (1917)
- *The Sceptred Flute* (1943)
- *The Feather of the Dawn* (1961, posthumous)
- *The Indian Weavers* (1971)

TES STUDY MATERIAL

# Poems of Sarojini Naidu

- **“Bird sanctuary”**

- Nature (God) as the ideal refuge for birds of all types, where the poet would also take refuge, being a bird with a broken wing

- **“The Queen’s Rival”**

- Based on a Persian legend

- Queen Gulnaar is tired of her beauty; wants a rival

- King Feroze brings many beautiful women from across the world, but Gulnaar is dissatisfied

- At last her beautiful two-year-old daughter, like a fairy, snatches away Gulnaar’s mirror, and she says, laughing, ‘Here is my rival’

# Poems of Sarojini Naidu

- *The Temple* is Sarojini Naidu's trilogy of lyric sequences, sub-titled "A Pilgrimage of Love"
- **"Indian Weavers"**
  - About the different coloured clothes woven by Indian weavers
  - The poem describes the clothes for a new-born baby, a bride, and a dead man
- **"Bangle Sellers"**
  - The bangle-seller/narrator presents bangles as a symbol of the happiness of women in three stages of their life
    - a virgin maiden (silver and blue)
    - an expectant bride (golden yellow)
    - finally a mature matriarch (purple and gold-flecked grey)

# Poems of Sarojini Naidu

- “Palanquin Bearers”
- “Coromandel Fishers”
- “The Pardah-Nashin”
- “To a Buddha Seated on a Lotus”
- “The Bird of Time”

# Harindranath Chattopadhyay

- He was a multi talented personality as an Indian English poet, a dramatist, an actor, a musician
- He was the younger brother of Sarojini Naidu

## Poems

- *The Feast of Youth* (1918)
- *The Magic Tree* (1922)
- *Blood of Stones* (1944)
- *Spring in Winter*(1955)
- *Virgin and Vineyards* (1967)

## Plays

- *Abu Hassan* (1918)
- *Five Plays* (1937)
- *Siddhartha, Man of Peace* (1956)

# Kanaiyalal Maneklal Munshi

- Popularly known as **Kulpati Dr. K. M. Munshi**
- He was an Indian independence movement activist, politician, writer and educationist from Gujarat
- He was a well known name in Gujarati literature; wrote in Hindi and English also
- Munshi has written mostly based on fictional historical themes

# Other Writers

- **ASP AYYAR**

- Used drama as mode of apprehension of reality pertaining to contemporary life
- His plays include
  - *The Devil* (1926)
  - *The Trial of Science for the Murder of Humanity*

# Other Writers

- **T P Kailasam**

- Regarded as the father of modern Kannada drama

- English Plays

- *The Burden* (1933)
    - *Fulfilment* (1933)
    - *The Purpose* (1944)
    - *Karna* (1946)
    - *Keechaka* (1949)

# Other Writers

- P A Krishnaswamy
  - Famous for his verse play *The Flute of Krishna*
- Bharati Sarabhai
  - Maiden woman playwright during the colonial era of Indian English Drama
  - Plays
    - *The Well of the People*: Based on a real story published in Gandhi's *Harijan* in which an old widow unable to achieve her ambition of going on a pilgrimage to Benaras and have a dip in the holy Ganges, decides to get a well dug for the untouchable in her village
    - *Two Women*

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# Other Writers

- **J M Lobo Prabhu**
  - The last great name in pre-Independence Indian English drama
  - *Mother of New India: A Play of the Indian Village in Three Acts* (1944)
  - *Death Abdicates* (1945)
  - *Collected Plays* (1956)

# British Writers of the Empire

- Rudyard Kipling (1865-1936)
  - *Plain Tales from the Hills* (1888) was his first collection of short stories
  - After this, his works became immensely popular
  - Condemned for being imperialistic
- Jim Corbett (1875-1955)
  - *Man-Eaters of Kumaon*
- EM Forster (1879-1970)
  - *A Passage to India*, condemned for the inaccurate portrayal of both Indians and the British
- Edward Thompson (1886-1946)
  - Now known as a minor poet
  - Translated Tagore's works and other Bengali works
  - Was sympathetic to Indian nationalists; opposed two nations theory

# British Writers of the Empire

- William Delafield Arnold
- J. G. Farrell
- Edmund Candler
- Paul Scott

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# Other Early Novels

- A Madhaviah's *Satyanand, Clarinda and Tillai Govindan*
- T. Ramakrishna Pillai's *Padmini: An Indian Romance* (1903) and *The Dive for Death: An Indian Romance* (1911)
- Raj Lakshmi Debi's *The Hindoo Wife or The Enchanted Fruit* (1876)
- Toru Dutt's unfinished novel *Bianca or the Young Spanish Maiden* (1878)
- Krupabai Saththianadhan's *Kamala, A Story of Hindu Life* (1895) and *Saguna: A Story of Native Christian Life* (1895)
- Shevantibai M. Nikambe's *Ratanbai: A Sketch of a Bombay High Caste Hindu Young Wife*
- KS Venkataramani's *Murugan the Tiller* (1927) and *Kandan the Patriot* (1932)

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