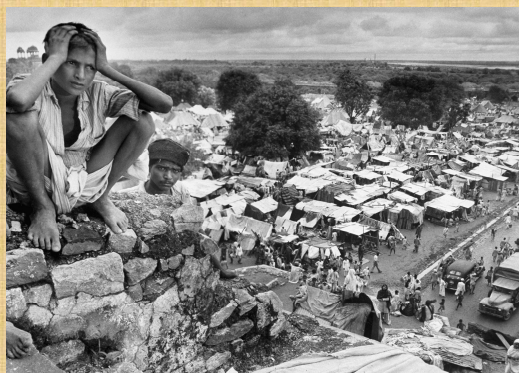


MODERNITY AND VIOLENCE: CHILDREN AND MEMORIES OF PARTITION VIOLENCE IN INDIA

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PARTITION VIOLENCE AND MEMORY



Modernity, Memory and South Asian Childhood- these three words are sufficient to describe the Indian Partition and the effect it had on Children.

Historical Context	Children and Modernity	Scope of Research
The Indian Partition was located at such a juncture of modernity, where the withdrawal of Colonial forces brought forth various identities in the shared geographical space, resulting in violent conflict over land, resources and independent identities	On the one hand, the Children were alienated from these discourses, and on the other hand, when experienced, yet, resulted in the most terrifying and a traumatic blow to their mental and emotional lives	Children are active creators of discourses. However, with children's limited ability to verbalize, narrativize or rationalize memories, especially that of traumatic experiences like partition violence, Literary works become an important site of their experiences, memories and subjectivities

AIMS AND OBJECTIVES

1

How are different discourses (History, Literary, Neurobiology etc) in the Text posited with respect to the child character/childhood memories?

2

How does the relationship of the child with the dominant structures in the society (patriarchy, feudalism etc) change with the advent of modernity? Also, how does the intersections of gender, class, caste and age influence the experience of modernity for the child?

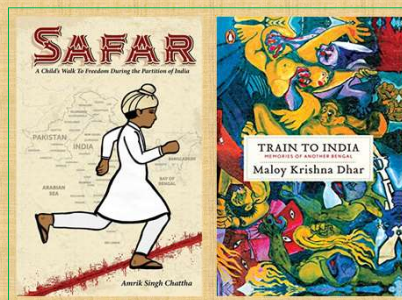
3

How does modernity enter into the lifeworld of the child? What are the repercussions when violence is clubbed with modernity?

4

How are the Narrator and the Child character established with respect to each other?

RESEARCH MATERIALS AND METHODS



The two autobiographical accounts of survivors of Partition Violence: Train to India: Memories of Another Bengal by Maloy Krishna Dhar and Safar: A Child's Walk to Freedom During the Partition of India by Dr Amrik Singh, examining in detail the construction of childhood and the perception of partition violence.

Modernity as a sociological and psychological aspect, and how the subjectivities of the child are represented/reflected in the literary text are also looked at.

Rather than conceiving memory as an anti-thesis of history, the dialectical relationship and the discourse that this combination yields would be looked at. How the child character locates itself in the memory of the narrator and the character-narrator relationship in the autobiography would be analyzed.

CONCLUSIONS



Intervention of adults important to children witnessed/victimised by violence, it should be addressed: children to be made aware, educated and violence should be prevented from integrating to their psyche.

Culture after Rupture- Spatial, temporal and existential disposal painful and traumatic, however provides children the opportunity of 'making culture rather than learning it.