Extra Departmental (ED) Course Modules

The following Extra Departmental (ED) courses will be offered by the Rabindranath Studies Centre for undergraduate students of the Faculty of Arts, JU. Courses will be taught by teachers from various departments and schools, such as the School of Women’s Studies, but the overall responsibility for administering these courses will lie with the Rabindranath Studies Centre.

Some of the courses will require students to engage with texts in Bangla, others in English, and some will require reading texts in Bangla as well as English. Irrespective of the language in which the courses are read and taught, students will have the option to answer questions in either Bangla or English.

Outline of ED courses

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ED Course I: ED/RSC/1.1A - Rabindranath Tagore: Life and Works

This course will introduce students, especially those who have not read him in Bangla, to Rabindranath’s life and works. For their Internal Assessments, students will be expected to produce either a term paper or some other kind of performance or multi-media work, for example, a slide show presentation, or a film script – the choice will be as wide as possible. End-semester examinations will test students on their overall knowledge of Rabindranath’s life and works. The following texts will be required reading for this course.

A. Excerpts from My Reminiscences (Jibansmriti)
B. Five poems from among the following in Sisir Kumar Das (ed.), The English Writings of Rabindranath Tagore, Volume I, Poems (New Delhi: Sahitya Akademi, 1994)
   The Child; Gitanjali (Nos. 1, 2, 3, 35); Crescent Moon (“On the Sea Shore”, “Authorship”, “The Hero”); Collected Poems and Plays (“Boro-Budur”, “Krishnakali”)
C. Play: The Post Office
D. Short Stories: The Parrot’s Training, Hungry Stone

Reference text: Krishna Kripalani, Rabindranath Tagore: A Biography

ED Course II: ED/RSC/1.1B - রবীন্দ্রনাথ তাগোরের জীবন ও ধারণা

কা ১৮৬০-৯২০০, জন্ম থেকে বর্তমানের পর্যন্ত প্রতিষ্ঠার পূর্বার হিসাবের দেখায়, হিন্দি শাস্ত্রের, হিন্দু শাস্ত্রের (নিবন্ধিত চিত্রি)।
শা ১৯০০-১৯০২, বর্তমানের পর্যন্ত করা থেকে আরও জাতিক আদির উত্তরবো গা ১৯১৩-১৯৩০, বিশ্ববক্ষিক।
যেী পুরস্কার পদ্ধতি থেকে শীর্ষে ইউরোপ বুদ্ধিতে বিশ্বভারতী ও শরীরক তের ধারণা ও প্রতিষ্ঠা।
যা ১৯৩০-১৯৪১, শেষ দশক। কলিতার আর বিভিন্নে নব-নির্মিতীক বিশ্বভারতী ও সমূহের সংক্ষেপ।
রবীন্দর্জীবের নিম্নিলিখিত বিষয়গুলির অপর বিশেষ নজর দেওয়া হয়েছে।
১। উনিশ শতকের কথা ও ঠাকুরবাড়ি; ২। জয়ঙ্কিলে ও নতুনবোধনের সাহচর; ৩। বরুণচয়রশরম থেকে বিশ্বভারতীতে উত্তরের প্রাঙ্গন; ৪। রবীন্দরনাথের ধর্ম, রবীন্দ্রনাথের ইতিহাস; ৫। চব্বিশ সেপ্টেম্বর কবিতার বীকবদন; ৬। সমাজচিত্র ও গানধর্মীদের সঙ্গে সম্পর্ক; ৭। বহুতর মৃত্যুশোক ও তার থেকে উত্তরণ।

ED Course III: ED/RSC/2.1 – রবীন্দ্রসাহিত্য

ক) ক্ষিণকা, খাপছাড়া ও বর্ণজতোকথা আর্ট কবিতায়।

খ) রবীন্দ্রনাথের গান - দুটি।

গ) গল্পগুচ্ছের কিছু প্রথমাঙ্গন

ঘ) নাটকঃ কবিতার ইন্দুযাজ্ঞ ও গল্পপাঠ।

ED Course IV: ED/RSC/3.1 – Tagore in Performance

ক। রবীন্দ্রনাথ ও গানের সংজ্ঞায়িত আধুনিক পরিবেশনা।

খ। রবীন্দ্রনাথের গান ও কবিতা।

ঝ। বিদ্যাসাগরের শারদোৎসব-রাজা-ডাকঘর-অর্থ ও অর্থনীতি।

ঝ) রবীন্দ্রনাথের নৃত্যাভ্যাস, মনোরঞ্জন ও সামাজিক আহ্বানের মাধ্যমে রথস্নায় ও পরিবেশনা।

ঝ) রবীন্দ্রনাথবিদা ও গল্পরত্নের আসর।

ED Course V: ED/RSC/3.2 – Rabindranath Tagore, the Icon

The course will focus upon one central text by or one aspect of Tagore, with an emphasis on critically examining how Rabindranath gradually became a regional/national/international icon. The students will be expected to concentrate on this single aspect and develop their own projects around it, for their Internal Assessments. This will constitute one part of the evaluation; for the end-semester examination, close readings of the central aspect will be encouraged. A few secondary texts from the Tagorean oeuvre can be selected to understand this central theme. This might include selections from films, songs, poetry, fiction, plays, advertisements and popular media, depending on the context.

1. Excerpts from ‘Jyotirmay Rabi o kalo megher dal’
2. Rabindranath and Bangla literature: tradition and modernity
3. Reception of Rabindranath abroad
4. Rabindranath and politics: nationalism
5. Rabindranath in advertising

ED Course VI: ED/RSC/4.1 – A New Femininity: Rabindranath Then and Now

This is an interdisciplinary course focused on understanding the contexts and works of Rabindranath Tagore from a gender perspective. It will deal with his many creative activities, with the milieu in which he wrote and conducted his reforms, and with the way in which these have been repeatedly reinterpreted and reshaped over the course of the last seventy years or so. To begin with,
the Tagore family and his domicile in Santiniketan played important roles in shaping his consciousness. In his early life, he was emotionally close to a number of women within and outside his family and through his writings created highly controversial women such as Binodini and Bimala. Later, the university he founded in Santiniketan became the testing ground for many of his social and educational experiments, which helped to open new public spaces for respectable middle class women.

Tagore’s gender politics continues to be subject to debate and discussion even now. In this course, attention will be given to how Tagore was assimilated within/adapted/revised in various cultural fields by later generations, viewed from a feminist perspective. This will enable students to critically engage with Rabindranath’s texts and their later renditions. The themes will include Rabindranath’s engagement with modernity and modern institutions, with religion and nationalism, with social, especially familial and gender relationships, and how these can be read within the matrix of his creative and institutional heritage.

This course will be taught by the School of Women’s Studies.

1. **Fashioning the New Woman**: Understanding the nineteenth-century Bengal context and the impact of the Brahmo and social reform movements. The emergence of the ‘new woman’ in the second half of the century. The Tagore women: Education, Dress and Politics.

2. **Reading Rabindranath’s short stories**: a ‘new genre’ and its new themes; questioning social relationships and gender equations through Tagore’s short stories (at least two among Denaapaaonaa, Shaasti, Badnaam, Didi, Maanbhanjan, Strir patra, Samaapti, etc. from *Galpa Guchha*).

3. **Poetry, devotion and gender**: Religiosity, pantheism and *jeevandevata*; female subjectivity and romance; women in/and Rabindranath’s poetry/songs.

4. **Reading Tagore’s novels/ novelettes and their adaptations in films**: *Ghare Baire* or *Charulata/ Nashtanir* or *Chokher Bali* (any one).

5. **Public performance by middle class women**: Tagore’s contribution in bringing middle class women on to the public stage to be read through dance, plays and dance dramas.

**ED Course VII: ED/RSC/4.2 - Rabindranath Tagore and Rural Reconstruction**

The international renown of the ‘poet and philosopher’ often tends to eclipse an aspect, which remained a lifelong pursuit of Tagore, his project of rural reconstruction. He was looking for ways to optimize crop production by setting up peasant co-operatives and modernising agriculture. He envisioned a holistic and organic development of the villages and the field of his work included rejuvenation of the Panchayat system, public health and the rural industries; establishment of mobile libraries and scout groups. This course will focus upon this project of rural reconstruction and its continuing relevance in contemporary terms.

1. Rabindranath Tagore and Rural Reconstruction: A combination from the following texts.
2. Excerpts from Leonard K. Elmhirst, *Poet and Plowman*
3. Excerpts from Rabindranath Tagore, *Palliprakriti*
4. Letters to Rathindranath Tagore
5. One scene from *Muktadhara*
6. One song: *Biswa sathe joge jethay biharo*
7. One poem: *Ora kaaj kare*