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- Phongpaichit, Pasuk, Chris Baker, Christopher John Baker. (2005). A History of Thailand, Cambridge: Cambridge University Press
- Rachael Loew. (2016). Taming Babel: Language in the Making of Malaysia, Cambridge: Cambridge University Press
- Sardesai, D.R. (1997). Southeast Asia: Past and Present, New Delhi: Harper Collins
- Scott, James. (2009). The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia', Yale University Press
- Seekins, Donald M. (2011). State and Society in Modern Rangoon, London: Routledge
- Segawa, Noriyuki. (2019). National Identity, Language and Education in Malaysia: Search for a Middle Ground between Malay Hegemony and Equality, London: Routledge
- Shiraishi, Saya and Takashi Shiraishi (ed.) (1993). The Japanese in Colonial Southeast Asia, Ithaca: Cornell University Press
- Tarling Nicholas. (2001). Imperialism in Southeast Asia: A Fleeting, Passing Phase,
- London: Routledge
- Tiffin Sarah. (2016). Southeast Asia in Ruins: Empire in the early 19th century, Singapore: National University of Singapore
- Trocki, Carl A. (2006). Singapore: Wealth, Power and the culture of control, London: Routledge
- Tucker, Shelby. (2002). Burma: The Curse of Independence, New Delhi: Penguin

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DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE): History of Vernacular 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		
DSE- History of Vernacular Literature	4	3	1	0	12 th Pass	-

Learning Objectives

In their peregrinations across the globe, humans have created thousands of languages. Yet all languages are not equal. In each region, there are dominant languages with better standardisation of the rules for writing and articulation, and other languages. The elite languages tend to be spoken by a minority and other languages, of peoples who interact with the speakers of the elite/cosmopolitan language, evolve interacting with those languages. In ancient Europe, Latin was the cosmopolitan language, the languages of the regions conquered or influenced by Rome, such as the Germanic realms, England, Gaul and Iberia were deemed vernaculars. Over time, these vernaculars, German, French, English and Spanish evolved into fully articulated languages of high status in their own right and serving as the cosmopolitan language of the colonies of their respective empires.

In the Indian subcontinent, too, it is possible 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. While Sanskrit had a pan-India presence, 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.

The evolution of these languages — some developed elaborate grammar and capacity to become the written standard for assorted variations and dialects, others live on without a written form — played a huge role in shaping the histories of India's regions. The Indian Constitution's recognition of 22 languages in the Eighth Schedule is testimony to how core these languages are to the identities of their speakers.

Learning Outcomes

This paper would help the student perceive the historical development of different regions and their particular languages. A defining characteristic of humans is language, the medium for communication, coherent conceptualisation, accumulation and development as well as revision of knowledge, creation of culture and its transmission across geography and generations. Language plays a big role in constituting identity – of the self and of imagined communities.

SYLLABUS OF DSC-3

Unit 1: Debating the Vernacular and its significance for History

Unit 2: Language Culture and Histories from the South

Unit 3: The Early Modern Context of Language and Region

Unit 4: The Colonial Context

Practical component (if any) – NIL

Essential/recommended readings

Unit 1: Debating the Vernacular and its significance for History: This section would introduce students to appreciating India's history by looking at different regional histories through the prism of their languages. A discussion of the debates relating to the use of the terminology 'vernacular' and its meanings in the Indian context would be the focal point. (Teaching Hours: 09 hours)

Essential Readings

- 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.
- 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 Histories from the South: In the context of Indian History, the significance of the continuities and discontinuities that constitute the concept of the Tamil region and its dynamics of regional histories. The connections between Sanskrit and early Kannada scholarship would be a point of discussion for studying the Kannadiga region. (Teaching time: 09 hours)

1. Tamizhakkam
2. Kannada and state patronage

Essential Readings

- 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", *The 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: In this section, the student will 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: 09 hours)

The Early Modern Context of Language and Region:

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

Essential Readings

- 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 in some ways is also about the making of the idea of India. The mingling of languages, the firming of scripts, selections and eliminations, and overall standardisation of the languages became the turf of immense discussion and debate, indicating moments of crisis and shifts. The period became a site of contestation in the making of the region and the nation. (Teaching Time:18 hours)

The Colonial Context:

1. Standardisation of Language
2. Language Movements and Identities: Odia/ North East (Kuki or Assamese)
3. Vernacular to National

Essential Readings

- 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.

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., *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.

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