

DISCIPLINE SPECIFIC ELECTIVE (DSE): Histories of Regional Literature

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Histories of Regional Literature	4	3	1	0		

Learning Objectives

- In the Indian subcontinent, to see a similar evolution of different languages in different parts of the country.
- Sanskrit, the name itself meaning refined, was the elite language for exacting standards of scientific inquiry, administration, and aesthetic exploration, whereas assorted Prakrit grew into what came to be called Indian vernaculars.
- Southern India saw Tamil serving in that role for the region's other languages such as Kannada, Telugu and Malayalam, all of which interacted with Sanskrit as well.

Learning outcomes

- This paper would help the student perceive the historical development of different regions and their particular languages
- Conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations.
- How language plays a big role in constituting identity – of the self and of imagined communities.

Syllabus

Unit 1: Histories of regions, language, and its significance

1. Historiographical debates.

Unit 2: Language, Culture, and the History of the Region from the South

1. Tamilakam
2. Kannada and state patronage

Unit 3: Language and Region in Early Modern India

1. Marathas and Marathi
2. Hindavi: Awadhi/Braj and the Vernacular debate

Unit 4: The Colonial State, the Language question, and the region

1. Language policy and perspectives
2. Language Movements and Identities: Tamil and Telugu; Odia/ North East (Kuki or Assamese)
3. Vernacular to National: Tamil; Hindi and Urdu; standardisation of language

Practical component (if any) - NIL

Essential/recommended readings

Unit 1: Histories of regions, language, and its significance: This unit will familiarise students with India's regional histories and situate its meaningfulness through their languages. (Teaching Hours: 9 hours)

- Orsini, Francesca, "How to do Multi-lingual Literary History? Lessons from Fifteenth- and Sixteenth-century North India", *The Indian Economic & Social History Review*, June 2012, pp. 225-246.
- Partha Chatterjee and Raziuddin Aquil (eds), *History in the Vernacular*, Permanent Black, Ranikhet/New Delhi, 2008 (Introduction).
- Pollock, Sheldon, "The Cosmopolitan Vernacular", *The Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "En/ Gendering Language: The Poetics of Tamil Identity" *Comparative Studies in Society and History*, Vol. 35, No. 4 Oct., 1993.
- Zutshi, Chitralekha, "Translating the Past: Rethinking 'Rajatarangini' Narratives in Colonial India," *The Journal of Asian Studies*, Vol. 70, No. 1, February 2011, pp. 5-27.

Unit 2: Language, Culture, and the History of Southern India: In the context of Indian History, the notion of the making of the regions, the concept of South India, the making of the Tamil region, as in the sources, is integral to understanding our distinct and yet interconnected cultural pasts. The connections between Sanskrit and the rise of early Kannada scholarship as understood by some scholars would be useful for students to engage with for understanding the Kannadiga region. (Teaching time: 9 hours)

- Gurukkal, Rajan, "Characterizing Ancient Society: The Case of South India" *Proceedings of the Indian History Congress*, 1998, Vol. 59, 1998, pp. 30-57.
- Ganesh, K.N., "Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Human Geography in the Context of Sangam Texts*, *Studies in History*, 25(2), 151–195, 2009.
- Pollock, Sheldon, "The Cosmopolitan Vernacular Author", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 6-37.
- Ramaswamy, Sumathi, "Language of the People in the World of Gods: Ideologies of Tamil before the Nation", *Journal of Asian Studies*, Vol. 57, No. 1, February 1998, pp. 66-92.
- Ramaswamy, Sumathi, *Passions of the Tongue Language Devotion in Tamil India, 1891–1970*, University of California Press, 1997.

Unit 3: This unit will help the student engage with the formation of regional languages and identities through some case studies. Promising areas of language and literature shaping the voice of the region will induce exciting conversations. (Teaching time: 9 hours)

- Busch, Allison, “Hidden in Plain View: Brajbhasha Poets at the Mughal Court”, *Modern Asian Studies*, Vol. 44, No. 2, 2010, pp. 267-309.
- Deshpande, Prachi, *Creative Pasts: Historical Memory and Identity in Western India, 1700-1960*, Columbia University Press, 2007.
- Narayanan, Varadarajan and Prakash, Rabi, “Emerging Scholarship on Vernacular Languages in Early Modern North India: A Conversation with Imre Bangha”, in *Economic & Political Weekly*, Vol. 56, No. 02, January 2021, Engage (Online), accessed on 6th May 2022.
- Pollock, Sheldon, “India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500,” *Daedalus*, Vol. 127, No. 3, Early Modernities, 1998, pp. 41-74.

Unit 4: The period of the nineteenth and the twentieth centuries was when the mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became part of public discourse and political action. The period became a site of contestation in the making of the region and the nation. (Teaching Time: 15 hours)

- Dalmia, Vasudha, *Nationalisation of Hindu Traditions: Bharatendu Harishchandra and Nineteenth-century Banaras*, Oxford India Paperbacks, 1999.
- Guite, Jangkhomang, “Colonialism and Its Unruly? - The Colonial State and Kuki Raids in Nineteenth Century Northeast India”, *Modern Asian Studies*, Vol. 48, No. 5, September 2014, pp.1188-1232.
- Guite, Jangkhomang, “Memory and Forgetting in Postcolonial North-East India”, *Economic & Political Weekly*, Vol. 46, No. 8, February 2011, pp. 56-64.
- Mishra, Pritipuspa, *Language and the Making of Modern India: Nationalism and the Vernacular in Colonial Odisha, 1803–1956*, Cambridge University Press, 2020.
- Misra, Salil, ‘Transition from the Syncretic to the Plural: the World of Hindi and Urdu’, Jamal Malik and Helmut Reifeld (ed.), *Religious Pluralism in South Asia and Europe*, New Delhi, OUP, 2005, pp. 268-97.
- Tuteja, K.L., *Religion, Community and Nation: Hindu Consciousness And Nationalism in Colonial Punjab*, Primus Books, 2021.
- Venkatachalapathy, A. R. “Dravidian Movement and Saivites: 1927-1944”, *Economic & Political Weekly*, Vol. 30, No. 14, Apr. 8, 1995, pp. 761-768.
- Venkatachalapathy, A. R., “The 'Classical' Language Issue”, *Economic & Political Weekly*, Vol. 44, No. 2, Jan., 10-16, 2009, pp. 13-15

Suggested Readings:

- Borek, Piotr, “Indian Vernacular History-writing and Its Ideological Engagement: A Contemporary Account on Shivaji’s Visit to Agra (1666) in Brajbhāṣā Verse”, *Cracow Indological Studies*, Vol. XXII, No. 1, 2020, pp. 1–17.

- Mantena, Rama Sundari, “Vernacular Publics and Political Modernity: Language and Progress in Colonial South India”, *Modern Asian Studies*, Vol. 47, No. 5, 2013, pp. 1678-1705.
- Pandian, M.S.S., “Towards National-Popular: Notes on Self-Respecters' Tamil”, *Economic & Political Weekly*, Vol. 31, No. 51, Dec. 21, 1996, pp. 3323-3329.
- Pandian, M.S.S., *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, 2007.
- Rai, Amrit, *The Origin and Development of Hindi/Hindavi*, Oxford University Press, Delhi, 1984.
- Sahu, B. P., *The Making of Regions in Indian History: Society, State and Identity in Pre-modern Orissa*, Primus Books, Delhi, 2019.
- Sardesai, Govind Sakharam, *New History of the Marathas*, Vol. 1, 2 and 3, Phoenix Publications, Bombay, 2018.
- Thakur, Gautam Basu, “Vernacular Objects | Indian Mutiny | Imperial Panic”, *Victorian Literature and Culture*, Vol. 44, No. 3, 2016, pp. 557-576.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, from time to time.