

English Language and Literature
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Module - 01
Introduction to English Studies
Lecture - 01
Introduction to English language and Literature

Welcome to NPTEL, the National Programme on Technology Enhanced Learning, being brought to you by the Indian Institutes of Technology and the Indian Institute of Science. The course that we are offering to you is entitled, English language and Literature. I heartily welcome you to these forty lectures, that are being shared by me with my colleague at IIT, Guwahati, Professor. Krishna Barua. We are at the Department of Humanities and Social sciences. This lecture is introductory in nature and it is really, more like a preview of things, that are going to come; things that are going to be discussed in the following lectures.

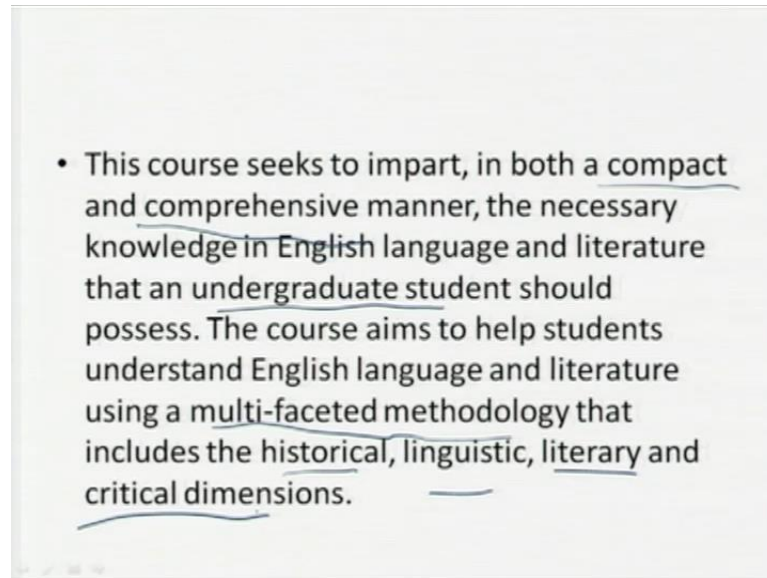
When we say English language and Literature, particularly today, it is not without its attendant problems. The study of English as a discipline has had a very long history, and as we shall see, in one of our lectures, entitled English in India, you would be surprised that as if you do not know it already, that studying of English Literature as a discipline in colleges and universities, did not begin in the mother country, England, but in India.

So, the study of English language and Literature as a discipline is not one of merely learning the, for instance, history of English Literature or the history of English language or the usage of English language, or learning English for special purposes; it is float with many political concerns, much of which has been already the subject of debate. So, really, how do we go about designing a course; how do we go by designing its contents; is most, rather difficult, but we have more or less tried to accommodate many, or at least, some of the concerns, that I have talked about just a while ago, when doing English language and Literature as a discipline is concerned.

So, what I will do now is unpack the contents of our course so, as enable you to have a glimpse of what is included here. Now, let me also say at the outset, that this course is aimed at students at the beginning level, right. The course is designed under the National Programme on Technology Enhanced Learning, whose main target comprises the

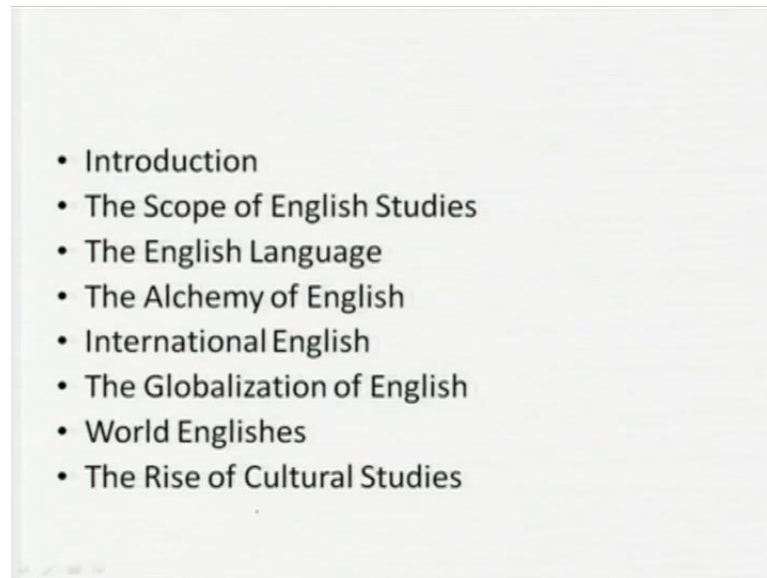
students in engineering colleges in IITs in the country. So, with that in view, we all wished to tell you that many of you may find this, a little too elementary. Nevertheless, let me tell you, what we wish to bring to you.

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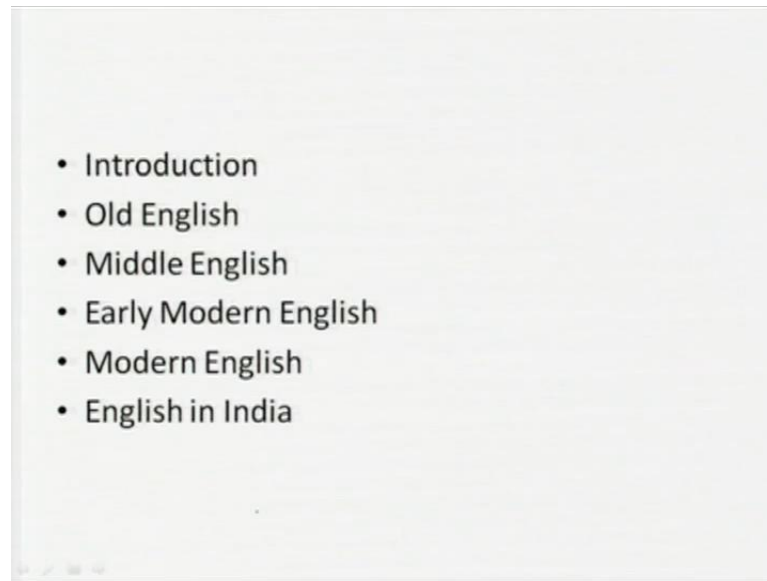
And in our course content, we had mentioned this as our course preamble. So, to speak that, this course seeks to impart in both a compact and comprehensive manner, the necessary knowledge in English language and Literature that an undergraduate student should possess, or at least pass so which, a student, such a student is expected to possess. Further, the course aims to help students, understand English language and Literature, using a multi-faceted methodology that includes the historical, the linguistic, the literary and the critical dimensions. So, what we find here, in our course justification of preamble is this; that it is aimed to be both compact and comprehensive. It is aimed at the undergraduate student, looking who is expected to know a bit about some of the aspects of English language and literature and also, that the methodology used here is one, that touches upon the historical, the linguistic, the literary, including which we will find in our last module, including the critical dimensions.

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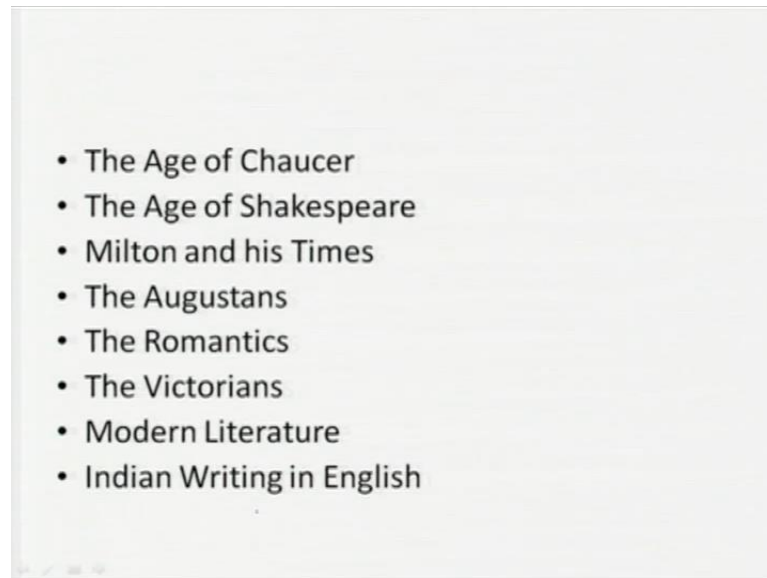
Now, Let us quickly run through the topics that we have in our course. We begin with the introduction, which is today's lecture. Introduction, as I have said will introduce you to the various modules, and give you glimpses of, not all, is not possible; to do all of; glimpse of all of the lectures where, at least, will give you an idea of what to expect. So, the first lecture is introductory in nature. The second lecture is the scope of English studies. The English language is our next lecture, followed by the alchemy of English, international English, the globalization of English, world Englishes and the rise of cultural studies. Now, this entire module one, would be taken up by me. The lectures here would be delivered by me.

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And the next also, which is the module, which is entitled, the history of the English language. So, this introductory module and the lectures would be delivered by me, followed by the next module, which is on exclusively of the history of the English language module, the lectures here, will also be delivered by me. We all have an introductory lecture, introduction to the English language followed by various periods of our ages in the history of the English language, beginning with old English, followed by middle English, early modern English, modern English and you also have included a lecture entitled English in India, from more or less historical perspective. So, the first as you know, in the first module, will we discuss certain aspects of English language and literature, taking where, we would like to draw attention to some of the problematics of the scope of English language and literature, trying to show you how the study and teaching of English language and literature has changed over time; what are the different wants that have come in from foreigners about English studies is one. That is preferred by many today, instead of the more traditional English language and literature. The second module, as you know is devoted exclusively, to the study of the English language in a historical sense.

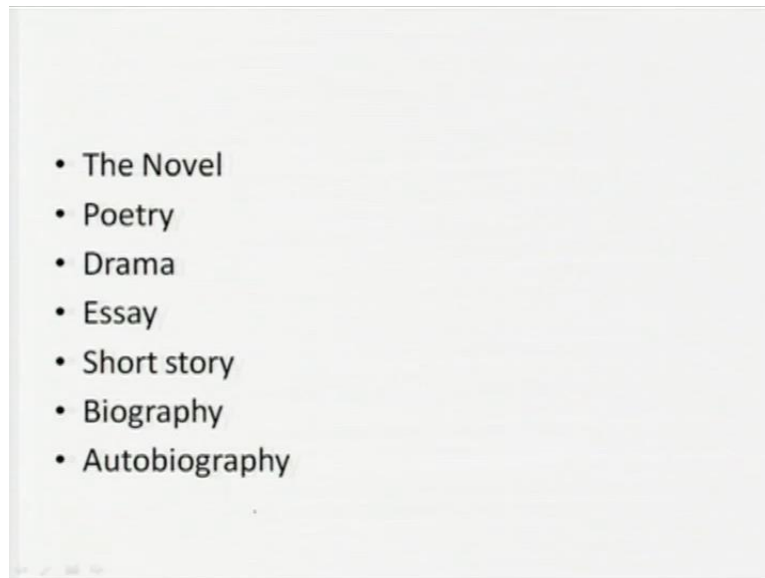
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Module 3 is a module that is taken care of by my colleague, as I said Professor Krishna Baura. This module is devoted to the different ages or different periods in English literary history. Just a while ago, we saw that module 2 is on English, the history of the English language. This third module will talk about literature, from the point of view of the different ages that are demarcated and how, literature changes over the ages, right. So, we have the age of Chaucer as our first lecture here, followed by the age of Shakespeare. These are really, well known, well demarcated, I could say established, obvious canonical ways; of looking at the different periods in English literary history.

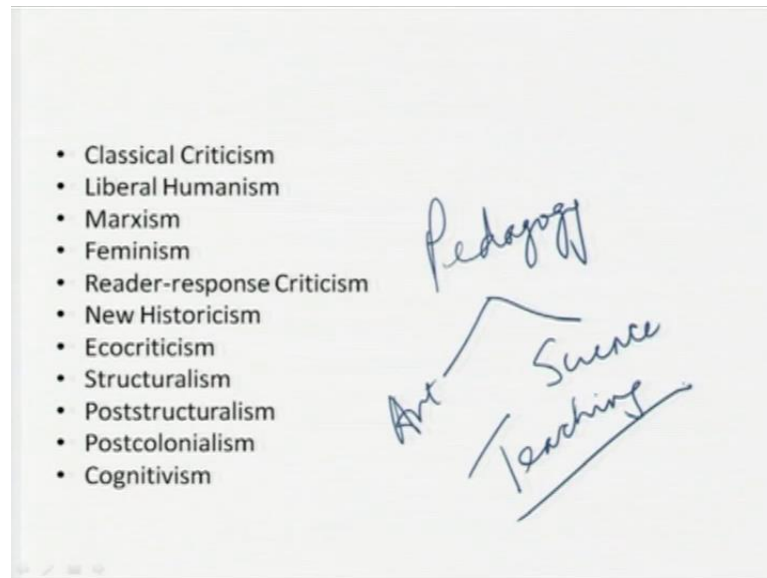
So, the age of Chaucer, the age of Shakespeare and then, we have the third lecture entitled Milton and his times, followed by the Augustans, the Romantics, the Victorians modern literature and as in the second module, we have also devoted one lecture to Indian literature in English. So, this module will be taken care of by Professor Krishna Baura. Also, the next module now, the next module is devoted to the different journals of English literature. Now, that these are exclusive to English literature, but these, the journals, in that text in the various journals that we find here, are taken up.

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The nature of each journal, for instance, the novel and examples therein, then, poetry, drama, essay, short story, biography and autobiography; this would be taken up throughout by Professor Krishna Baura. Finally, we come, as I said earlier that we are going to devote, I think this is the module where, we have the most number of lectures. This module is devoted entirely, to literary criticism, and we hope this will be useful, not to simply our target audience, but also to as a refresher; to speak of what we had learnt earlier, to students in the MA level and the PHD level as well. So, there are number of critical, carries critical schools, that we has to offer here, and this module, which is the last module is being shared by Professor Krishna Baura and me.

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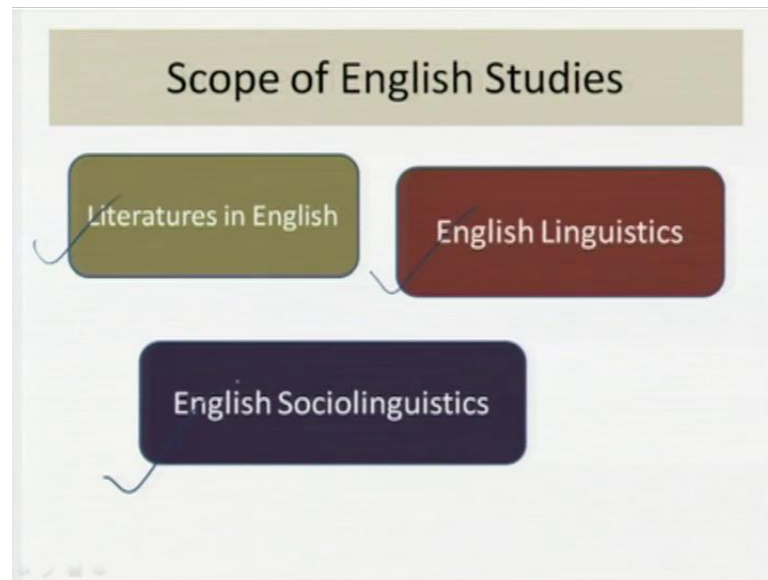
So, the first school that we look at is classical criticism, followed by liberal humanism, Marxism, feminism, reader response criticism, new historicism, ecocriticism, structuralism, post structuralism, post colonialism and finally, cognitivism, which is supposed to be the new paradigm, to speak of literary criticism.

So, you have by now, a brief idea of what is at offer here, right. So, what I am going to do now is I am going to tell you, how we are going to go by teaching the course, the online course. This is a matter of pedagogy. What is pedagogy? Pedagogy is defined as the art and the science of teaching, right. In pedagogy, when you declare pedagogy, we are also trying to tell you, how we are going to go about. As I tell, we speak for myself here, what I have done here is like, we do in our class room, for instance, say I am talking about famous literary criticism or I am say talking about English, scope of English studies; I am going to bring to you, several articulations made by well-known scholars and critics. Here, this is not a research paper that I am presenting to you or a seminar paper.

What I am doing here, is I am getting to you, as far as possible, some of the best articulations and formulations in every lecture, and on the topic in every lecture that has been there in the literature; do you follow? From time to time, I shall be giving you quotations that you may use; I shall be a gleaning points from extracts so, as to try and enrich the discussion that we have, when we are talking about these. From time to time, I

shall also, may declare the key text, the source text and whenever, I shall be quoting from somebody, I shall mention that this is the quotation from a particular scholar, fine. So, let us let us look at what we are going to discuss in the next few lectures.

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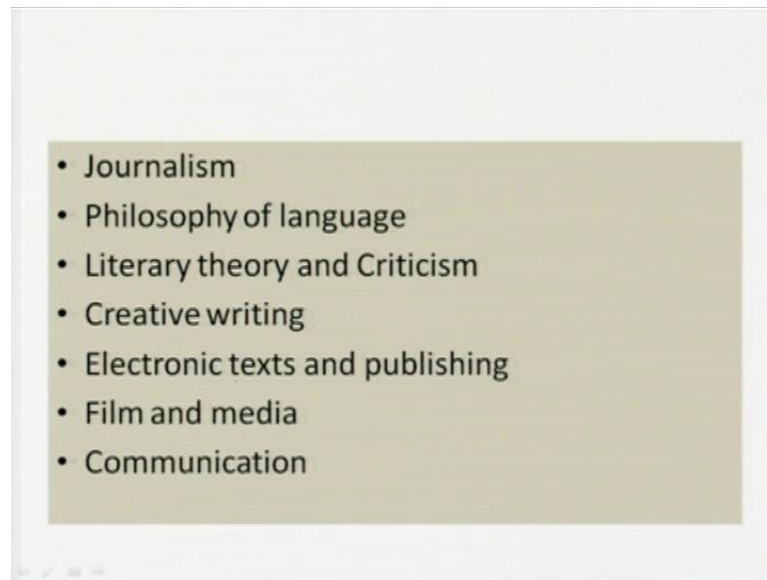


Now, that is said English language and literature is sought by many, to be supplanted with this phrase, English studies, right, so as to, may be in a bid to remove the idea that English language and literature, something, that is only written in the mother country or written by, written in what we called Anglo American scenario. So, the scope of English studies is one way of looking at English language and literature, which is also one way of really, another way of defining, what you are going to do in this course. So, what is the scope of English studies tell us. For this, we have whole lecture, which I think, is the next lecture in this module. So, the scope of English studies includes literatures that are written in English; not this literature that comes from England; literatures that are written in English, and also, study of English linguistics; language matters and English socio linguistics. So, these are the three broad areas that are considered in the English language and literature some of which, we are bringing to you.

Then, it is not that only these; these are the key areas, but there are other things that have today, find place in the study of English, and these are, for instance, journalism or journalese, the study of journalize, journalistic language for instance, is another way, another aspect of the study of English language and literature, particularly, from popular

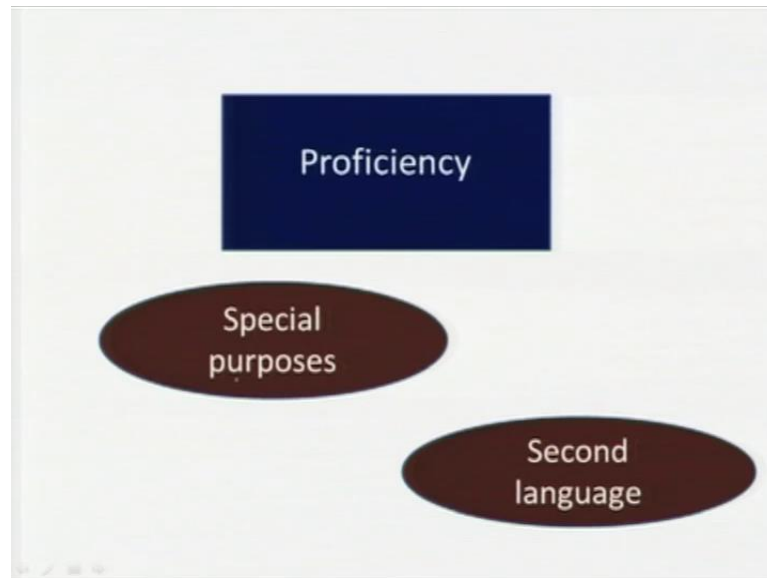
culture that has come to be incorporated. So, this is just, show you the scope; how far one can go. We are not going to talk about journalese or journalistic writing here, but in a big tour, it is through open; the controls of this, we are mentioning these here.

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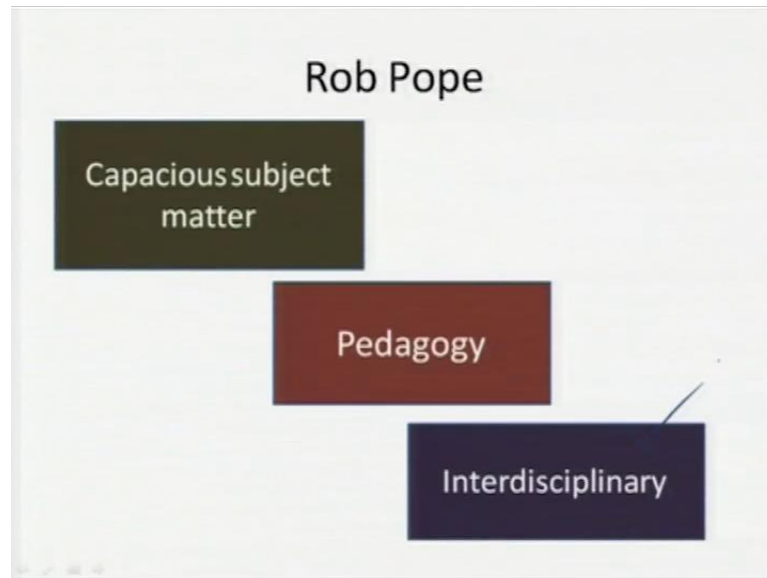
So, journalism, the philosophy of language, literary theory and criticism, which of course, waking up creative writing, is also another very important aspect of English language and literature departments, and electronic texts and publishing hypertext, the digital humanities, right; these are the new areas that are being incorporated in the larger root break of English language and literature or English studies, as I have mentioned. Then, film and media and communication, right; communication could mean, better communication, I think in NPTEL, under the ages of NPTEL, you have lectures on, I think communication skills, and better English or better communication. So, you can get an idea of how broad this is, and also at the same time, you may excuse us for not being able to within the frame work of 40 lectures, why we are not able to bring you everything.

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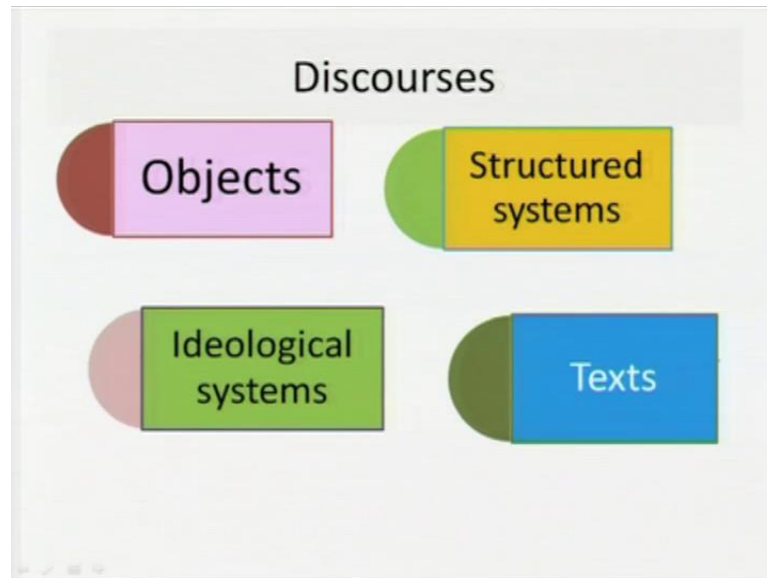
Then also, there is important, very important aspect, though functional, very important aspect of the of the question of proficiency in English language, which is also not being taken up here, because the other course of NP-TEL will do that, and this is also, to do with the use of English in for special purposes, for business purposes, for instance; for world policy purposes, for instance; scientific writing, for instance; and also, English, the use of English as a second language, not just from the question of its usage, but also from the point of view of the politics inherent in the study of English as a second language, fine. Rob Pope, in an essay, has described this discipline as something, which has, as he said, a capacious subject matter, which is very accommodative; it is capacious. There are, as we seen just a while ago, there are many, and I think I am sure in near years to come, there will be many, sorry, subject matter or many topics, which we cannot even think of today, that would come under the bigger root break or the larger root break of English language and literature.

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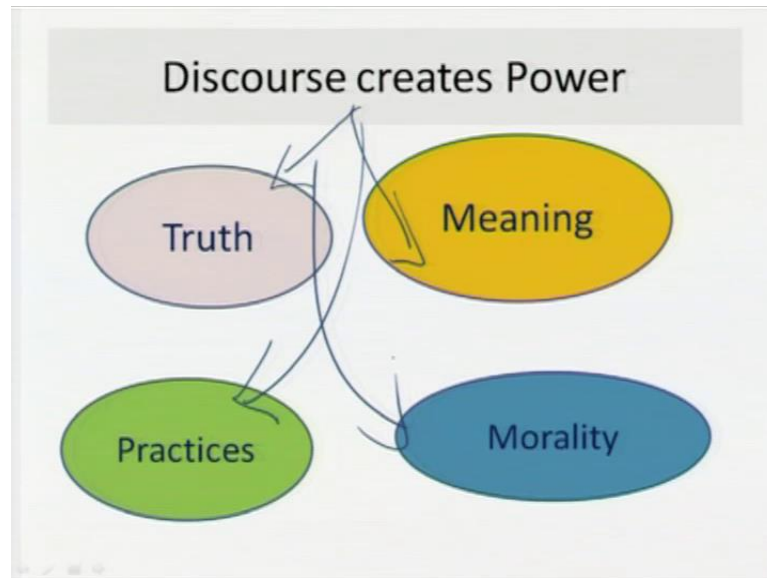
So, there are also questions of pedagogy; how does really, we teach a poem in class? When you teach a poem, written by an Indian in English, and when you teach a poem written by say, Shelley, for instance; are the differences there? So, the pedagogical aspect is also, another important teaching and research aspect of English language and literature, and most importantly here, English language and literature English studies has become increasingly, interdisciplinary, being informed by political theories from political economy from psychology from sociology. So, this is really, not one discipline; it is many disciplines really, in hearing in supposedly, one discipline called English language and literature. Next, we also have to keep in mind, the point called discourse.

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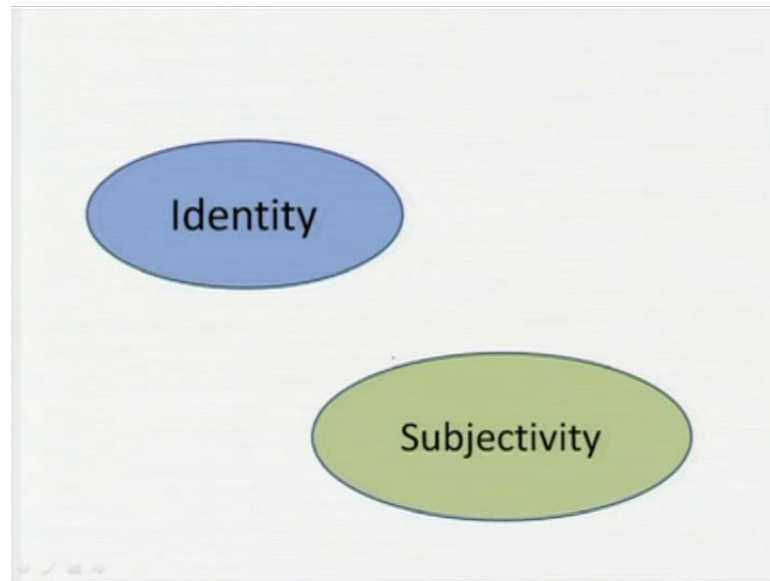
Discourse is a very loaded term particularly, in trade theory and cultural studies. I am not going to go into that, but it is also important, when we study English language and literature, of course, does not matter any language and literature. This is very important that you understand that these are discourses. Discourses, very plainly put our ways of speaking. There are ways of speaking within a certain frame work whether, is a terminology, or sub rich terminology and where, you are supposed to talk in a certain way. So, these texts become objects for us; objects of discourse, that is courtesy formation or objects. There are also, if you look at this slide, structures systems, that can be can be studied systematically, and they are in obviously, in the common sensical or a video sense of the term, they are texts, but these texts are also ideological system, in sense, that they are saturated with the ideology of an age; ideology of a writer; and eventually, the ideology of the reader. So, these are some of the things that you need to keep in mind, that we look at the texts, it is not that texts is just there, and that we are, the teacher has all the knowledge and he is going to impart the knowledge on your text. Keep in mind that texts are discourse formations; they are objects and they are saturated with ideology. This discourse that is including all the text that we are referring to, all the text that you may study within the subject, also, has to be looked at from the point of view of power. This is something that we will discuss later on, I think in our lecture on cultures, arise of cultures in English literature, but discourse creates power.

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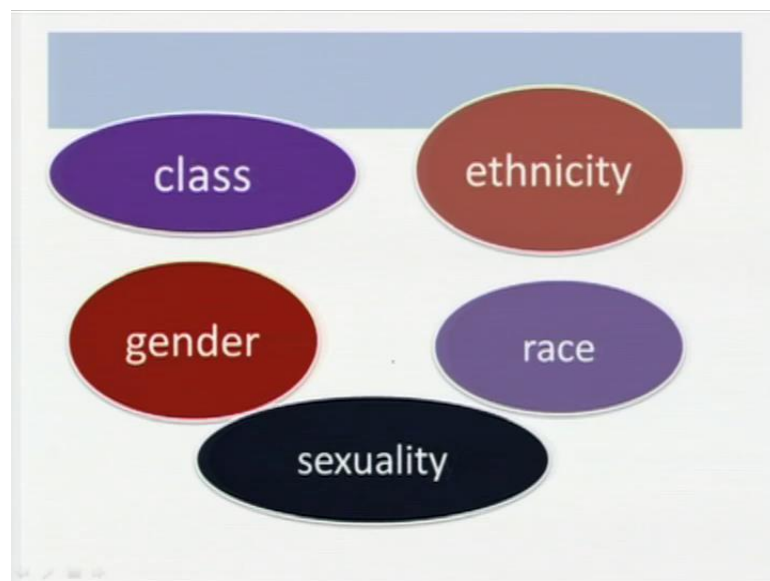
The power of a text to four nor values, the power of the text to give us meaning, to give us significance, said here, truth to create truth; to influence of practices; to create meaning; and for finally, to create our moral sense or ethics. So, remember, texts are not today considered in a course objects; texts are ideological systems, which are enormous power, and when we do English in India, for instance, that something, that is going to come about among other lectures, fine. Then, identity texts give us identity and contribute to our subjectivity, right. This is also going to be taken up. Eventually, this is just to give you an idea of how we are to be alert, when we read text; how we are to be alert, when we divide syllable, for instance.

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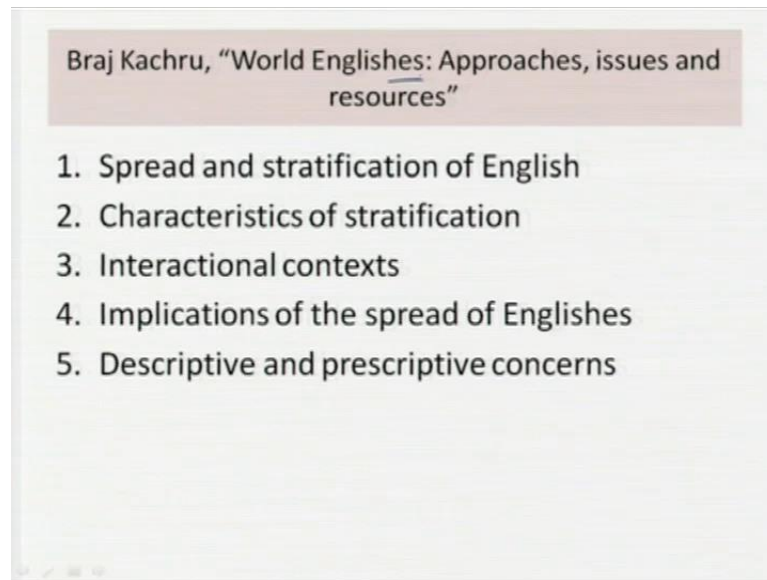
So, texts give us identity; contribute at least, to identity, creation and subjectivity. These are also aspects that are going to be taken up on some of our lectures. Then, we also need to consider at least, from our cultural studies point of view, right, that texts are not separate, literary texts are not separate or being the study of literary history, is not separate from issues of class ethnicity, caste, race, gender and our sexual orientation.

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These touch upon, these texts touch upon sometimes, they just touch upon, they also informed by these key terms in the study of literature in culture, that is class, gender, ethnicity, race and sexuality, fine.

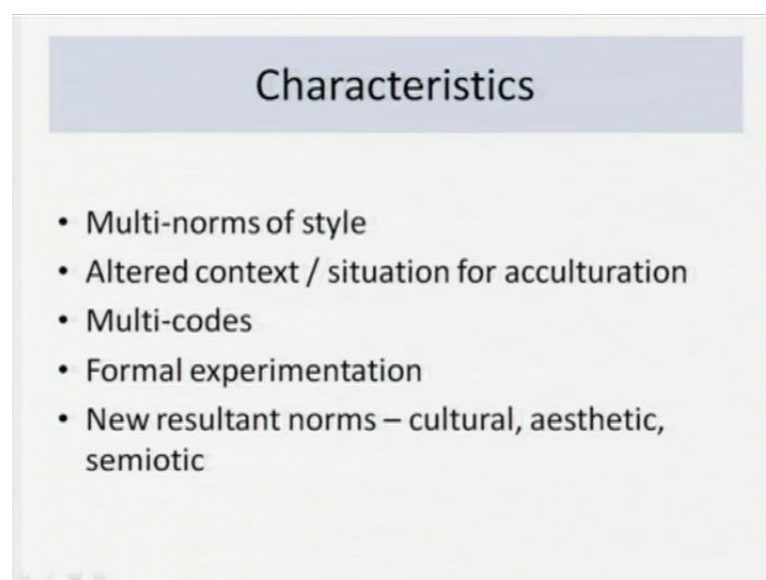
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Now, one of the, I will move on to another lecture, which will feature in this module, and this is the whole concept. Just a while ago, I was talking about the culture study aspect of doing English language and literature; now, we are talking about the whole aspect of, the whole question of world Englishes. Now, look at that what englishes. We, no longer talk about English in the singular. Increasingly, the variation in the use of English, not only in its spoke, not only in its spoken manifestations, but also in the literary text is so varied, right. English is found in so many parts of the world, and the variation is so much, that for instance, if you look at the slide here, Braj Kachru, one of the most well known figures in the study of world English, calls it world Englishes, in the plural; approaches in his essay world, Englishes approaches issues and resources, he talks about spread; this is from another, from lecture, in this module that I have taken up here; just to give you an idea; spread and stratification of English, the characteristics of the stratification of English, its interactional contexts, the implications of the spread of English and the descriptive and prescriptive concerns; these are the question of us, looking at just, or just admitting or recognizing the fact, that there are different Englishes in the world, but the question that in here, now, going to be discussed in one of the lectures here, are questions of stratification of English. Question of the context of how people interact on the

different scenarios, in different parts of the world where, English is different from one and other, and what the implications are; social, political, economic, of the spread of English in such manner, and what are the prescriptive concerns; what are the prescribed ways we adhere to, or should we adhere to prescribed ways of speaking, when we are not speaking in the mother country, or when we are not from so called mother country; and how does English resist, to speak, how does different variety of English resist the prescriptive concerns and ideologies of the so called English proper, fine. So, this is also one of the things that is going to come about, in our discussion. Therefore, even you talk about English in its many variations.

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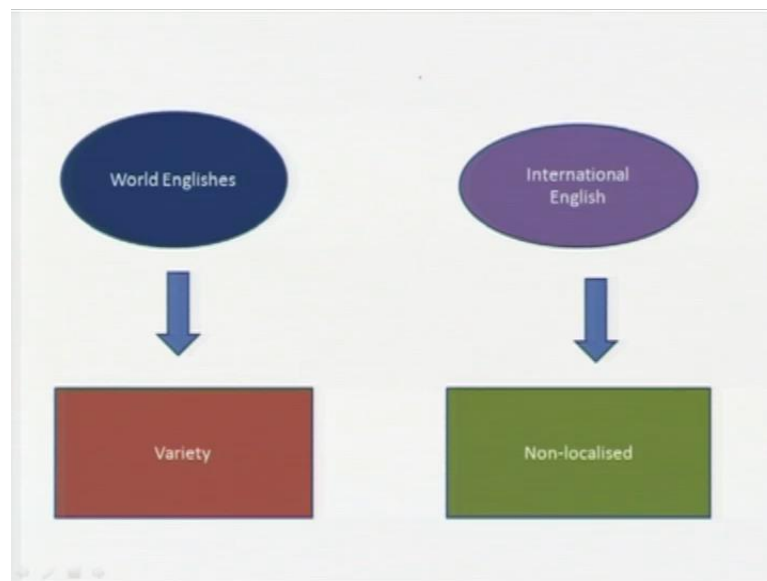


We also realize that there are multiple norms of style, right. Just a while ago, we were talking about the prescriptive versions of English. Today, we do not talk about that. Within the study of English language and literature, for instance, reading a text like, say, Arundhati Roy is the God of small things; you see the willing breaking of rules, the willing breaking of norms, of so called prescriptive English. So, the question is also about, how to create a right text, for instance, play with the language, change the English language, in order to make it more creative, in order to almost, you could even say, sometime provoke us into understanding that English may be used in different ways.

So, there are, as I said, multiple norms of style, questions of multiple norms of style, inherent here. They are altered context, situational, situations for acculturation, for

instance, there are multiple codes in which, English is written. There is also formal stylistic experimentation today, in the writing and even, in reading of English, as a result to which, we have new norms. So, we have, when these exciting new norms that are cultural, that are aesthetic, and that are semiotic or symbolic, and this to my mind is something, that we need to celebrate, there is something that we need to address in any course today, that is floated on English language and literature. So, these are also some of the points that I shall be discussing in the following lectures.

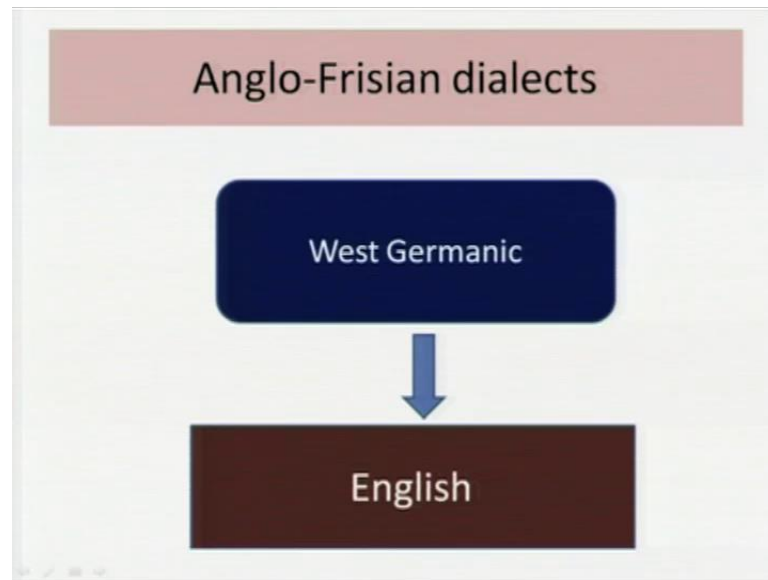
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Then, we have a lecture on international English. Now, why do we need a lecture in international English, when we, for instance, have a lecture separately, on what Englishes? Now, the important difference here, is that while, as you see in this slide, while English, world Englishes as the sub discipline, focuses on the variety as I said, the variance of English all over the world in different countries; international English does the opposite. International English tries to or attempts to figure out the ways in which, we can have a standard, its whole idea of the standardized English, which seeks to have, what we call a non localized English and international English, that is, if Englishes become so different, do we need particularly, for instance, for scientific community, for the research community. So, there, on the one hand, we have professors like Braj Kachru, who are talking about world Englishes; on the other hand, we also have attempts, which may not have been very successful, because there is a lot of resistance attempts at internationalizing English or devising an international loan, with common vocabulary,

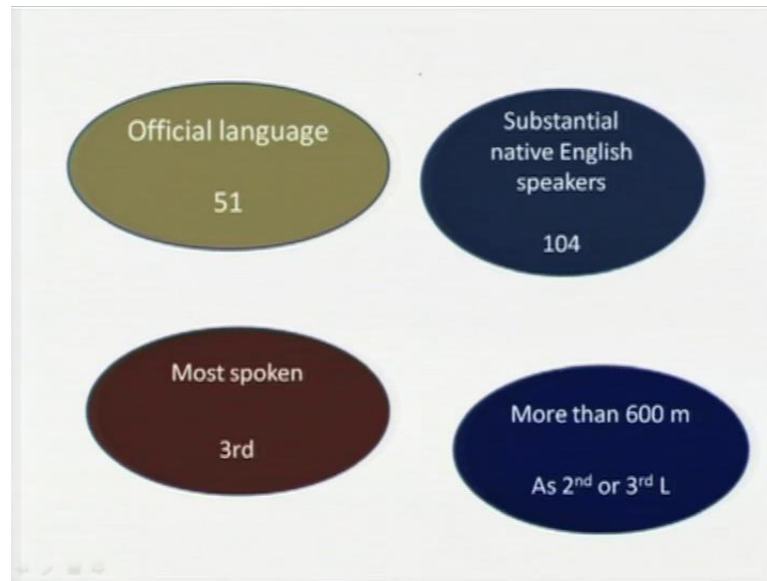
for instance; a set pronunciation, for instance; terminology, for instance; for that. So, there is also a lecture separately, devoted to international English. This slide has skipped, because this would be talked about in that particular lecture.

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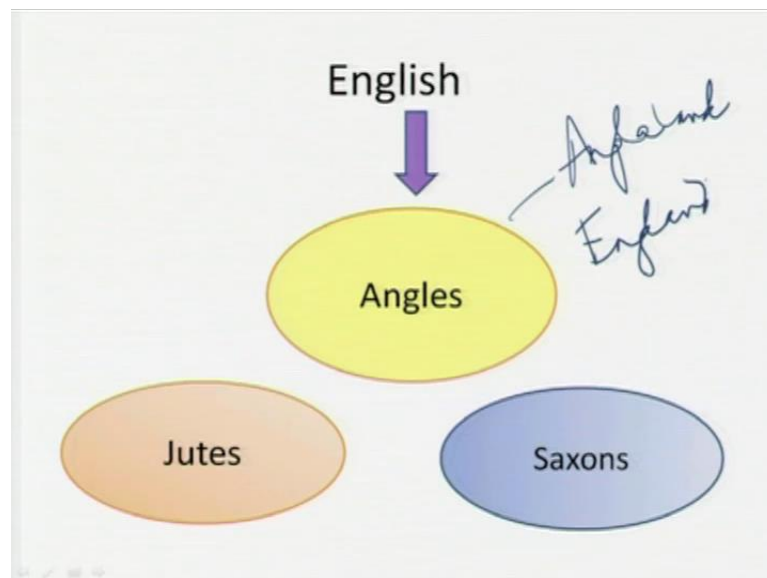
Then, when we come to English, the next module, that is English language and literature; this will begin by, while introducing the language to you, for instance, will begin by telling you that English is the best Germanic language, belonging to the inter European family of languages, right. It will tell you over seven lectures, how English changed, right, how English changed in terms of vocabulary, in terms, obviously, many attempts of standardization, its many locals; it will also talk about some of the socio economic political issues, also technology, for instance, the printing press, the coming of the printing press, and how the English language has changed over the different periods of the history of English language, for instance, old English write down two, modern English, for instance. So, this is what is going to be discussed.

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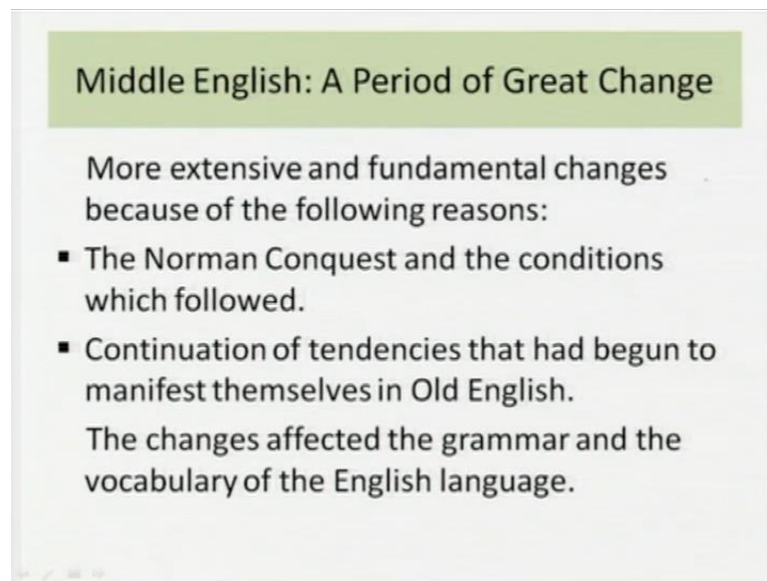
We should know that more or less, English is the official language in 51 countries, and it has substantial native English speakers in 104, and it is third most spoken language in the world, and more than 600 million people are supposed to have English as the second or a third language, right. Now, I do not want to sound to celebrate Rebert, because this is a course on English language and literature; we need to see, where the language stands, as far as its usage is concerned, as for as the population that uses is concerned.

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So, this proliferation of English if you go back to its roots, we will see in the lectures that English came about with the Maroting tribes called the Angles, Saxons and Jutes. We go back to the history and in fact, the word English or England, can be traced back to the name given by the Angles as Anglaland, from which eventually, we have England, right. So, the history can be traced back to the tribes called by the names Angles, Saxons and Jutes, that took over England. Then, we will find that in the middle English period, which was the period of great change.

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Middle English: A Period of Great Change

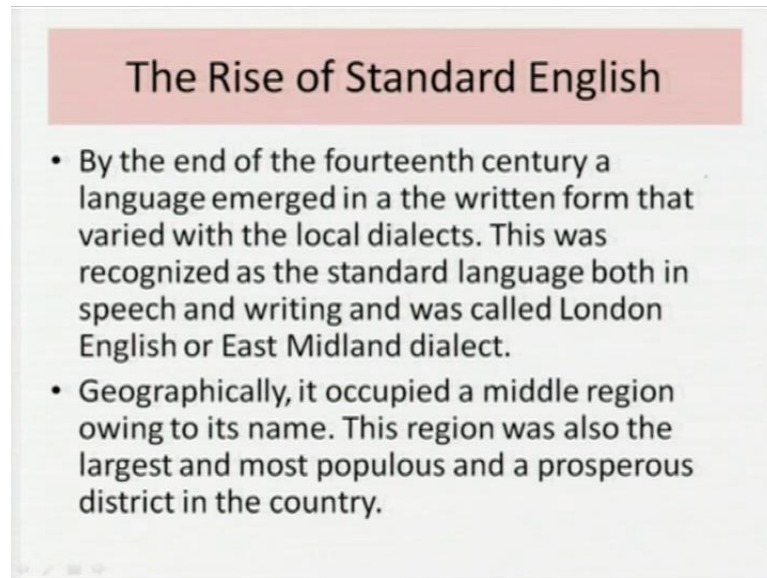
More extensive and fundamental changes because of the following reasons:

- The Norman Conquest and the conditions which followed.
- Continuation of tendencies that had begun to manifest themselves in Old English.

The changes affected the grammar and the vocabulary of the English language.

We find the very important French or the Norman French conquest and the conditions had followed and also, certain tendencies of old English, which also manifested themselves, and the changes affected the grammar and the vocabulary of the English language.

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The Rise of Standard English

- By the end of the fourteenth century a language emerged in a the written form that varied with the local dialects. This was recognized as the standard language both in speech and writing and was called London English or East Midland dialect.
- Geographically, it occupied a middle region owing to its name. This region was also the largest and most populous and a prosperous district in the country.

Then, we look at an important, you could say, an important attempt to standardize English, and which was the rise of standard English by the end of the 14th century, right, and this is to do with a particular region, that we will read about, will talk about in our lectures; how it came about, not because of just one reason, but because of a trade, for instance, because of commerce, for instance, because of certain local, certain dialogue that came to raise up as the standard form of English, after the 14th century. Here, following that, in the early morning period, we will find that there are further changes, for instance, in the development of modern English you find, in the history of the development of modern English, we find how important the printing press was, right, and the changes that came about, because of the printing press, and when people began to read a particular version of English; how it led to, it was the first time, perhaps, when there was a prescriptive, because everyone would read that particular word in a particular spelling, even though, there may have been variance in the various dialects, but it so came about that, because of the availability of the same copy so to speak, the population began to slowly, sort of adjust itself to specific norms of spelling; do you follow? The specific norms of grammar. Today, in a couple of decades ago, it was the BBC, really, which if you know, has taken that place in the modern world, and if I call the BBC English, as many consider it to be the standard form of English.

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Changing Conditions in the Modern Period

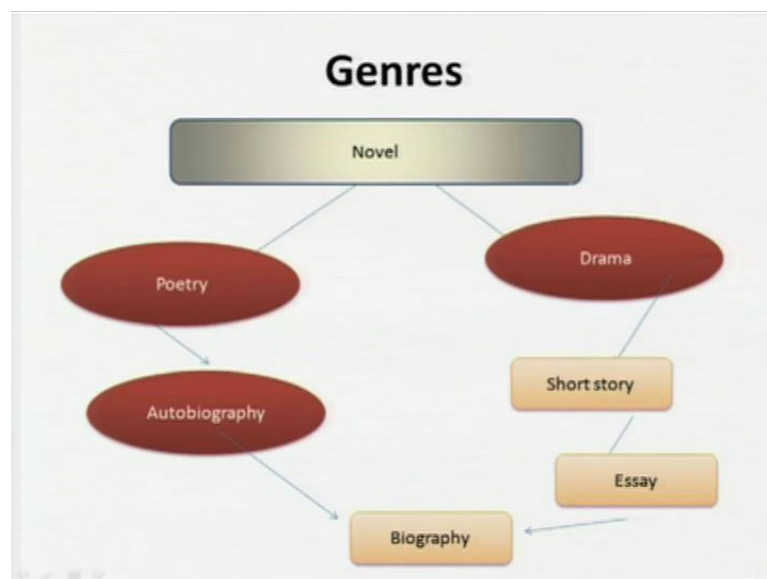
There are particular events in the development of languages which often have recognizable effects like the Norman Conquest and the Black Death.

New factors in the development of Modern English:

- Printing press
- Rapid spread of popular education
- Increased communication and means of social communication
- Growth of social consciousness.

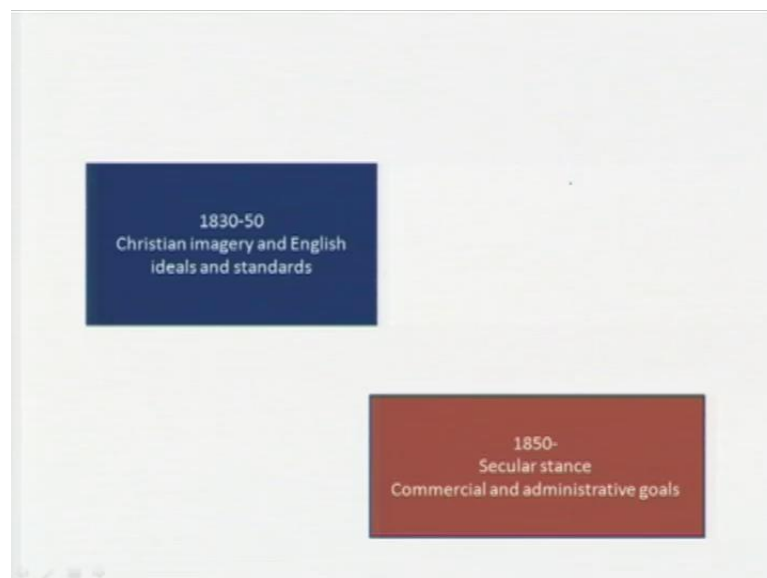
So, printing press, then, the spread of popular education, the growth of social consciousness, increased communication and means of social communication; these are very important aspects. Similarly, I said we are not going to give you, simply a list of how the language changed over the periods. We are also going to talk to you about the social economic conditions, and the technology, contributions of technology, that lead; there are so many behind the scenes in the change of the English language, for instance, for that matter, any language from time to time, fine.

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Then, in the next module, which is devoted to genres, sorry, module 4, I think, which is devoted to genres, we have Professor Krishna Baura, talking to you about various genres of kinds of the forms of the literature. For instance, she will talk to you about the novel, its history, and it is going in the same way about poetry, drama, autobiography, short story, essay and biography. She is going to talk to you about the specific characteristics of each form; how each form developed, owing to certain reasons; is also going to bring to you, certain text, which we are going to explicated, in a bid to show you their characteristic form. Basically, these are the forms; the novel, the essay, the short story, biography, autobiography, poetry and grammar; that are going to be taught in one of the modules. Next, an important thing, we thought we should adverse to study, sorry, at least, one or two lectures devoted to the question of English in India. So, there are two lectures that are devoted to really, this is really, let me tell you at a very elementary level, very introductory level of English in India. One, from the point of view of the language and one, exclusively devoted to Indian literature of, sorry, Indian literature in English, or what we call IWE, or Indian Writing in English.

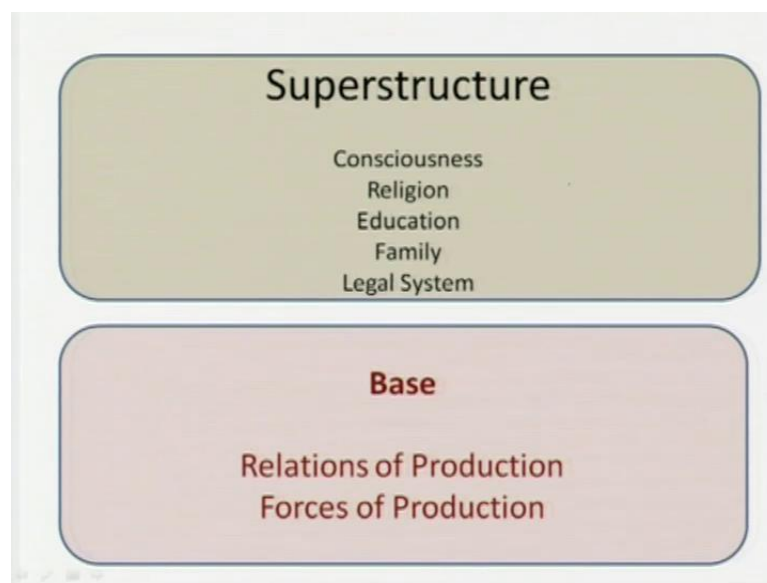
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For instance, in my lecture in English in India, we will find, how politically, there was, with the introduction of English language and English literature studies, behind this was there are several changes in policy, and each change in policy told us, what the ideology was, that was set, that was aimed at, for instance, from 1830 to 1850, we find that texts that talked about or described Christian imagery, talked about English ideals and

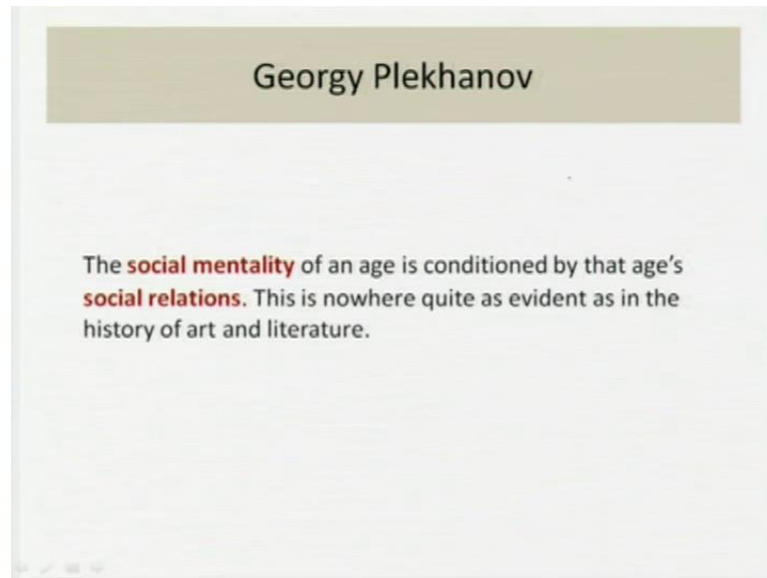
standards, what a text that we sought to be brought to the students in India. After 1850, there is a change. You find that there was a secular stance. So, the aim was not the Christian imagery or western ideals and standards, but a more secular stance; the target or the aim for which, was to encourage the Indians to contribute, towards the British commercial and administrative works. So, let us then, move on to the final module and what we have to offer there? One of the established ways are looking at literary texts; one of the most systematic ways of theorizing, has been the Marxist way of looking at English, sorry, at literary texts, as English or otherwise.

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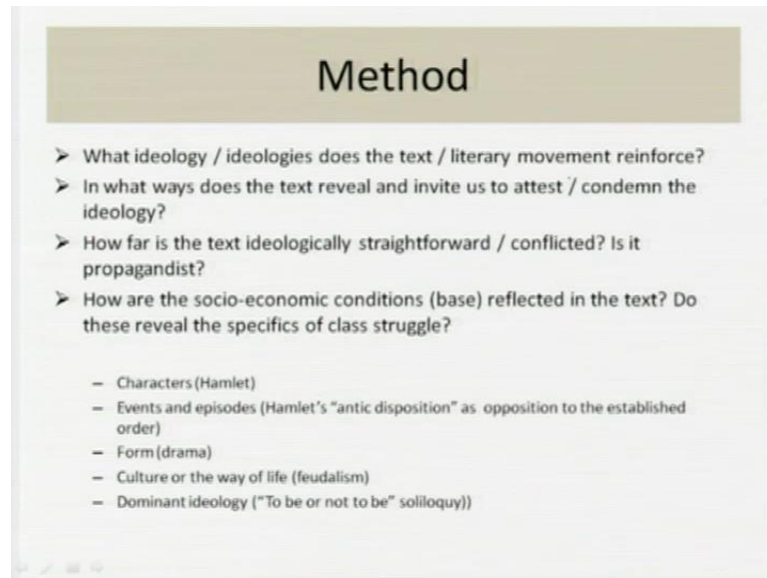
There, we shall see how the literary text is part of what Marcs calls as superstructure. Marcs had this two tier system of the base, and the superstructure; the base comprising the relations of production, and the forces of production. If you are interested to know more about this, I may guide you to two of my lectures in other online course on the NPTEL, which is cultural studies where, I have two lectures in two parts, lecture in two parts, in title Marxism as part 1 and part 2. If you move on to know more about Marxism, I could guide you to that, but here, we are going to look at the literary texts, in its relation to the economic base, and its relation has part of the superstructure, for instance.

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We have a quotation in the lecture, in title, sorry, by the Marxist critique Georgy Plekhanov. This will give an idea of what we are going to discuss there. The social mentality of an age is conditioned by that age's social relations. So, the social consciousness of an age depends on the social relations, that are there; the social relations of production; a production of material goods in a sense, right, and then, it goes on to say, this is nowhere quite as evident as in the history of art and literature. So, history of art and literature will in a complex, remember, complex is sophisticated way, give you an idea of social mentality or social consciousness of that age. There are many critiques, who have given us different ways of looking at literary critique, at other literary texts from a Marxist point of view. Since, literary theory and criticism is an important part of this course, there are many ways in which, you will see a literary text can be or could be studied.

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The slide is titled "Method" in a large, bold, black font, centered at the top. Below the title, there are four bullet points, each starting with a right-pointing arrowhead (➤). The first three bullet points are questions about ideology, and the fourth is a question about socio-economic conditions. Below these questions is a bulleted list of five items, each starting with a hyphen (-). The items are: Characters (Hamlet), Events and episodes (Hamlet's "antic disposition" as opposition to the established order), Form (drama), Culture or the way of life (feudalism), and Dominant ideology ("To be or not to be" soliloquy). The slide has a light beige background and a thin black border.

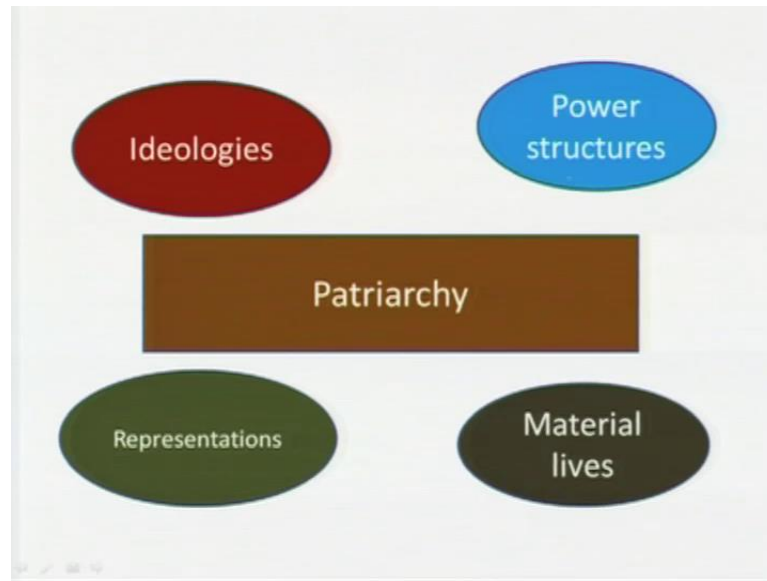
Method

- What ideology / ideologies does the text / literary movement reinforce?
- In what ways does the text reveal and invite us to attest / condemn the ideology?
- How far is the text ideologically straightforward / conflicted? Is it propagandist?
- How are the socio-economic conditions (base) reflected in the text? Do these reveal the specifics of class struggle?

- Characters (Hamlet)
- Events and episodes (Hamlet's "antic disposition" as opposition to the established order)
- Form (drama)
- Culture or the way of life (feudalism)
- Dominant ideology ("To be or not to be" soliloquy)

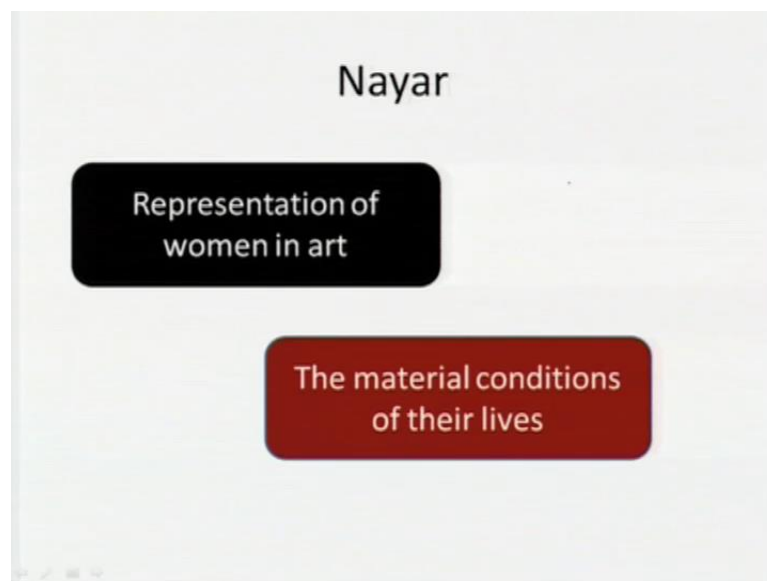
For instance, if you look at the method of Marxist criticism, in that course, sorry, in that lecture, you will find that he asks questions like, for instance, what ideology our world viewed as a texts or literary movements seek to reinforce, right. In what ways, does, for instance, a text, reveal and invite us to attest or to condemn that ideology. Again, another question may be raised; how far is the text ideologically, straight forward; or is it ideologically conflicted; is it a propagandist takes in the main, then, how are the socio economic conditions of that; is the base, we talked about a while ago, reflected in the text. Do these reveal the specifics of class struggle? So, these are some of the questions that come and then, we talked about hamlet here, which is not going to be unpacked here. There is each and every text of literature, could be very successfully, systematically, analyzed from a Marxist perspective, right.

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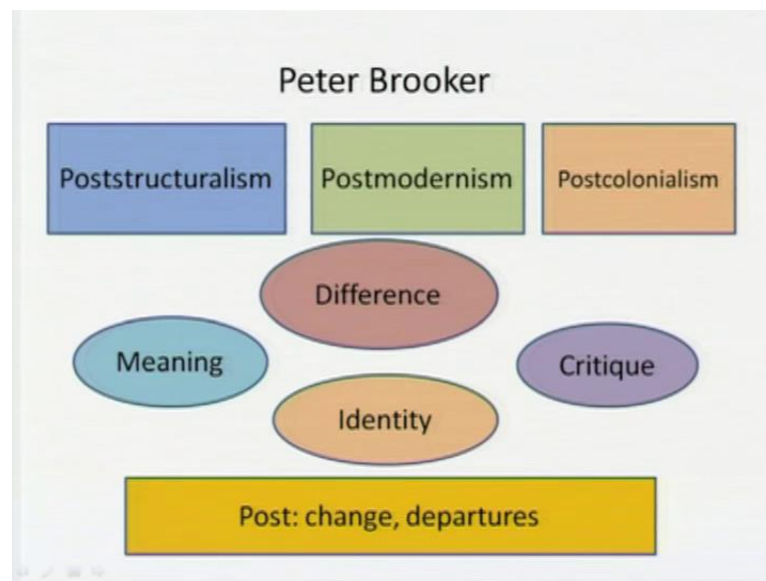
Also, when we talk about feminist criticism, and we find how a patriarchy is one of the most important concepts in feminism, and how patriarchy informs certain literary texts, and how we can look at them, and when we look at the ideologies of that texts of wholes, and we can look at the texts from the general power structures, that are there, and something, the material lives not only women, but of men of the family, and the representations particularly, of women that are there in the literary text. This is also something that is going to come about in our discussion.

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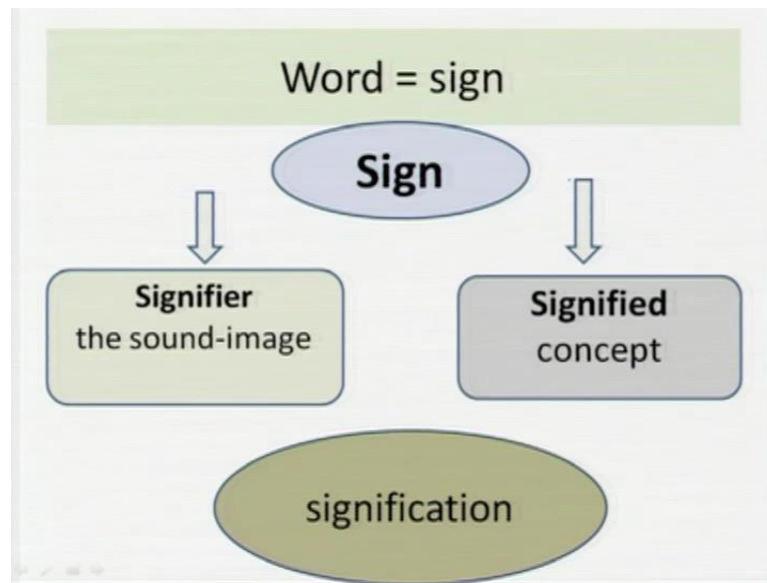
For instance, Pramoodh Nayar talks about how feminist criticism looks at the representation of women in art. Now, just only in, for instance, in the novel. It is also in depiction, in pictorial depictions, in images, in popular culture, in films, in television for instance, how feminist criticism looks at how women are represented, are shown in this. Then, the material conditions of the lives of women that are depicted in these texts; these are some of the concerns of feminist criticism.

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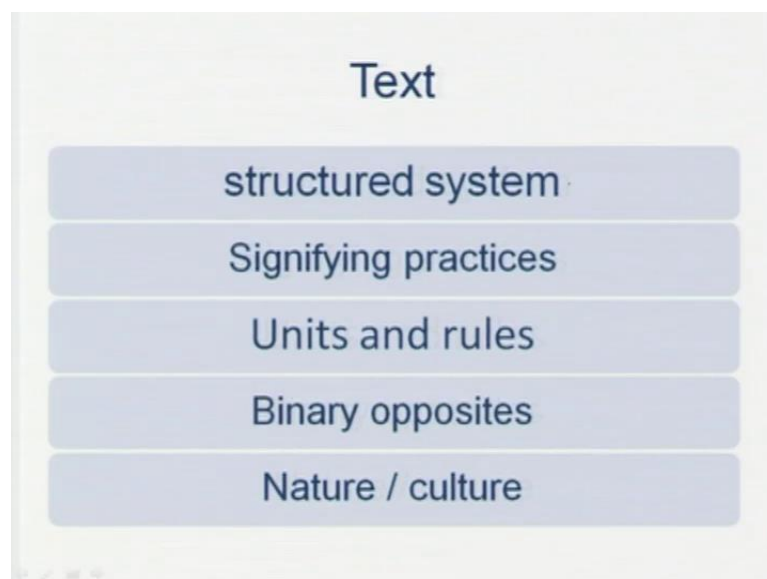
Then, we are going to look at the post structure, is cool. We are going to look at deconstruction and there is also, a lecture on post colonialism. Herein, we are going to talk about the important concepts of how the text is imbued with ideology, with difference; how meaning is generated; how identity is generated; and how to critique a text from, say, a postcolonial or a deconstructed, constructive perspective. So, post here, means, there are certain changes and departures, for instance, departures from colonialist; departure from a modernist; and departures from structure list. So, these are just, some of these; I cannot talk about all of these; some of these things that we are bringing to you through our lectures.

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Structuralism, as literary tool is again, an important event in the history of English literary criticism and through further, in this resource, idea of how the sign is split. Some of you may already know this; how this sign is split into the signifier, and signifier, how meaning in annexed; these are some of the things that are going to be discussed and how text, a literary text really, is a structured system that can be analyzed in a systematic scientific way, solving the different units and rules that make up literary text.

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The binary opposites, we find there in matters of characterization, of theme, of morality, for instance; these are some of the things, tools we can use, when we try and decode the literary texts.

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Literary Texts

- Texts are cognitive artefacts produced by cognitive agents
- Certain algorithms and deep structures like analogy, definition, categorization, combination, and blending are the procedures that underlie literary texts
- Are we creative in only limited ways ?

Then finally, we are going to look at relatively, new use of art, which is a new way of looking at the literary text, which came about really, in a big way; so, it is not that it is not there, before; came about in a big way following, what we call the decade of the brain, the 1990s and it is a decade, which is termed as the decade of the brain; the many discoveries of the brain particularly, following not in ways of technologies like, a farny or pets scans, for instance, and how we can enrich literary criticism by using some of the formulations and findings from. To look at the literary texts as a product of a cognitive mind, product of mind that perceives, a product of; by cognition, we mean several things, for instance, to several things are perception, attention, memory, etc. So, these are looked at not from the clinical point of view, but how the present discourse on the literary texts can be enriched. For instance, literary texts here, are seen, if you look at the slide, are seen as cognitive artifacts, which are produced by cognitive beings. So, certain algorithms and deep structures, for instance, like metaphor, analogy, definition, categorization, combination and blending, are the procedures that underlie literary texts. So, these are some of the new terms that we find, in sense, they are not new terms; and new approach from a cognitive point of view. For instance, conceptual blending is one that had, the way of looking at a text that had great appeal, I think even back from the

1970s, right. So, finally, the question, are we creative, only in limited ways? So, these are some of the issues that are going to be discussed in the last lecture of this course. So, this is very quiet a lot that I have talked about, and you, by now, must be wondering in, where we are going? As I said in the beginning, this course is both compact and comprehensive. We have divided these into modules. We tried to be adhered to both the traditionalist way of doing English language and literature in universities and also, tried to keep you up to date, for instance, by looking at the cognitive revolution in literary studies, for instance, looking at issues of world Englishes of the globalization of English. So, it is, I admit, a mixed course. It is quite merely here, but really we tried to show that there are various things and also, pointing to some of the things, that may come in the future; the various things that you can accommodate in the study of English language and literature. So, I will see you in the next lecture, which is more really, detailed lecture on the scope of English studies.

Thank you.