PARTITION

INFORMATION PACK

This pack accompanies the film A NEW LIFE IN HUDDERSFIELD - MEMORIES ABOUT PARTITION AND MIGRATION - produced by Let’s Go Yorkshire as part of the White Line Heritage Project

May 2018
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NB Contributors to the film transcripts – separate document
INTRODUCTION

This information pack accompanies the film “A New Life in Huddersfield – Memories about Partition and Migration”, produced by Let’s Go Yorkshire as part of the White Line Heritage Project in 201, which marks the 70th anniversary of the Partition of India and Pakistan.

The White Line project explores local people’s stories of Partition, the impact on their lives, their migration to the UK and eventual settlement in Huddersfield. You can find out more about the project, including a creative writing workshop, here: https://thewhitelineproject.wordpress.com.

The film “A New Life in Huddersfield” is held in the Yorkshire Film Archive, and the oral histories and transcripts are held in Heritage Quay, the archives of the University of Huddersfield.

The contributors whose stories are featured in the film are transcribed in a separate document which accompanies this pack.

This information pack is intended mainly for KS3 History teachers who choose Partition as an in depth study within the History Curriculum - challenges for Britain, Europe and the wider world 1901 to the present.

The study of Partition reflects the following curriculum strands:

- Indian independence and the end of the British Empire
- Social, cultural and technological change in post-war British society
- Britain’s place in the world since 1945

The study of Partition as it relates to Huddersfield, can also be treated as a Local History study by primary and secondary schools.

The topic of Partition also has clear links with the following concepts within KS3 Geography:

- Human Geography, relating to international development, economic activity, population and urbanisation
- Geographical skills, building on knowledge of globes, maps and atlases, using fieldwork in contrasting locations
And at GCSE level (KS4):

- Locational knowledge: appreciation of spatial, cultural and political contexts
- Locational knowledge: recognition of links and inter-relationships between places...at a range of scales from local to global
- Places: processes and relationships – changing economy and society
- Human geography: causes and effects of urbanisation with characteristics of economic and social development, causes and impact of national and international migration

While Partition and migration are not explicitly mentioned at KS2, the subject could be introduced in Geography through studying different types of settlement, and the use of maps, globes and atlases.

It could also be introduced as part of the literacy curriculum.

The subject of Partition also links with the following content in the secondary citizenship curriculum:

- Migration to and from the UK and the reasons for it,
- Human rights and the international law
- The world as a global community
- Diverse ethnic, national, religious and regional identities within the UK – the changing nature of society and the impact of migration on identities, groups and communities
- Social justice, community cohesion, human rights,

The White Line Heritage Project has been made possible thanks to funding from the Heritage Lottery Fund.
PARTITION - BACKGROUND INFORMATION

Context

Rule by Company, Rule by Crown

An independent India

Partition

Drawing the Line

Post-Partition
The roots of Partition are complex and long. The religious map encompasses Hindus, Muslims and Sikhs and minority populations of Buddhists and Christians. Sites of religious significance are spread across the whole of the continent. While people of different religions did live peaceably side by side, nonetheless religious violence had been a feature of India’s existence long before the British arrived in the 1600s.

**FROM RULE BY COMPANY TO RULE BY CROWN**

There was already a Portugese and Dutch presence on the continent when the British East India Company (BEIC) were given a royal charter to trade in the East Indies by Queen Elizabeth I in December 1600. The British ventured into India with their gaze firmly set on trade and the riches to be gained.

The BEIC dealt in commodities such as silk, cotton, dyes, salt, and tea. It also had a private army twice the size of the British Army. While originally focussed on trade, not Empire, the company began to exercise military power and adopt administrative functions, gradually coming to rule almost the entire continent. India was under East India Company rule for around 100 years until 1857 when the Indian army rebelled against the rule of the company in what was known variously as the Indian Mutiny, the Sepoy Mutiny or the Revolt of 1857.

The rebellion began near Delhi but quickly spread, amongst civilians as well as the military. Loyalties amongst the Indians were mixed, with some fighting for the British. There was extreme violence and cruelty on both sides. The British prevailed, and the Crown, in the form of Queen Victoria as the Empress of India, assumed direct control and the period known as British Raj began in 1858. It was to last until Partition in 1947. During this time, India was divided into two. British India was governed for the British Crown by the Viceroy, the Governor General of India. The remainder of the country consisted of over 500 Princely, Native, or Indian States, independent autocrasies governed by Princes.
AN INDEPENDENT INDIA – UNITED OR TWO NATIONS?

During the 90 years preceding Partition, nationalist feeling grew and was embodied in the formation of the Indian National Congress or Congress Party, in 1885. This was a secular, pan-Indian political party which campaigned for an independent India.

In 1906, the Muslim League was formed with the goal of achieving Muslim separatism.

Under Mahatma Gandhi’s leadership in the 1920s and 30s, the Congress party adopted a stance of non-violent protest, civil disobedience and non-co-operation. The British made some concessions during this period, but retained full central control.

With the advent of WW2 in 1939, Britain had unilaterally declared war on India’s behalf. The Congress Party refused to support the war until India had complete independence. Meanwhile the Muslim League, led by Muhammed Al-Jinnah, supported the British stance and India’s participation I in the war.

THE IDEA OF PARTITION TAKES HOLD

The League continued to argue for Partition and the creation of a separate nation for the Muslim population.

MAP 1 A contemporary news bureau map of pre-Partition boundaries in 1947
The name **Pakistan** for this new region had been coined in 1933 by an Indian student Choudhry Rahmat Ali, a Pakistan nationalist living in Cambridge. He called on the following predominantly Muslim regions to take action: **Punjab**, **Afghan**, **Kashmir**, **Sind** and **Baluchistan**. The “I” was added later for ease of pronunciation. The idea of a “two nation India” (Muslims and Hindus) begins to take hold.

![Map of Pakistan and Dependencies](image)

**MAP 2 – Choudry’s original vision for a two nation state, which he would have renamed Dinia**

In 1942, the Congress Party continued their opposition to the war and launched the **Quit India** movement. The following day, the British government declared it an unlawful organisation. Gandhi was arrested, along with other leaders. Mass demonstrations and protests followed. Some detainees remained in prison for several years.

In 1945, Churchill was defeated in Britain’s post-war elections, and a Labour government was elected. This signalled a change in colonial policy and full self-government for India was within reach. In 1947, **Lord Louis Mountbatten** took up the position of the last **Viceroy of India**, with the task to transfer power as quickly as possible. His plan for a united centrally governed India was rejected by both the Congress Party and the Muslim League and Partition was seen as the only solution. The British departure from India was brought forward by a year and in June 1947 plans for Partition were announced jointly by Lord Mountbatten, Mohammed Ali-Jinnah and Jawaharlal Nehru, the new leader of the Congress Party, along with an appeal for “peace and order.” Partition was to take effect in just 2 months’ time – a year earlier than planned.
DRAWING THE LINE

In 1947, India consisted of two main divisions: British India and the Indian, Native, or Princely, States. British India covered 55% of the total area of India, with 76% of the total population. There were 562 Princely States, administered by a Prince, who held absolute power under a treaty with the British Crown. Some had introduced constitutional government. Collectively, the Princely States contained 24% of India’s population.

The task of dividing India into two independent nations – India and Pakistan – was given to a British lawyer, Cyril Radcliffe. He was given census and other data to help him assess where the different populations were concentrated. There has been a suggestion that the information was out of date. He was assisted by two Hindu and two Muslim judges and together they formed the Boundary Commission. Mountbatten kept his distance to ensure neutrality.

However Cyril had never visited the continent before, and had little knowledge of the cultural and religious context in which Partition would take place. He had just seven weeks to redraw India’s boundaries, and left the day after he had done so, never to return. He refused the fee of £3000.

The line he drew across India became known as The Radcliffe Line.

https://southasiablog.wordpress.com

MAP 3 This map shows the claims for boundary lines

White: Muslim League    Black: Congress Party    Purple:Radcliffe Line
After Partition, India was divided into two independent dominions – Pakistan (predominantly Muslim) and India (predominantly Hindu). Most Princely States joined India, however some were undecided. Others such as Kalat in Baluchistan, voted to remain independent (later absorbed into Pakistan).

The Radcliffe Line created 12 million refugees overnight as Hindus, Muslims and Sikhs stranded on the “wrong side” of the line began to walk to the newly allocated territory. Pakistan was now an independent Muslim country comprising two states – East and West Pakistan. They lay 1500 miles apart, with India and its Hindu population in between. The resulting panicked mass migration was marked by violence – around one million people are estimated to have been killed. Tens of thousands of women were raped or abducted.
MAP5 This map shows the pre-Partition religious distribution with the Radcliffe line in black.

MAP 6 shows the movement of 12 million Hindu, Sikh and Muslim refugees.
POST PARTITION

The new boundary lines were to have a profound impact on the cultural, political and religious landscape of India.

Within two months of independence, India and Pakistan were at war with each other in Kashmir, which lies between the two. Kashmir had been a Princely State with a Hindu ruler and a majority Muslim population. He chose to join India, the Hindu state. Kashmir’s Muslim population rebelled and were supported by Pakistan. The war lasted until a ceasefire in 1949.

Both Gandhi and Jinnah died in 1948, shortly after Partition. Gandhi was shot by a Hindu extremist, and Jinnah died of TB.

In the same year, the British Nationality Act created the status of Citizen of the United Kingdom and Colonies, replacing the former status of British Subject. There was no requirement for a visa or passport, enabling many people to leave India and come to Britain in search of education, work, and security.

“A New Life in Huddersfield” tells some of their stories.
THE FILM - an overview

The film is just over half an hour long and contains interviews with 10 survivors of Partition, both Muslims and Sikhs, who made their home in Huddersfield. The first arrived in the early 1950s, to find an immigrant population of just six, three from India and three from Pakistan.

The first part of the film is concerned with forging a new life in a new town, coping with unfamiliar language, food, work housing, shops, schools and climate. Interviews to camera are interspersed with black and white stills and footage of Huddersfield from the 1940s to 1980s.

The film builds a picture of Huddersfield as a town with plenty of work, and a generally welcoming population in the beginning. Two self help organisations were set up to support the South Asian community - the Pakistani Association of Huddersfield and the Indian Workers’ Association.

As time went on and the immigrant population increased, interviewees encountered discrimination and prejudice with easier and better paid jobs being withheld from the newcomers. They also talk about how workers came together to campaign against racism and for equality.

Half way through the film, (15m 15s) the focus shifts to memories of India, what life was like there, and the experience of Partition itself.

They recall that different communities lived broadly harmoniously together, although there was religious segregation. Life on the land is recalled, and a variety of crops - sugar cane, wheat, cotton, chick peas.

The second part of the film includes context regarding the implications of drawing up new boundaries, from South Asian Historian, Barry Pavier.

Interviewees relate their experiences of forced migration, including being subject or witness to violence, friends becoming enemies overnight, family and friends dying from starvation, walking for miles to reach refugee camps and relative safety.

Summaries of 22 interviews can be found at the end of this pack - only ten of these appear in the film.
WATCHING THE FILM

It is suggested that teachers watch the film first and become familiar with the contents of this pack so that they are able to answer any questions.

Students will get from the film if they have a broad understanding of the economic conditions in the UK and the political and religious landscape in India prior to Partition.

Teachers can either choose to cover these topics prior to the film or use the film as a starting point for further research. One option is for students to watch the film all the way through without stopping, and then collate research questions at the end.

Students can then divide into groups and bring their research results back to the whole class before everyone watches the film again.

Another approach is to stop the film and ask questions as you go. This will help you identify the students’ baseline knowledge.

Some questions you might use in this way during or at the end of the first part of the film (15m 15s) are:

What impression does the film give of Huddersfield as a town at this time?

What kind of welcome did people receive in the town?

Brainstorm words to describe how

- The people of Huddersfield felt about the immigrants
- The people from Pakistan and India felt – what were their expectations? What had they left behind?

Would later immigrants have had the same kind of experiences as those who came early on? How would it have changed, and why?

Before showing the second part of the film you could ask students what they know of Partition. You may wish to warn them that some of the interviewees relate upsetting experiences.

Stopping point 17 m 55 s

How did the economy differ to Huddersfield? (agricultural rather than industrial)
Stopping point 17m 56s

The on screen text gives a very brief outline of some of Britain’s reasons to push forward with Partition.

The rest of the film relates individual experiences of migration, both Muslim and Sikh. Students should be warned that these include being subject to, or witnessing violent scenes or death, travelling long distances on foot, going hungry and coming under attack.

Questions for consideration at the end of the film will help build students’ understanding of the complex issues involved, and the many different viewpoints.

Why was Partition so rushed?

How did people react to finding themselves on the “wrong side of the line”?

How did the British respond to the violent migration and why?

One of the interviewees talked about the British adopting the “divide and rule” approach. What do you think he meant? How effective had this approach been?

How did the Indian authorities respond and why?

Why do you think this aspect of history (the Partition of India) has not been talked about very much until now?

Do you think it’s important that more people know about it? Why?

Why do you think the film begins with arriving in Huddersfield rather than leaving India?
SESSION PLANS

CURRICULUM AREA: Literacy - creative writing/History - context
DURATION: 1 hour

RESOURCES

Links to films:
- “A New Life in Huddersfield”
- “This Bloody Line”
- A copy of “Partition” by W.H. Auden

ORGANISATION

Whole class (film and text)
Individuals
Or small groups (creative work)

OBJECTIVE

Students understand that there can be different interpretations of the same incident.

ACTIVITY 1 (25 minutes)

1. After watching “A New Life in Huddersfield” ask the students to answer the following question by a show of hands.

   - **How much was the Radcliffe Line to blame for the violence following Partition?**

     Questions to help them think more deeply:

     - Why do they think Cyril Radcliffe was asked to do the job?
     - Did he have enough information?
     - Was the time frame too short? Why the rush?
     - What other factors could have been to blame for the violence?

2. Now watch the short film *This Bloody Line* on YouTube and ask the question again.

3. Finally, put the text of the poem “Partition” up for the whole class to see and read through, explaining unfamiliar words or phrases. What did Auden think about Radcliffe’s role?

     Ask the first question again. Did anyone change their answer? Why?

ACTIVITY 2 (35 minutes)

Students investigate contemporary newspaper and other reports about Partition. How would they answer the question now?

Using the film(s) and poem as starting points, students write a poem or piece of prose from the viewpoint of Radcliffe himself.
**CURRICULUM AREA:** Human Geography KS3  
**DURATION:** 1hr 15 minutes

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<th>RESOURCES (per group)</th>
<th>ORGANISATION</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Laminated A3 Map 1</td>
<td>- Students in groups of 4-6</td>
<td>- Students will gain an understanding of the distances and directions of migration following Partition</td>
</tr>
<tr>
<td>- Marker pens</td>
<td>- Working collaboratively</td>
<td></td>
</tr>
<tr>
<td>- Atlas or geographical map to show terrain</td>
<td>- 1 spokesperson</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY – TEACHERS SHOULD BE FAMILIAR WITH THE MAPS BEFOREHAND**

1. **Students to discuss amongst themselves how India might be most fairly divided.** They should remember that the areas marked “undecided” on the map cannot be allocated to either side - they will choose for themselves. Once they have agreed the boundary line, it can be drawn on the map (15 minutes).

2. **In groups, feed back to the rest of the class. Are there any differences between the groups’ boundary lines? Explain the reasons for choices.** (10 minutes)

3. **Bring up Map 2 on the screen for the whole class to see (Choudry’s vision of Pakistan). How does it differ to theirs? Discuss** (5 minutes)

4. **Students return to their groups and maps to consider what their line will mean for people who find themselves on the “wrong side”. Using pen, track potential migration routes. Referring to the atlas or geographical map, list the physical landscape and difficulties they might encounter. Mark the various routes on the map with a different coloured pen. Measure the furthest distance people will have to travel.** (15 minutes)

5. **Feedback to the rest of the class and discuss** (15 minutes).

6. **Now bring up Map 5 for the whole class to see. This shows the Radcliffe line in black, Muslim population in green, and Hindus in red. Minority religions are blue. What do they think of the way the territories have been divided? (central part, i.e. undecided areas, are omitted from this map). Was it a fair division? Using geographical atlases, look at the location of cities and natural resources post Partition. What do they notice?**

7. **Finally, bring up Map 6, showing the different migration routes and discuss.** (15 minutes)
**CURRICULUM AREA:** HISTORY – interpretation skills  
**DURATION:** 1hr per activity

<table>
<thead>
<tr>
<th>RESOURCES (per group)</th>
<th>ORGANISATION</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral histories</td>
<td>Pairs, small groups</td>
<td>Students identify reasons why there may be different interpretations of the same event.</td>
</tr>
<tr>
<td>contemporary newspaper and government reports</td>
<td>Analysis and discussion</td>
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</tbody>
</table>

**ACTIVITY**
The activity is split into two. The moderate level (1) asks students to look critically at subjective testimonies. The extension level (2) asks students to compare those testimonies with contemporary reports. Responses can be recorded on flip chart of where the whole class can see.

1) Students are given two testimonies, one from a Sikh interviewee and one from a Muslim interviewee, but the names and religions should only be known to the teacher (self identification within the testimony can remain).

Students are given the **enquiry question:**

**Do survivors tell the same stories as each other about Partition?**

**Subordinate questions:** – looking at the oral testimonies

- How accurate do you think the interviewees’ memories of community cohesion before Partition are? (consider how old each interviewee was when they came to the UK)
- What else might influence accuracy of memory?
- Looking back, what explanations can the interviewees find for the violence?
  - How does X show what he/she believes was the reason? What do they say? What evidence do they give?
  - Do all the interviewees agree that everyone lived harmoniously before Partition? What evidence do they give?
  - What differences and similarities are there between the two testimonies?
  - Who was the interviewees’ audience?

Return to the enquiry question and ask for students’ responses.

2) Students are given extracts from contemporary reports

Enquiry question: **Do official and newspaper reports differ from each other?**

**Subordinate questions:** – contemporary reports

- Does the report contain any personal views? Highlight these
- Does the writer give evidence for their views?
- Was the writer there for any part of Partition?
- What might have influenced his/her memory of events?
- Does the writer ignore any key events?
- If the writer wasn’t there, how has the report been compiled?
- Who is the writer writing for?

Return to the enquiry question and ask for students’ responses. Ask students to compare the testimonies and reports. Is one more reliable? Why?
**CURRICULUM AREA:** Literacy – creative writing/IT  
**DURATION:** 1 hour

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>ORGANISATION</th>
<th>OBJECTIVE</th>
</tr>
</thead>
</table>
| Links to films:  
- “A New Life in Huddersfield”  
- A copy of “Parted” by Aoife Mannix  
- Strips of paper wide enough to write on | Whole class (film and text)  
Individuals  
Or small groups (creative work) | Create an individual or collaborative piece of written work about the things that embody home  
Create an ARE (aura) combining an AV recording of the poem and an image of home |

**ACTIVITY 1 (15 minutes)**

After watching “A New Life in Huddersfield” put the text to “Parted” up on the screen and read together. The writer describes lots of images – mental snapshots recalled from the time before Partition. (Leaving the unpleasant memories for now) On their own these images are insignificant but all together, they create a sense of familiarity and home.

Ask the students to keep a notebook for the next week of similar images – small snapshots or visual haiku – from their travels around town.

**ACTIVITY 2 (45 minutes)**

At the next lesson, organise students into small groups and ask them to write their images on paper strips which are then put in the centre of the table and shared with the whole group.

Students then choose phrases to assemble a poem, collaboratively or individually.

Poems are then shared with the rest of the class.

**EXTENSION: (IT)**

Students record themselves reading their poem or the poem by Aoife Mannix. This becomes the overlay for an ARE which is triggered by an image they have researched relating to the poem. Trigger images can be displayed in the classroom as part of an interactive display.
OTHER IDEAS

ART/TEXTILES: printing  Use quotes from the films, from newspaper reports or from the quotes at the end of this pack to print onto fabric, paper or other materials.

IT: creating AREs  Use pre and post Partition maps as trigger images and add a sound file of the student’s explanation of Partition. (maximum 60 seconds is ideal).

LOCAL HISTORY/HUMAN GEOGRAPHY: Oral histories can be used to create drama, film, performance or artwork.


LIST OF FILMED INTERVIEWEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Religion</th>
<th>Date of Birth</th>
<th>Date of Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nasim Hasnie (Muslim)</td>
<td>b. 1945</td>
<td></td>
<td>arrived 1962</td>
</tr>
<tr>
<td>Tarsem Singh Kang (Sikh)</td>
<td>b. 1933</td>
<td></td>
<td>arrived 1952</td>
</tr>
<tr>
<td>Hardev Singh Gakhal (Sikh)</td>
<td>b. 1938</td>
<td></td>
<td>arrived 1961</td>
</tr>
<tr>
<td>Gindi Sarai (Sikh)</td>
<td>b. 1955</td>
<td></td>
<td>arrived 1968</td>
</tr>
<tr>
<td>Hemant Kaur Dutta (Sikh)</td>
<td>b. 1937</td>
<td></td>
<td>arrived 1967</td>
</tr>
<tr>
<td>Muhammed Iqbal (Muslim)</td>
<td>b. 1938</td>
<td></td>
<td>arrived 1963</td>
</tr>
<tr>
<td>Mohammed Hanif Asad (Muslim)</td>
<td>b. 1938</td>
<td></td>
<td>arrived 1961</td>
</tr>
<tr>
<td>Jamil Akhtar (Muslim)</td>
<td>b. 1947</td>
<td></td>
<td>arrived 1968</td>
</tr>
<tr>
<td>Mansaf Ali (Muslim)</td>
<td>b. 1939</td>
<td></td>
<td>arrived 1961</td>
</tr>
<tr>
<td>Abdul Rashid (Muslim)</td>
<td>b. 1938</td>
<td></td>
<td>arrived 1960</td>
</tr>
</tbody>
</table>
Partition of India

Unbiased at least he was when he arrived on his mission,
Having never set eyes on the land he was called to partition
Between two peoples fanatically at odds,
With their different diets and incompatible gods.
"Time," they had briefed him in London, "is short. It's too late
For mutual reconciliation or rational debate:
The only solution now lies in separation.
The Viceroy thinks, as you will see from his letter,
That the less you are seen in his company the better,
So we've arranged to provide you with other accommodation.
We can give you four judges, two Moslem and two Hindu,
To consult with, but the final decision must rest with you."

Shut up in a lonely mansion, with police night and day
Patrolling the gardens to keep the assassins away,
He got down to work, to the task of settling the fate
Of millions. The maps at his disposal were out of date
And the Census Returns almost certainly incorrect,
But there was no time to check them, no time to inspect
Contested areas. The weather was frightfully hot,
And a bout of dysentery kept him constantly on the trot,
But in seven weeks it was done, the frontiers decided,
A continent for better or worse divided.

The next day he sailed for England, where he could quickly forget
The case, as a good lawyer must. Return he would not,
Afraid, as he told his Club, that he might get shot.

WH Auden, 1966
Parted

Letters of such eloquence,
the brown eyed boy with the beard,
the laughter of her father,
the lioness hunting for her children
as the snake sheds its skin.
A map from a lost village,
the post delivered by horse.
These lines drawn across a page
ripped open the skin of rivers
till the water flowed red
with train journeys denied a destination.

How to walk in those footprints
of the fifteen million fallen from history.
He shakes when he speaks
of a little boy decapitated
for no God he could ever recognise.
Cows cross borders as their sacred duty
but only humans kill each other
on the impossible scale of a man
lost in a lunatic asylum.
The nowhere contradictions
of best friends in a foreign country,

How can we have so much in common?
How can there be so much love?
The adoration of children.
Yet the snake charmer whispers
in the ears of brothers, sisters.
She says in her village they hid
the Hindus, the Muslims, the Sikhs.
The neighbours they had lived beside
all their lives. So many generations
sliced in two by a white man with a ruler.

How from one day to the next
the craziness gripped a nation’s dream
of birth. These stories crackle
from the gramophone, they echo down the line.
For our precious homes are a photograph
snapped in that moment when you discover
this is not the random dice
of other people’s tragedies.
This is your son, your daughter,
asking how to translate
a future free of hate.

Aoife Mannix, 2017
GLOSSARY

Partition The division of British India in 1947 to create two independent countries, Pakistan and India.

British East India Company Originally a private company (1600 – 1858) granted a trade monopoly with the East Indies by Queen Elizabeth I. Also known as the Honourable East India Company, the East India Company and informally as John Company. Ended up trading mainly in India and gaining de facto control over much of the territory through trade deals enforced by a huge private army twice the size of that in England at the time.

The Indian Mutiny 1847 Also called the Sepoy Mutiny or the Indian Rebellion. Took place at Meerut on 10 May. Following rumours that cow and pig fat had been used to seal gun cartridges, and the hanging of two soldiers for attacking an officer, sepoys (foot soldiers) in the British East India Company’s army broke ranks on parade. They were soon joined by others from all over north India. The rebellion lasted over a year before it was finally put down, leading to Parliament’s withdrawal of the right of the East India Company to rule India.

Viceroy of India (full title – the Viceroy and Governor-General of India) ruled India for Queen Victoria, now Empress of India from 1858 to 1947.

The British Raj “Raj” means “rule” in Hindustani and the British Raj was the name of the years between 1858 and 1947 when India was ruled by the British Crown.

British India 17 provinces of India governed by the Crown until 1947.

Indian, Native, or Princely, States States which were not fully and formally part of British India, but enjoyed protection and were indirectly ruled by the Crown. Over 550 existed in 1947 and most were absorbed into India.

Autocracy government system where social and political power is wielded by one person without restraint by legal or governmental controls.

Indian National Congress Party Often referred to as Congress, founded in 1885. First modern nationalist movement. Led by Mahatma Gandhi, and later Nehru as the principal mover for Indian independence.
The Muslim League (originally the All-India Muslim League) established 1906. Muhammed Ali Jinnah, former barrister, was the leader from 1913 and advocated for a Muslim state, demanding a separate nation – Pakistan.

Mahatma Gandhi 1869-1948 lawyer, civil rights activist and politician. Gandhi advocated non-violent protest and led the Congress Party until 1922 when he was sent to prison for “disaffection towards the Raj.”

Muhammed Al-Jinnah 1876-1948 lawyer, politician, founder of Pakistan. Led the Muslim League from 1913 to 1947 and then became Pakistan’s first Governor General.

Pakistan In 1933, Choudhry Rahmat Ali, a Cambridge student, advocated that British Indian Muslims should unite against the Hindu nationalists. He focussed on the Muslim majority regions, namely, Punjab, Afghan, Kashmir, Sind and Baluchistan. An “I” was added for ease of pronunciation and the word Pakistan was adopted by the Muslim League.

Quit India Movement Launched by Gandhi in 1942, the call was for British troops to withdraw voluntarily from the country. The day after the announcement, Gandhi and other politicians were imprisoned. Their arrest galvanised widespread support and led to mass demonstrations, strikes and violence.

Lord Louis Mountbatten 1900 – 1979 Lord Mountbatten was of German lineage, born in Windsor. He was a distinguished naval officer and the Supreme Allied Commander of South East Asia from 1943-1946. He was the last Viceroy and the first governor general of British India. Created Viscount Mountbatten 1946 and Earl Mountbatten the following year, Lord Louis was murdered by the IRA in 1979 in County Sligo, Ireland.

Cyril Radcliffe 1899-1977 A British barrister and Law Lord who chaired the Indian Boundary Committee. Refused his salary for the role and was created a Knight of the British Empire in 1948. The subject of “Partition” a poem written in 1966 by W.H. Auden.
GLOSSARY  continued

The Radcliffe Line The boundary demarcation line between India and Pakistan from 17 August 1947, named after Cyril Radcliffe, chairman of the Boundary Commission. Other committee members included representatives from the Congress and Muslim League parties, but in practice the decisions were taken by Radcliffe. The aim of the line was to divide 175,000 square miles and 88 million people equitably and fairly. Although the boundaries were agreed on 12 August, they were not published for five days and even then, some border districts did not know which side of the line they now found themselves.

QUOTES

“Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially.” Prime Minister Nehru, 15.08. 1947

“Partition is bad. But whatever is past is past. We have only to look to the Future.” Mahatma Gandhi.

“India is not a nation, nor a country. It is a subcontinent of nationalities.” Muhammad Ali Jinnah

LINKS AND REFERENCES

This Bloody Line 9 minute film by Ram Madhvani

Pakistan

India Times – how the line was drawn

British India Timeline

Maps:


https://southasiablog.wordpress.com/

https://brilliantmaps.com/first-pakistan/
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