

**THE LITERARY FOUNDATIONS OF MODERN INDIAN NATIONALISM: A
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Co-Supervisor
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The theme of nation and nationalism occupies a central position in Indian English literature, reflecting the historical, cultural, and political transformations of the Indian subcontinent. The study explores how literature negotiates the tension between personal identity and national belonging. Drawing on postcolonial theory, nationalism studies, and literary criticism, the paper argues that Indian English literature serves as a cultural archive that both reflects and critiques the evolving notions of nation and nationalism, capturing the complexities of history, memory, and collective aspiration. The research article focuses on the abstract identity of India from the Pre-Independence to the Post Independence era to the present day, keeping in centre the notions like Indian ness and Nationalism. Simultaneously, major historical and literary movements that were crucial in the formation of the collective national identity are taken the basis of the research. It also covers certain founding personalities and their contributions to what today is call Indian ness. It seeks to provide an understanding of how various factors that are connected, contribute to the formation of nationalism in the country. The Indian Knowledge System encompasses traditional wisdom from various fields such as philosophy, science, literature, arts, and medicine, contributing to shaping India's cultural and national identity. In this respect, this article promotes the existing discussions concerning the role of nationalism in the future of India and its accompanying sustainment of democracy. Therefore, there is the need to re-visit the Indian culture and history of India that representing Indian ness in real world.

Keywords: Nation, Nationalism, Indian English literature, post colonialism, identity, colonialism

INTRODUCTION

Secretly passed down from revolutionaries and commoners, these works persisted in circulation despite efforts by the colonial administration to censor them. The fact that these works existed at all—printed at secret presses, for example—constituted a sort of resistance. Banning these poems and booklets made them more appealing since they represented resistance to a repressive government. Moreover, these revolutionary writings served as a source of inspiration for the younger generation of freedom fighters. The bold rhetoric, calls to action, and celebration of martyrs fueled the nationalist fervor and helped to sustain the momentum of the movement. Balidan Ki Chingari (The Spark of Sacrifice) and Azadi Ka Danka (The Drumbeat of Freedom) were literary classics that encapsulated the bravery and determination of India's independence champions. There were a number of literary figures who contributed to the cause of national pride and patriotism during the liberation movement. He became a national sage and was thrust into the forefront of the liberation movement thanks to the strong nationalistic spirit that permeated Tagore's writings. Freedom of thought, conscience, and religion were equally important to him. "Where the mind is without fear" is a poem by Tagore that asks, "Where the mind is led by thee into ever-widening Thought and action into that heaven of freedom?" Please, my father, wake up my nation. His writings inspired a desire to free India from British rule. Poetically, he set out to free India from slavery.

His writings galvanized readers, who then vowed to devote themselves to the cause of the national struggle. Divided along sectarian lines, he despised the notion of dividing his beloved state of Bengal and was strongly opposed to its separation. He spoke at gatherings, led protest marches, wrote soulful songs, and fought for Swadeshi. For humanitarian reasons, Tagore advocated for the independence of the countrymen. It is my firm belief that the only way for my fellow citizens to reclaim India will be to resist the teachings of those who would have them believe that nationalism stands above human dignity. His stance was one of opposition to Western-inspired nationalism. Indian national anthem was bestowed upon India by Tagore. While India was at its strongest during the liberation movement, the song helped bring the country together. His songs had a tremendous impact on the nation's independence, and he was also a prophet and a builder of the nation. Gandhism: Mahatma Gandhi is an inescapable socio political figure, and his teachings are known as Gandhism. He had an impact on every facet of human awareness and provided material for writers in many disciplines, including sociology, history, philosophy, literature, and politics. From the time immediately preceding independence to the years immediately after, 'Gandhian Consciousness' reverberates throughout Indian English literature. According to M.K. Naik, these (the then-political and social) revolutionary changes in Indian society had an indisputable impact on Gandhian-era Indian literature written in English. Another major movement that had a significant impact on Indian literature, philosophy, and psychology was anti-colonial nationalism. As a political movement and philosophy, "anti-olonialism" sought to overthrow the colonial control of European powers in Asia and Africa throughout the 1800s and 1900s. In the late 19th and early 20th centuries, colonists sought to establish a social stratum that would be characterized by Indian ancestry and skin color but English taste, opinion, morality, and intelligence. The group of interpreters who were instrumental in starting and rallying behind the nationalist movement sought to exert influence on the governmental bureaucracy.

LITERATURE REVIEW

Haidyr Hashim Niama et.al [2024] British literature has had a tremendous impact on literature all across the world. British literature has impacted literature all across the globe in many ways. British literature has its roots in the Anglo-Saxon period and has had an impact on literature all across the globe ever since. The impact of British literature on literature throughout the world is examined in this blog article. The field that studies literature from all across the globe, not only the UK, is called British and international literature. Whether in their original languages or translated into English, the classics and modern works included here represent societal mores from different eras and regions. Readers interested in British and international literature may learn more about the authors' and authors' social, cultural, and historical backgrounds. As a result, we are able to comprehend one another's experiences and see things from other perspectives.

Mr. Bishal Bhattacharya et.al [2023] An in-depth analysis of the part played by the anti-colonial nationalist Mahatma Gandhi in the liberation of India from British colonial authority was provided by this research. In this article, we looked at the Indian independence movements through the lens of Gandhi's political nonviolence. This study draws on a variety of sources in

an effort to provide a holistic understanding of the ways in which the saintly and politically active personality of Mahatma Gandhi may have contributed to India's 1947 independence. In order to provide context for the traditional armed revolutions in India's liberation movement, we also assessed the competing critiques of Gandhi's political ethics, including ahimsa and Satyagraha. Indian anti colonialism drew from a broad range of economic, political, and religious sources, all with a same goal: to end British dominance in India. Mahatma Gandhi's anti-colonial activities sought liberation for India via participatory actions that went beyond class disturbances.

Dr. Reetu Khurana (Sardana) et.al [2022] As a reflection of India's complex social, cultural, and political climate, Indian English literature has emerged as a significant literary tradition. Throughout its development from the colonial to the postwar eras, this research delves into the exploration of national identity in Indian English literature. This research uses a critical analysis of chosen literary works from different eras and genres to explore how Indian authors who write in English grapple with the challenge of establishing a unique national identity in the face of the inherent variety and plurality in Indian culture. Examining how colonialism, nationalism, and globalization shaped Indian identity, the study focuses on depictions of religious, cultural, linguistic, and regional diversity. It delves into the ways in which literary works written in English from India use social movements, ideological revolutions, and historical events to negotiate tensions between variety and unity, tradition and modernity, and continuity and change. A diverse mosaic of Indian identity is presented, with a focus on marginalized voices, subaltern narratives, and diasporic experiences.

Mita Bandyopadhyay et.al [2021] Throughout history, literature—widely recognized as an art form including language—has evolved in response to the changing socioeconomic landscape, the foundation of which is now dictated by the technical forces that dominate modern civilization. Technological progress has altered not just the ways in which literature is created and consumed by the masses, but also its fundamental structure and content, which have also changed significantly. This provides evidence of technology's impact on the literary spirit of our time. At the dawn of human civilization, cave paintings, clay tablets, papyrus, oral recitation, and block printing served as the primary means of expression. However, with the advent of print media, these forms were gradually superseded and given new identities. Now, with digital media at full bloom, literature is once again undergoing a form and structure reconfiguration, calling into question the valid precepts of literature. Time and again, the very nature of literature has been revitalized and reinvigorated by these shifts from physical to mechanical to digital forms of literary creation and consumption.

Meaning of Nationalism

Nationalism is an ideology that stresses allegiance to one's nation as a major political virtue and national preservation and self-determination as prime political imperatives. In its varied forms, nationalism has proved an immensely powerful force for popular mobilization over two centuries in almost every part of the world. Nationalism is an abstract concept and a concrete reality. It is a positive consciousness of unity, homogeneity and national aspiration. The positive and negative aspects of nationalism are provided by the history of its development

(Dash, 1958). Nationalism is aspiration for various social groups to defend, create or maintain nations. Nationalism maintains autonomy, identity and unity of nations. Smith defines nationalism as an ideological movement which helps to attain and maintain identity, unity and autonomy of a social group. Nationalism is political doctrine of self-determination. It is linked with sovereignty. The nationalism can be different for the different social groups in multi-cultural countries because of different culture, identity and political status. Religion, culture, language, ethnicity etc. are the main sources of nationalism in Asian and African countries.

Indian English Literature after Colonialism

A term like "postcolonial literature" signifies "people produced literature that is subjugated and formerly colonized." Various sources agree that "Postcolonial Literature" is "works body done by colonized people for the annihilation of the influences as exerted in the lives of colonizers by themselves." As many formerly colonized nations struggled for independence from their oppressors in the middle of the twentieth century, a new literary movement known as postcolonial literature emerged. The conquerors' language, whether it English or French, is often favored by some writers. By composing it in English, they aspired to enhance international communication. The conquerors were also the target of their efforts to refocus the language tool. There is a wide range of opinion among postcolonial writers on the topic of language choice. Very few writers make an effort to write just in their native language. The best approach to explain long-established traditions, customs, and manners, according to these writers, is to use the local language. Authors writing in postcolonial English drew on the lexicon of the conquerors to fight back against them and, subsequently, to restore cultural, social, historical, and economic damages.

Role of Literature in Indian freedom Struggle

Works of patriotic poetry, fiction, theater, and short tales were abundant and powerful tools in the fight against British rule in India because they portrayed the brutality and tyranny endured by Indians at the hands of their rulers. Many poets contributed revolutionary poetry to the freedom movement in India, which in turn mobilized young people to fight for independence from British control. One poem that the Indian independence movement found inspiration in was "Pushp ki Abhilasha," written by the revolutionary poet Makhan lal Chaturvedi in Hindi. Even more renowned is the following couplet by the legendary Indian independence fighter Ram Prasad Bismal: (We shall see how much power is there in the arms of the oppressor.) The yearning for martyrdom is in our heart. We can see firsthand how this couplet energized the young Indians during the independence struggle. We are fortunate to be residents of a sovereign nation. Additionally, Indian patriots established a plethora of journals that focused light on the brutality and tyranny inflicted by the British and served to galvanise the Indian people against British domination.

Historical and Cultural Context in Literature

Historical and cultural context refers to the social, political, economic, and cultural conditions that existed during the time period in which a literary work was written Understanding the historical and cultural context of a literary work provides insights into the themes, characters, and conflicts presented in the text For example, understanding the context of the Great

Depression can shed light on the themes of poverty and social inequality in John Steinbeck's "The Grapes of Wrath" Failing to consider the historical and cultural context of a literary work can lead to misinterpretations or oversimplifications of the text's meaning and significance. A literary work's subject matter, style, and intended audience are all impacted by its historical and cultural environment. As an example, in reaction to racism and sexism in the 1920s and 1930s, a body of African American literature known as the Harlem Renaissance emerged and praised Black culture and identity.

METHODOLOGY

This chapter provide details of the overall design of the study covering aspects like the research design, procedure adopted, sources of data, techniques used to analyse the data, mode of reporting of the findings etc. The purpose of the chapter is to give minute details of procedure adopted by the investigator to complete the research work. As the present study follows qualitative approach, more emphasis goes to describing the methodology. The investigator has to check the feasibility of procedure at each stage of work and modify accordingly. The study is intended to analyse the teacher concept in selected Indian classic literature from ancient to post independent periods. The whole work is backed up with three major dimensions namely educational, historical, and literature. Semi structured interview conducted with experts from education, history, and language and literature helped to concretize the dimensions of study and also threw light into the procedures to be adopted for the work. The overall work was completed in two phase namely primary phase followed by major phase. In primary phase extensive review was done to gather an overview of the foundations of the study, followed by interview with experts in the field of education, history and language and literature including English, Hindi, Malayalam, Arabic and Sanskrit.

RESULTS AND DISCUSSIONS

The chapter deals with the analysis of data collected from various primary and secondary sources. Document analysis, specifically thematic analysis is employed for analysis of data in the present study, which constituted with the identification, examination and interpretation of patterns and themes in the textual data and determines how these patterns and themes substantiate answers of the research questions. The core of the analysis lies in the related processes of describing phenomenon, exploring and classifying how the concepts are interconnected. In the present work, analysis of 'teacher concept' in selected Indian classic literature has been carried out. Along with the selected classic for each of the four periods, data from secondary sources were also subjected to analysis. The central theme of the study is Teacher; which is dissociated into five themes such as teacher characteristics, classroom context, teacher-pupil interaction, curriculum and methods followed for teaching. The analysis of the study involves the following two phases.

1. Primary Phase
2. Major Phase

The whole analysis is divided into two sections namely a Primary phase and a Major phase. The objectives of primary phase were to identify themes for analysing the classic and to prepare

a frame work for the further proceedings of the study. Intensive review of literature has been done in primary phase as the first step. In order to build up the historical as well as literature dimensions of the study semi-structured interview was conducted with the experts in various fields such as Language and Literature, History and Education. Experts suggested conducting a pilot analysis of a famous classic, as an appropriate model for the study was not available through literature review. So, to identify the themes of analysis of classics in major phase the investigator analyzed the popular classic 'Panchathantra' of Vishnusarmman compiled in 4BCE in primary phase. As there is no work available for reference prior to the selected work in history of education to follow as a model, the primary phase served as a guideline to major phase and based on the findings of primary phase second phase is proceeded i.e. the analysis of selected classic literature representing the four identified time periods. The two phases of work were reported separately. In primary phase, analysis of data from the interviews and analysis of Panchathantra are included. In major phase, the analysis is arranged in such a way that a reader can easily comprehend what idea about the teacher is pictured in each classic as a representation of the concerned period. The analysis of major phase is organized under four major heads representing the periods and each of the section is again divided into five on the basis of themes, and validation of data, which has been done at the end of each period. The format of the chapter is given below.

Primary Phase

- Literature review
- Analysis of data obtained from the interview with Experts
- Analysis of 'Panchathatra'.
- Discussion

Major Phase (Common for the four periods)

- Analysis of the classic
1. Introduction to the classic
 2. Theme wise analysis
 - Teacher characteristics Discussion
 - Classroom context Discussion
 - Teacher – pupil interaction Discussion
 - Curriculum Discussion
 - Methods followed for teaching. Discussion
 3. Validity- Triangulation
 - External & Internal Criticism
 4. Comparative analysis of themes

Primary Phase

In primary phase of the study intensive review of literature has been done to build up the educational, historical and literature dimensions of the study. Semi-structured interview was

conducted with the experts in various fields such as from Language and Literature (English, Hindi, Arabic & Sanskrit), History and, Education.

Analysis of data obtained through Expert Interview

The present study is backed up with three dimensions namely educational, historical and literature. Hence, the investigator consulted experts from all the three dimensions to get in-depth information for the design of the study. The analysis of system of education was done in educational way. Document analysis was the key method to analyze the content of study; specifically thematic analysis was chosen. The present study followed historical method to depict the teacher figure through time periods, starting from the vedic period to post independent India. Historical classification of the periodisation was followed with the suggestions from historians. The periodisation is going in line with the reforms which took place in the educational system in India. Periodisation starts from ancient, medieval, modern and latest period, which corresponds to the political scenario termed as Hindu regime, Islamic regime, colonialisation, and post-independence. Each of the periods represents the political as well as social history of particular group who is in power from time to time. The details of the historical background are given in the second chapter of this report. As the name implies the study is an attempt to draw the evolution of teacher through time periods by analyzing selected Indian literature available in the four time periods. Without the historical support, the study cannot be proceeded well.

CONCLUSION

The blending of nationalism with themes of equality, secularism, and social reform showed that Indian literature was not limited to political liberation but aspired to moral and social emancipation as well. This multidimensional vision laid the foundation for India's democratic and pluralistic ethos after 1947. In conclusion, the influence of literature during the Indian independence period cannot be overstated. It ignited minds, bridged linguistic and cultural divides, and gave intellectual substance to the nationalist movement. Through poetry, prose, drama, and journalism, Indian writers created a moral and emotional framework that united millions under the common dream of freedom. The analysis of the characters in the selected classics and other authentic literature for the definite period of time, who exhibited various aspects of a teacher, and the overall process of the study, helped the investigator to reach into the following conclusions in general. The three dimensions of the study educational historical, and literature are intertwined and hence, influencing each other. The teacher as the most influential person as described in the classics of first (Ramayana) and second period (by Kabirdas), gradually moved back as the rigidity of the structure of education system intensified. Though approaches to teaching show diversifications in the modern period, the significance of instruction gradually diminish by giving more prominence to examination and results.

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