**Lesson/ Teaching Plan for the July 2022 to October-2022**

**Department of History**

**SPM College, University of Delhi**

**Name of the Teacher: Dr. Sonu Kumar Gupta**

**Name of the Paper: SEC VI-Language, Literature and Region in Early Modern Times**

**Course: B.A (Prog.) SEC**

**Semester: Fifth**

**Paper Code:**

**Complete/ Sharing: Sharing with Mr. Vikas Malik**

**Course Objective:**

This course provides students with an understanding of complex historical relationships between development of languages, formation of identities and the politics of region, community and nation. These relationships changed over a period of time and the course attempts to apprise students of the diverse ways in which scholars explain the process of the emergence of regional/ vernacular languages as literary media. It also attempts to equip students with the ability to analyse the politics of language as it is implicated in the politics of regional pride, as well as communal and national identities.

**Learning Outcomes:**

Upon successful completion of course students will have knowledge and skills to:

• Describe the chronology of the emergence and literarization of major languages in India.

• Analyse and articulate the various ways in which scholars have attempted to examine the histories and politics of languages, especially vis-à-vis the formation of regional, communal and national pride and identities.

**Course Content:**

**Unit I: Languages in a Multilingual Culture**

a. Regionalization or Vernacularization?

b. Forms and Histories of Multilingualism

This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularization as well as forms and histories of Multilingualism.

**Time Duration**: 2 Weeks Approx.

* This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularization as well as forms and histories of Multilingualism. (Teaching Time: 4 Weeks Approx.)
* Majumdar, R. C. (Ed.) (n.d.). History and Culture of the Indian People. Bombay: Bhartiya Vidya Bhawan (Chapter XV: ‘Language and Literature’).
* Pollock, Sheldon. (1998). "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500". in Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, (eds.) Early Modernities Special Issue of Daedalus vol. 127 no.3, pp. 41-74.
* Pollock, Sheldon. (1995). "Literary History, Region and Nation in South Asia: Introductory Note.” Social Scientist vol. 23 no.10-12, pp. 1-7.
* Jha, Pankaj. (2019). “Multilingualism.” A Political History of Literature: Vidyapati and the Fifteenth Century. Delhi: Oxford University Press, pp. 58-67.
* Orsini, Francesca. (2012). "How to do Multilingual Literary History.” Indian Economic and Social History Review vol. 49 no.2, pp. 225-46.

**Other important readings**

* Ali, S. Athar. (1992). "Translations of Sanskrit Works at Akbar’s Court". Social Scientist vol. 20 no.9/10, pp. 38-45. (Also reproduced in Iqtidar Alam Khan, ed., (1999). Akba and His Age. Delhi: ICHR and Northern Book Centre.)
* Busch, Allison. (2011). Poetry of Kings:The Classical Hindi Literature of Mughal India. New York: Oxford University Press. ("Introduction").

**ICT-Documentaries Videos/ Movies**

**Unit II: Language, Region, Identities: a case study of Telugu**

a. Emergence of Regional identity

b. Role of Political Patronage

This unit examines the interrelationship between language and region in the process of identities formation. It will examine this process through a case study of Telugu.

**Time Duration**: 2 Weeks Approx.

* Nagaraju, S. (1995). "Emergence of Regional Identity and Beginnings of Vernacular Literature: a Case Study of Telugu.” Social Scientist vol. 23 no.10-12, pp. 8-23.
* Rao, V. Narayana (1995). "Coconut and Honey: Sanskrit and Telugu in Medieval Andhra."Social Scientist vol. 23 no.10-12, pp. 24-40.

**Other important readings**

Pritipuspa Mishra. (2020). Language and the Making of Modern India Nationalism and the Vernacular in Colonial Odisha, 1803–1956, (New York: Cambridge University Press)

**ICT-Documentaries Videos/ Movies**

**Teaching Learning Process**

**Teaching Mode**- Offline and Online (Google Meet, Google Classroom etc.)

**ICT**- Documentaries, Movies, Map, Photos and Image etc.

**Research based tutorial activities** (Presentation and write-up in groups or individually)

**Remedial Classes** during tutorial period (as and when required or individual teacher can decide on their own)

**Assessment method/ Evaluation Plan:**

**Internal Assessment**: 25 marks

10 Marks assignment

15 marks test. (Each semester 2 tests will be conducted of which the best marks will be considered)