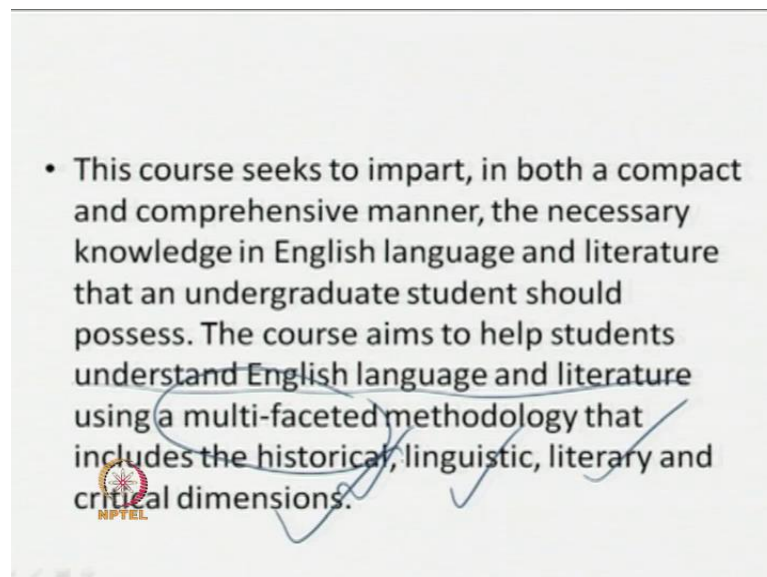


**English Language and Literature**  
**Prof. Liza Das**  
**Department of Humanities and Social Sciences**  
**Indian Institute of Technology, Guwahati**

**Lecture - 02**  
**Scope of English Studies**

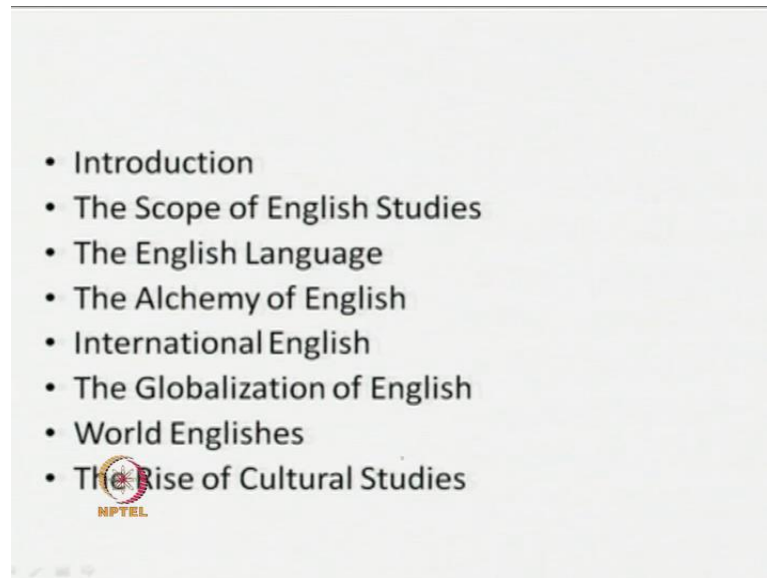
Welcome back to the series of lectures on English language and literature. As you are aware these lectures are been brought to you by NPTEL the National Program on Technology Enhanced Learning and these are brought to you by the Indian institutes of Technology and the Indian Institute of Science. Our course is entailed English language and literature and we are in the second lecture of the series.

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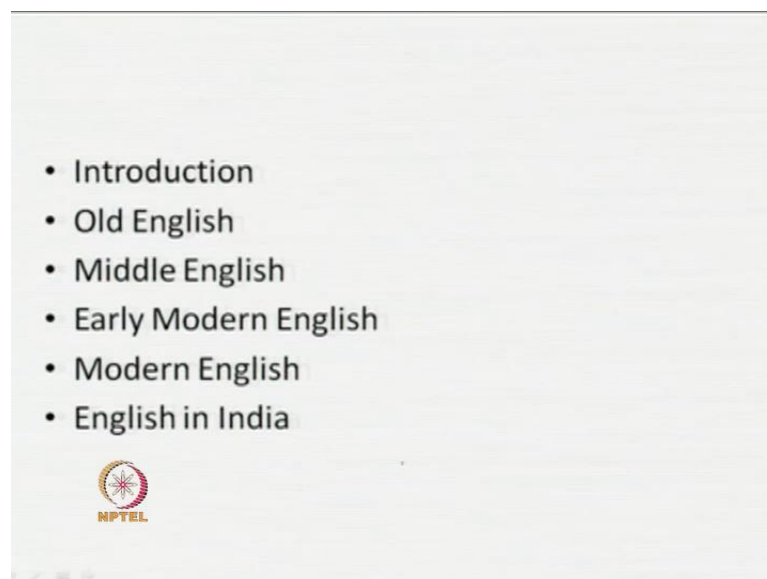
In the first lecture, we let us were recap in the first lecture we began by talking about the aims and the scope of our course. As declared in our in the course a syllabus in the website; this course seeks to impart in both a compact and comprehensive manner; the necessary knowledge in English language and literature that an undergraduate student should possess. The course aims to help students understand English language and literature using a multi-faceted methodology that includes the historical the linguistic literary and the critical dimensions.

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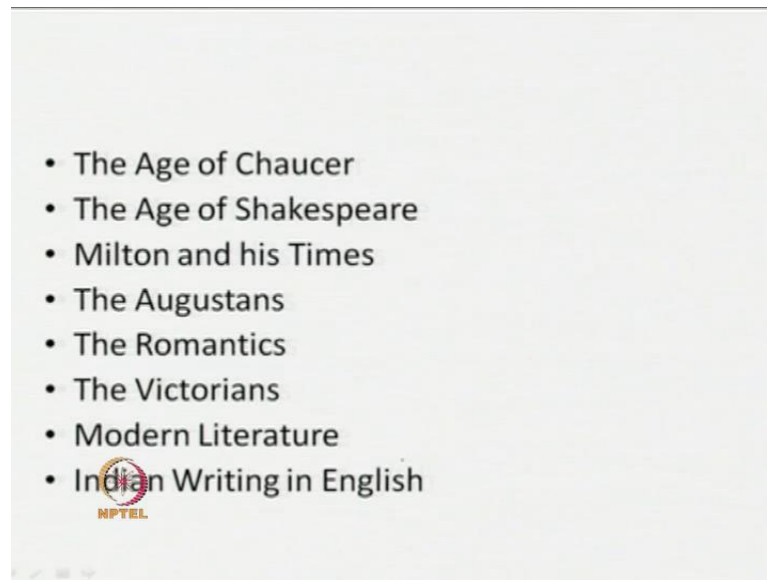
So, we also looked in detail at you know the course structure and we found that in the first module. We talk about a certain you know newer issues that have come up for instance we as today lecture as in today lecture for instance, which is devoted to the scope of English studies. Then, for instance international English the globalization of English; the raise of cultural studies and how it has impacted; the study of English language and literature how it sort of was partly responsible in the raise of what today we call English studies.

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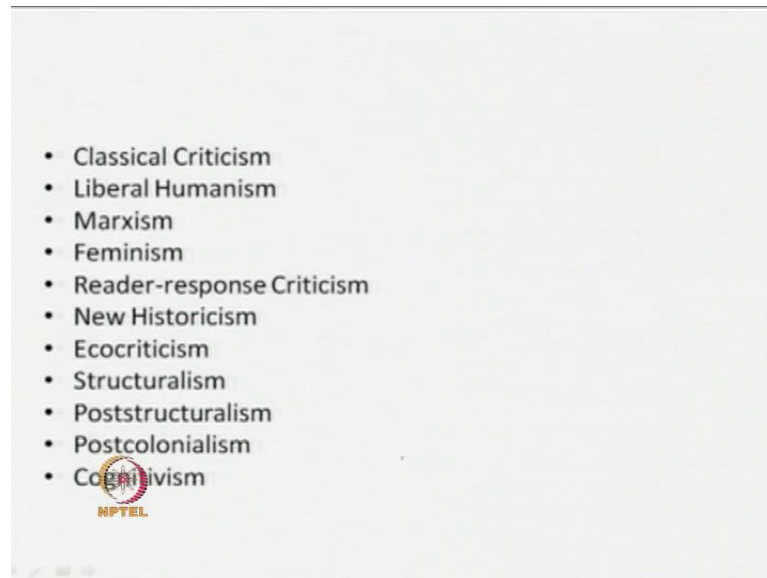
Then, we saw that in the second module we are going to talk largely about language and particularly the history of the English language and which we divided into old English, middle English, early modern English, modern English and ending with English in India.

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Then we have we saw that in the third module, we would talk about the different you know the so called periods or the different ages in English in the history of English and literature. So, the previous module was on the history of English language; the third module would talk about English literature in its different phrases or in different ages of periods. For instance, we talk about the age of Chaucer that of Milton, the Augustans, Victorian English and ending again with Indian writing in English. Further, we saw that the next module is devoted module four is devoted exclusively to journals and in which we talk about you know certain aspects and certain key important works as far as for instance the novel is concerned as far as poetry, autobiography, etcetera are concerned.

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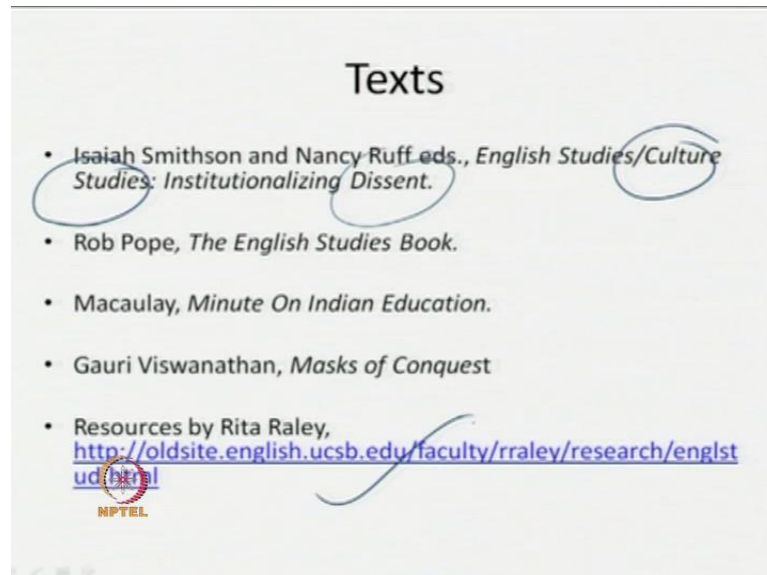
Finally, we move on to very detailed discussion of another important aspect of the study of English language and literature. I have English studies and this is you know this is the various critical approaches that are there in the study of literary and language texts. Among them, the important one you know we have tried to sort of you know talk about as many as possible this of course, is again as I said in the last lecture not an exhaustive list and we talk about new Historicism, Marxism, Feminism, Eco-criticism, Post-colonialism, Cognitivism etcetera.

So, we found in the last lecture that our effort has been to talk about the study of English language and literature and what goes on you know in the different approaches to the study of English language and literature. We tried to make it as varied as possible by no means of course, this is this decor this is also not really English one on one. This more fact into this and in certain cases we may or we you may have say electives say only on something like say you know on English theory, literary theory and literary criticism. For instance, you could have a whole course an elective course on the normal for instance.

So, we what we have done professor Krishna Balaram and we have tried to. So, of give you as far as possible an idea at least. Also that you are aware of the various ways of various things that entailed in the touch in the teaching of English language and literature; though this lecture the say the lecture two is devoted to you know, show you

the aspects of what entailed when we mean English studies; even though we did not really adopt that title for various reasons we kept it partly in the sort of traditional.

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We move now to on that the whole topic of English studies and the texts here that you may want to look up is for instance Smithson and Ruff edited volume; English studies slash culture studies; institutionalizing dissent. Now, this very title of this book will give you an idea of what how English studies really differs from you know English language and literature. Because there is this whole question of dissent this is whole questions of you know of you know revising the canon revising, what goes into English language and literature and you see the presence of culture studies.

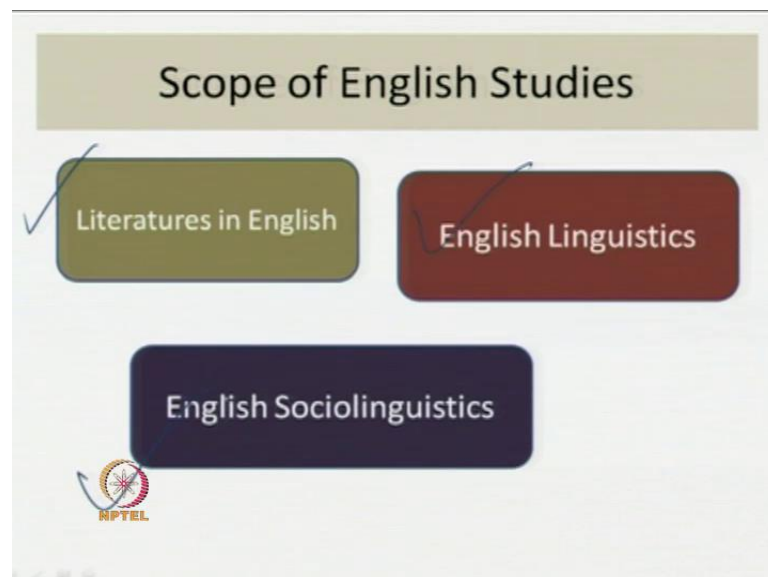
We have the whole lecture in this module I think it is a last lecture in this module devoted to rather raise of cultural studies. So, English studies are impacted. So, to speak by the raise of culture studies or cultural studies with the raise of ideology with the raise of you know this impulse to revise and this revise the curriculum revise of syllabus and this also to do with. Obviously, the spread of English language and literature; beyond you know historically and contemporarily beyond the boundaries of what is written.

Another book, which is known both from the point of view of theory and practice is important here is Rob Pope, *The English Studies Book*; it is like a hand book of you know English studies and the next I refer also briefly. Of course, college important *Minute On Indian Education* because we also talk about English in India briefly though,

there is another lecture on English in India in the second module. Then, Gauri Viswanathan's *Masks of Conquest* is something I refer to, but if you wish to have a resource you know page on English history of English studies may be. You would do well to go to this website here mentioned here by Rita Raley and in this website you have a number of links that take you to important texts that would show you both historically and theoretically.

All you know many of the debates are in here in the studying and teaching of English studies not necessarily English language and literature. So, to set the record straight or I do here is you will see when by the end of this lecture that mean even though the course is not entailed English language and literature. There are we tried except perhaps you know the proficiency part of this with skill part of if do you try to you know talk about world English about world literature you know as much as you know as far as possible. So, to give this this course that we are bringing to you; some sort of you know to accommodate English studies approach to it also. These are some of the texts that I said that you may want to look at now.

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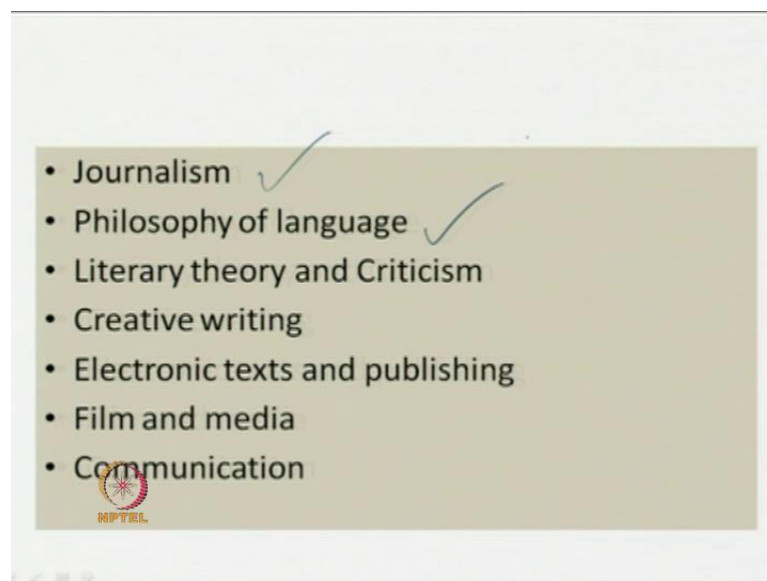


So, well this lecture is on the scope of English studies and again. There are many ways, in which we can talk about the scope and within the constraints of a single forty minute or fifty minute lecture; I know that it is not possible for me to talk about or to bring to you so, many different aspects. But let me say this when you talk about the scope of

English studies and really the scope is growing is becoming quite accommodating and commodious if you will, the scope of English studies first necessarily needs to refer to the study of English literature. Look at the slide please; it refers to Literatures in English, English Linguistics and English sociolinguistics. The sense that even though you know the margins is being stretched; so, to speak even though there are so many other things that are being accommodated within this you know.

You see a couple of comments, I have been made for instance by Rob Pope; you know about this whole plurality of this exercise and never the less you would you cannot do without talking about these three core aspects in Literatures in English, English linguistics and English sociolinguistics. So, the other some of the other areas at least that may come into the rubric of English studies are also in you know in include apart from the three main ones.

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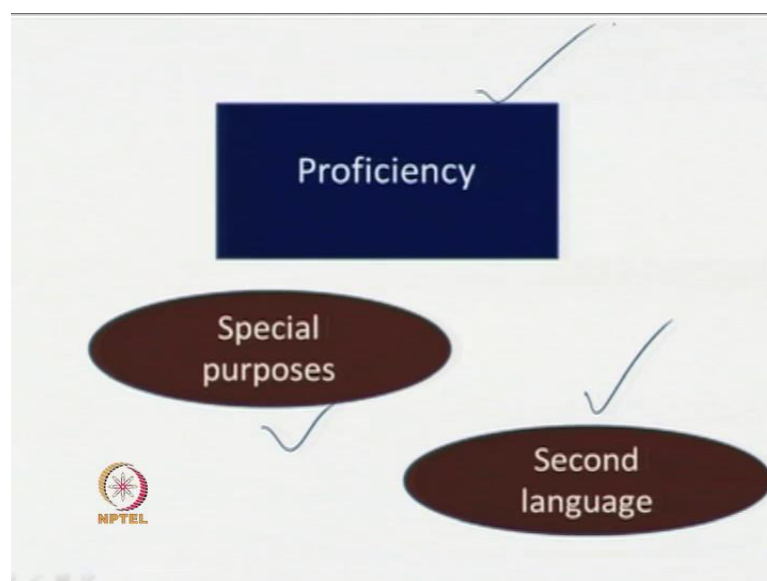
Let us look at the slide please includes the study of the use of English in journalism; the study of philosophy of language in general and as applied to the study of the English language and its variations and developments. It definitely includes the study of literary theory and criticism, then we show creative writing is again a very important part of English studies. You know as we go on studying the development the creative development of the English language is development grows and variation as we see in

you know in creative writing as English is being written increasingly by second language.

Because are people who you know writers whose native languages are mother tongue has not been English. Similarly, in contemporary times another emerging area of study in the scope of English studies is the whole idea of not traditional publishing, but publishing electronically digital publishing. The question of electronic texts for instance is also another study of electronic texts and all issues relating to publishing, including the political these form an important part of at least contemporary English studies and film and media and communication. These are also important areas of studying of you know of exploring English study.

So, what are let us quickly looking at it again, what is the scope of English studies? The scope of English studies is first the Literatures in English, English linguistics and English sociolinguistics. You know particular order really here and the others as we saw journalism for instance media and communication, film creative writing literary theory and criticism study of essays takes study of you know the study of various schools and approaches to the literary texts. So, if one is to summarize this is these are some of the things that you would talk about. But this again is not the whole story; we need to we need to you know recognize; so many other aspects of the study of English as English studies.

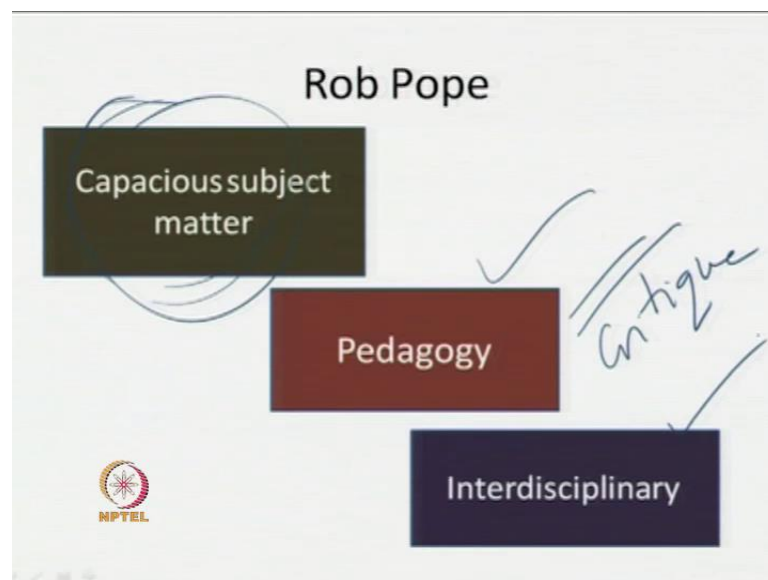
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As I had mentioned, which does not really fall in our course; because again as we sense we kept it the English language and literature we taught that the study of proficiency. The whole issues of proficiency in you know in English studies and for instance the use of English for special purposes or for instance the use of English as a second language. They these are certain issues these are really become part of the huge area of study, which is the teaching in English language teaching English. Again, I said English as a second language, English as a third language; for instance and as far as the proficiency is concerned. NPTEL has provided there are courses in for instance English in communication skills courses on better English etcetera that you may take up.

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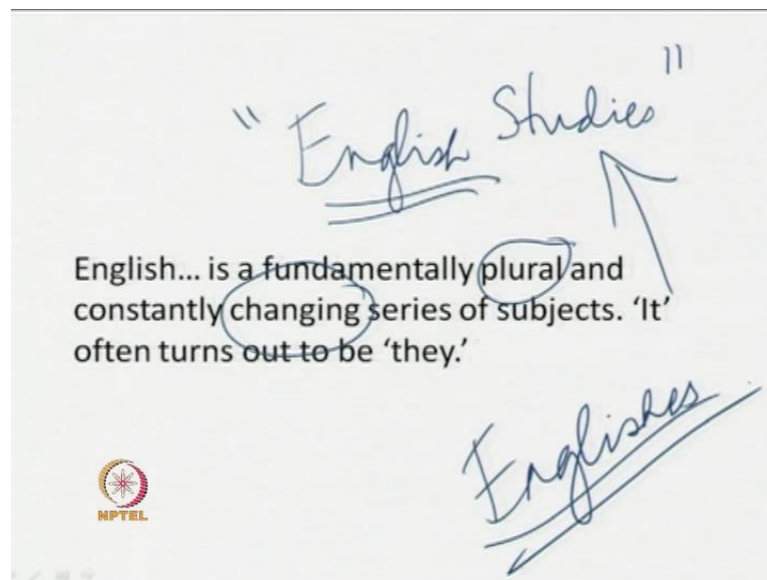


Now, if you recall I have mentioned that Rob Pope hand book on English studies is an important text both from you know the theoretically and largely from the practical points of view. There are several texts there that you that are you know are analyzed and this actually a rich book that I may that I would recommend to you. Now, let us look at what Rob Pope says here you know, Pope rightly points to what he you know calls the capacious subject matter the capacious subject matter of English studies. That is English studies can accommodate and continues to accommodate rather than English you know the old English language the more traditional English language and literature continues to be capacious continues to accommodate so many so many areas accommodate dissent.

For instance, you accommodate revision revisions of the new the envisioning of syllabi and curriculum. Second, he says that English studies also look at the pedagogy or you know education strategies the science and art of teaching you know English language. It will question it will critique it will critique and analyze the pedagogies that have been that are established in the teaching of English language and literature with a view to you know with a view to revising and correcting some of some of the what shall we say now when the mistakes may by some of establishes tendencies in the pedagogy of English language and literature teaching.

I said, not the least of course, he points the tremendous interdisciplinary of English studies and I would his you know he seem to say that this is something that you need to compare however, compared to English language and literature you say that this is English studies is far more interdisciplinary. **It is really you know talking about everything that is involved when you talk about English not is just as a language. But you know English anything that entails sociolinguistic for instance, what we called high theory for you know for instance and dull to the skills you know down to the questions of proficiency.**

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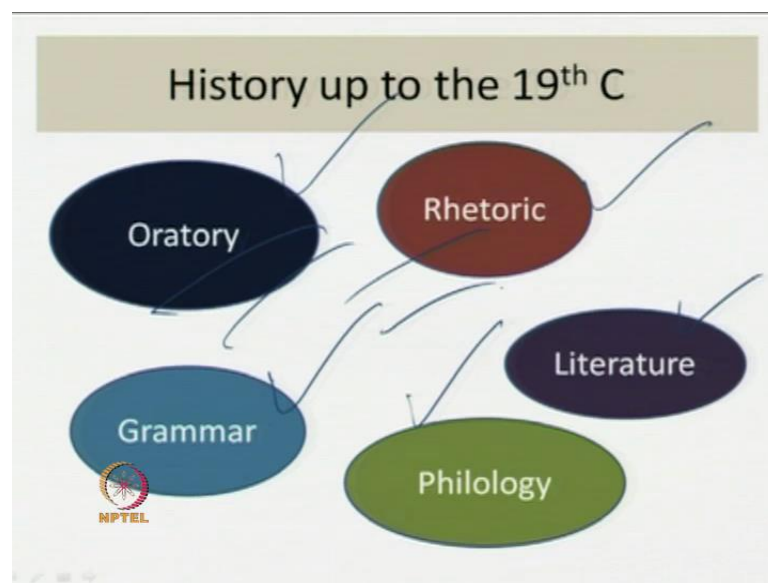


Now, this is again by Rob Pope and I am quoting from his hand book. He actually he plays on you know the he plays on this he plays on see let us when we talk about English studies; he says English is a fundamentally plural and constantly changing series of

subjects. So, the plurality and the dynamism of the English part of it. So, English is a fundamentally plural and constantly changing series of subjects; it often turns out to be there. So, the study it is not in the singular it is in the plural, say English studies is studying English in plural ways studying taking into account and meeting you know squaring up.

So, to speak to dynamism and in realizing this we talk about English studies. It is in the same spirit that scholars many scholars have begun to talk about Englishes, where this Englishes becomes a legitimate term. So, no longer talk about English. So, in similar spirit, we talk about Englishes that language is not concerned in a more broad sense. In a board sense really, English studies is you know follows the same spirit of you know understanding and appreciating, recognizing the plurality inherent in it.

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Now, if you look at the history of the study of English you will find that it is rather different from the kind from you knows then capaciousness of this subject as it exists today. So, if you go back to the England of nineteenth century you realize that the study of English the when you say from this when you say in India for instance say that the department of English. So, when you say that the department of English what you expect; first is of course, that the department offers courses in English literature and not necessarily in solely on English or English language or you know or linguistics.

So, the first expectation is that there would be courses on Shakespeare there would be courses on Chaucer on you know on American English for instance, on Indian English for instance, but if you go back the interesting very interesting point is we go back to the history. We find that up to the nineteenth else as late relatively speaking here as late as the nineteenth century, the study of English in the universities in England entailed not just the study of literature. But entailed studies this happens more in you know in close in the beginning of the department study of oratory; the study of rhetoric; the study of grammar, philology and literature, so there was more.

In fact, did you say in the beginning the honest was more on these areas oratory, rhetoric, grammar and philology than on literature and later on you will find some very interesting claims being made by pretexts on how really the study of literature the study of the literature of England was not. So, you know what I should say not. So, cold to the syllabus or syllabi in England than it was when it was introduced in India for instance and more about that we talk about the work of Gauri Viswanathan and the work you know for instance when we look at Macaulay's Minute.

So, you find that the history up to the nineteenth century; the virtue Indian no doubt, but usually you know in the beginning at least rhetoric or oratory or philology were more important grammar were more important and the study of **literature parse**.

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J M Hart, "The College Course in English Literature, How it May Be Improved" *PMLA* (1884-85)

- To my way of thinking, the study of English literature means the study of the great movement of English life and feeling, as it is reflected in the purest prose of representative men; those men who have led their people's sympathies. .... The proper object of literary study, in one word, is to train us to *read*, to grasp an author's personality in all its bearings.

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Now, let us look at an early essay by J M Hart published in PMLA; PMLA is publications of the modern language association in the US and it is considered one of the core; you know journals in English literature and this essay 1884 to 1885 is by J M Hart and it is entailed the college course in English literature, how it may be improved. Now, the reason why I am bringing this and this are found in in realize there are if you remember I mentioned Rita Raley resource in and that the net that you can look up. The college course in English literature and how it is may be improved.

Now, let us read this slowly and see how you know from the nineteenth century the whole idea of improving; so, to speak the college course in syllabi in English literature has change over the year. So, this is J M Hart to my way of thinking the study of English literature means the study of look at this the study of the great movement of English life and feeling. Look at this only the great movement of English life and feeling. This kind of declaration is precisely what is you know queried, critiqued and sort to be revised by this domain called English studies.

In my way of thinking Hart says, the study of English literature means the study of the great movement of only one kind the life of one people that is the English. English life and feeling as it is reflected in look at this the purest prose of look at the word like great purity as it is reflected in the purest prose of again look at this representative man. Now, these are the words the greatness you know for instance these are the ideas the precisely are queried by English studies the greatness and purity of that one way of life given by quote and quote representative men. So, those men who have lead their people sympathies the proper object of literary study in one word is to train us to read to grasp an author personality in all its bearings.

Particularly, this first part of the essay is something that extremely telling when you look at how English this the how the curriculum the syllabus and the you know the effort to improve syllabus is finds its core claim or core says core argument in these kinds of feelings; these kinds of claims that it is the study of eight particular kind of way of life or people by its representative men and women not of course, men here men or it is writers in its purest form.

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The rise of you know a polemical way of looking at life; philosophy if may of polemics of difference of celebrating variation that is cultural studies has been also. I would say very important in grows and sustenance of what we called English studies. Cultural studies is an area of or it is it is a discipline that celebrates differences that queries you know epistemological claims that queries dominant narrators that seeks to bring marginalized peoples and narrators to the forth. So obviously, when we query English you know when we query English; you know the syllabus of English language and literature.

Culture studies become you know methodological tool that enables you to or that gives you the terminology to query these; you know you know essays such as these for instance essay like J M Hart college course how it may be improved. So, the coming of the growth of cultural studies particularly, I would say from even though your writers talking bringing in that strain of argumentation before the eighties I would say with from the eighties.

This new polemic has been not just in English studies; this new polemic has been extremely important in bringing in lot of dissent and bringing in a lot of revising the need for you know relooking or taking new look at all established knowledge domains. So, the rise of cultural studies and I did mentioned you know I think smith and ruffs book edited

volume English studies slash cultural studies something that you may look into and some of the essays are what also forms about of this lecture.

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**Gauri Viswanathan, *Masks of Conquest***

- The amazingly young history of English literature as a subject of study (it is less than a hundred and fifty years old) is frequently noted, but less appreciated is the irony that English literature appeared as a subject in the curriculum of the colonies long before it was institutionalized in the home country.
- ...when the classical curriculum still reigned supreme in England despite the strenuous efforts of some concerned critics to loosen its hold, English as the study of culture and not simply the study of language had already found a secure place in the British Indian curriculum. The circumstances of its ascendancy are what this book is immediately concerned with, though it also seeks simultaneously to draw attention to the subsequent institutionalization and ideological content of the discipline in England as it developed in the colonial context.

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ways of life

I mentioned Gauri Viswanathan, whose you know masks of conquest based on her doctoral fesses is again another important work that one uses to analyze you know the English education in colonial India. Listen to this carefully, let us read from her text masks of conquest now I shall explain it in a while. The amazingly young history of English literature as the subject of study; it surprisingly it is English study of English literature as a subject that is in universities and colleges. This is something that we had mentioned just a while ago and she cause this amazingly young history, which means that the study of English literature as part of the syllabus even in Britain was as relatively it has relatively young history.

It is less than a hundred and fifty years old is this amazing young history frequently noted, but less appreciated is another aspect of it, what is it? Less appreciated is the irony that English literature appeared and this is what as I said this is stunning claim that English literature appeared as a subject in the curriculum of the colonies long before it was institutionalized in the home country. So, studying you know English literature as part of the curriculum or something that happened in the colonies and if it happened in the colonies then one has to look for the reasons as so, why such of an dominant would occur at all while study of one countries.

So, one nation literature it is formal study as part of formal education begins elsewhere and not in its own land. So, this co-ratio that is taken up by Viswanathan; let me read it again amazingly young history of English literature as a subject of study is frequently noted. But less appreciated is the irony that English literature appeared as a subject in the curriculum of the colonies, long before it was institutionalized in the home country that is England. Further, she says when the classical curriculum still reigned supreme in England; despite the strenuous efforts of some concerned critics to loosen its hold English as the study of culture and not simply the study of language. It could does English as the study of culture here culture means way of life or ways of life.

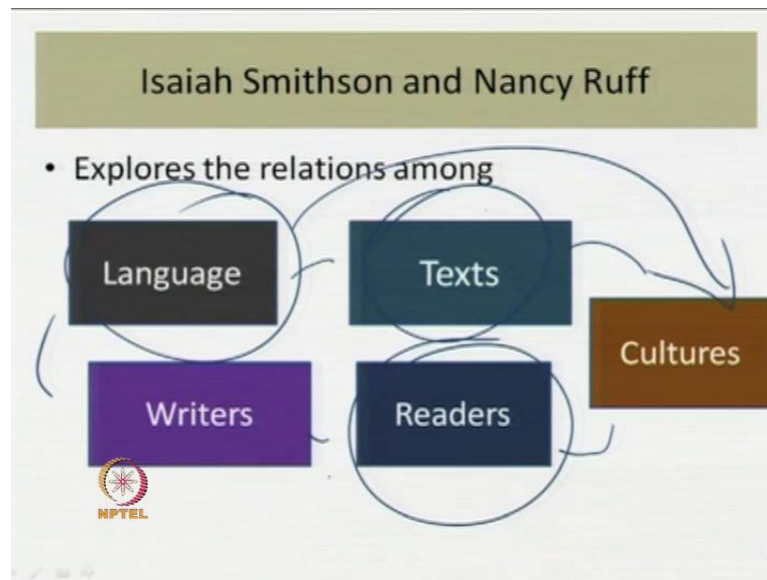
So, English as a study of culture and not simply a question of philology or of grammar or of rhetoric. English as the study of culture not simply as the study of the English language had already found a secular place in the British Indian curriculum. So, the change happens not in the home country and it says here when the classical curriculum still reigned supreme in England. The change however, happened in British Indian curriculum further the circumstances of its ascendancy are what this book is immediately concerned with that is masks of conquest.

It is prime concerned is on this particular phenomenon that is British Indian curriculum or curricula in India and the very interesting and important say political phenomenon of you know beginning to teach or include English literary texts in an education in India and this book also simultaneously draws attention to the subsequent look at this word institutionalization and ideological content of the discipline in England as it developed in the colonial context.

This is what really we call a contrapuntal method, perhaps I can use the word here looking at parallel the growth of English, the establishment, the introduction and its subsequent establishment of English literary studies in colonial India and of course, the changes that took place in the discipline in England in the home country; as it began to develop in the colonial contexts. So, this is this this kind of saying is kind of analysis is heartily welcome by English studies.



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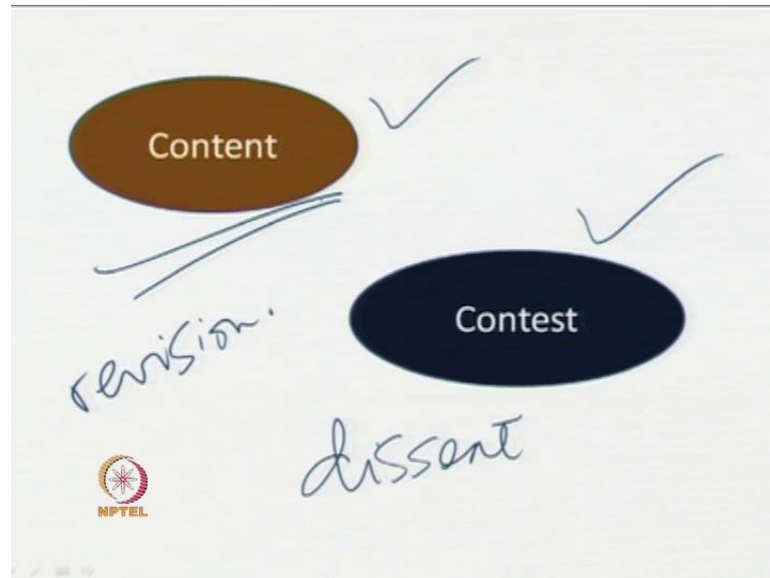


Again going back to English studies slash cultural studies by edited by Smithson and Ruff. You find that in you know they two talk about not just language that is English not just literary texts. But they say that English studies particularly as it is informed by culture studies needs to look at the interrelationship between or among different domains, which have perhaps been perhaps you know too been looked at sort of in an insular sort of way in a discrete sort of way. So, that coming in of English studies following the cultural studies you know impact or influence is that we now study the relations among diverse aspects or classes; that is relation between language the texts cultures readers and writers.

So, this is really a whole and also circuit here you find in which all these are related to one another interfering ways. So, you do not study the English language without looking at the cultures and which such a language develops or the variations or the changes. Over the years historical changes develop you do not look at the texts without looking at the positionality and the condition of the reader; the historical cultural socio-economic condition of the reader do you understand. So, it is safe to say here that here to discrete points on philology, then rhetoric, literature. These work more or less start with discrete manner you know in an insular manner.

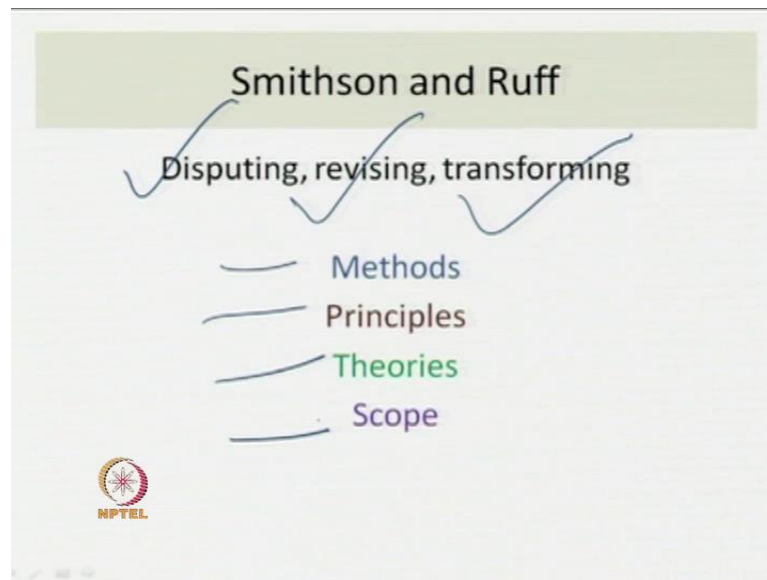
Now, becomes because again remember because of because of the ideology of culture studies begins, we looked at in more inter-disciplinary and more related manner these are all correlated.

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So, again put they put it so beautifully. So, it is not only about content the study the English study is not just about content it is also about contest; it is about contest. It is about dissent, it is about revision not just the content. Of course or syllabus has been established and you do not questioned it over the years. It is important that changes are brought because primarily because of ideological dissent and the need to revise it. You know this menacingly the canon and to make the new of canons.

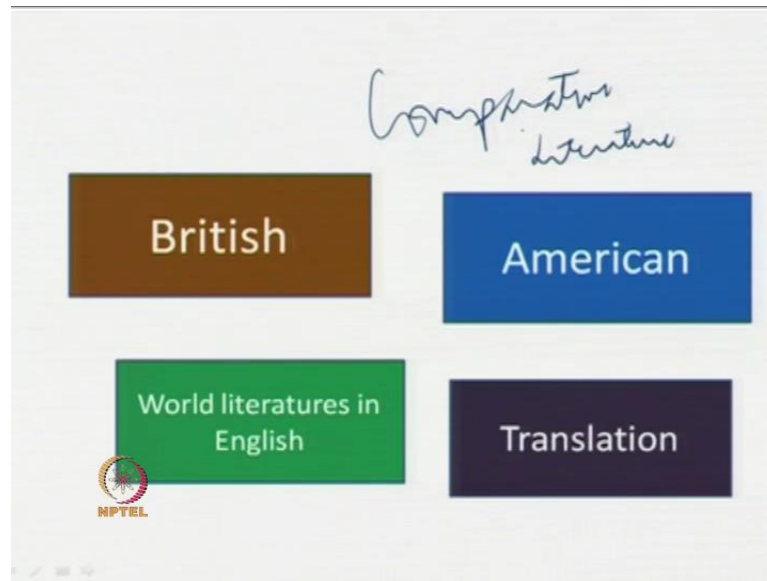
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Smithson and Ruff putted as this they called it English studies disputes. English studies revises it transforms what here to establish methods, principles, theories and the scope of studying English language and literature. So, look at these words disputing, revising, and transforming all these things methods, principles, theories scope are what you mean. That is why you know a part of the capaciousness of English studies we also note its dynamism. So, it is you know it is it is so, dynamic that it keeps you know.

So, makes the makes the traditional English language and literature title seem to be really you know devoid of any such exciting. So, changes that have taken place and that are being brought you know brought about by English studies. So, Smithson and Ruff says disputing, revising and transforming these are some of the important activities in English studies.

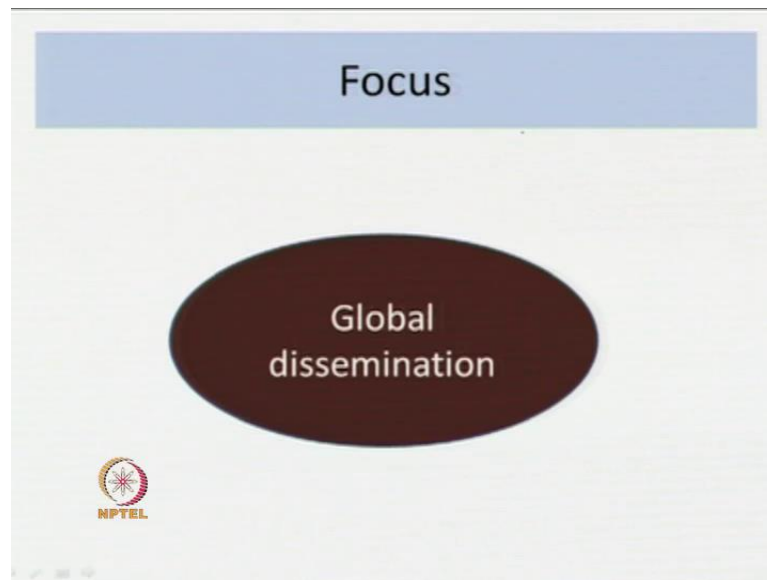
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So, therefore, British literature, American literature, and world literatures in English that is the literature that has been written in English by writers in different parts of the world. Of course, the careful question of translations from English and from English and to English, the English language. These are then some of the primary concerns of English studies and to this side may add this related to the whole topic of world literature that the whole idea of comparative literature, the whole idea of comparative literature.

Today, see a huge resurgence a huge interest and this is also because of the fact that English studies as domains has been able to incorporate the comparative analysis of literature. Through particular literary translation and the recognition of world literature as something there is worthy of being incorporated into syllabi.

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Then, another aspect of English studies is its global dissemination. This is something that has been recognized by some many I mean I have way of lecture on; for instance global English, lectures on international English in this very module itself. International English, global English, the alchemy of English and we can be look up for it is whole the study of global dissemination of English. You can look up the work of say Braj Karchru for instance, there are several lectures here in this module; but for us here to say that the means the aims the strategies the politics behind the global dissemination of both English language and literature.

For instance, American English in how it as can how different it is or how it is different form for how the different from the so, called standard English, Indian English for instance. Then, you know the use of English in global trade situation in global economics situations use of English in in a global also called globalize world. These are some of the areas also or that that the also they have been taken up in this particular; you know sub branch if I may use the word of English studies the study of English. I mentioned earlier for special purposes English as second language etcetera.

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Franklin Court, "Introduction" to *Institutionalizing English Literature: The Culture and Politics of Literary Study, 1750-1900*

- ...the historical development of English literary study in Britain and the United States is different. The inherently class-conscious and racially ethnic character of British education produced a discipline far more explicitly concerned with social and ethnographical issues than its American counterpart.
- The wars for legitimating the study in the United States... were fought primarily in institutions for higher learning, making the formative years of English literary study here more of a cultural hybrid, a blend of American curricular experimentation with the distant but established authority of English intellectual tradition. By contrast, the rise of English studies in Britain is more clearly implicated in examinations of its political and social history.

So, let me next take you to another essay quickly look at Franklin Court introduction in the book institutionalizing English literature culture and politics of literary study 1750 to 1900. I mean look at the word they these are words that will be keeping coming up over and over again. The whole issue of how English the study of English literature is institutionalizes it. These are not these are decisions that are divide of politics. Then, on decision that are divide of economics; the cultural and politics of literary study and lets read from this the historical development of English literary study in Britain and the United States is different.

Now, we talked about you know through Gauri Viswanathan marks of count he talked about we talked about in English in you know English literary study in institutionalize in India. Court refers to the differences in you could say motivation for instance as per as English literary studies concern the differences between that in England and in America. Let us read this the historical development of English literary study in Britain and the United States is different. The inherently class conscious look at this the inherently class conscious and racially ethnic character of British education produced a discipline far more explicitly concerned with social and ethnographical issues than its American counterpart.

Look at this very carefully. Court claims that you know the study of English literature in England it is you know it is impulse so, to speak. Its motivation if you will race on the

important issue of class consciousness in literature and the racially ethnic character of British education. Therefore, the discipline called English literary study becomes more ethnographically and socially motivated. The approach is more social you know base on this issues sociological or social and ethnographic. Then, he contrast this with the study of English literature in America and he says let us look for a look for the answer here.

He says, the wars for legitimating the study in the United States were fought primarily in institutions for higher learning. So, the impulse is on what you know historically on what institutions looks the changes happen not so, much regard to you know to social for institution of social certification or issues of race on United States not so, much that at least directly has compare to England. But due to some, you know due to some institutional leads; let us look at this again the wars for legitimating the study in the united states were fought primarily in institutions for higher learning making the formative years of English literary study here.

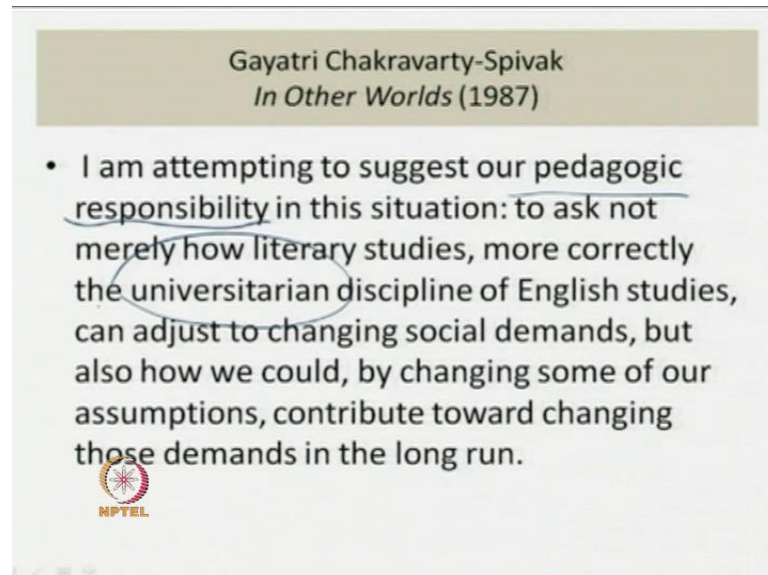
See, more of a cultural hybrid look at this this is class conscious and racially ethnic. On the other hand here the at least in the formative years the impulse was towards cultural hybridity. Moreover cultural hybrids a blend of American curricular experimentation looks at this word curricular experimentation and contrasts it to what happens in England. A blend of American curricular experimentation with the distant, but established authority of English intellectual tradition. So, this whole tradition revising happens here. Of course, enough revising even if it is with of view to you know view to the necessity so, to speak of encourage cultural hybridity of recognizing different.

You know different ethnic groups you know and races and appoint the African, American writings for of his panic writing for instance. So, there is this there is this ocean I say may be I can use what is desire for cultural hybridity that that at least in the formative years was an important impulse in you know in revising what he calls here the already establish authority of the English tradition in this intellectual tradition. By contrast lets read the by contrast the raise of English studies in Britain is more clearly implicated in examinations of its political and social history.

So, this is an extremely important to me an explaining important inside that is given to us by franklin code. So, the different the differences in impulse and motivation in you know

institutionalization of English literary studies in the home country and you know in the second home country the United States.

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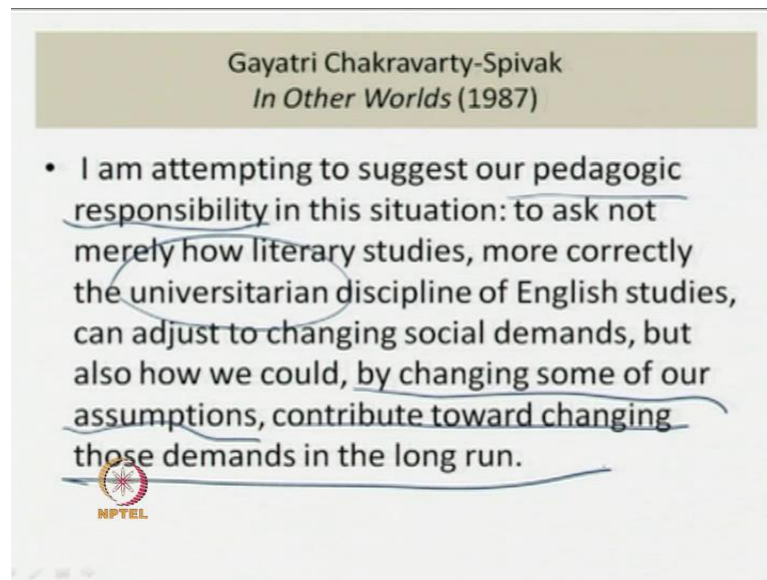


So, I am referring again to one such important person and important one such important figure in this whole, hence you know I said the hybrid the hybridity impulse; the cultural impulse entire the word cultural studies was by her she is Gayatri Chakravarty Spivak. Many of you have heard of her and in how book in other worlds publish in 1987; this is what she says I am attempting to suggest our pedagogic responsibility in this situation. So, they the scholars those times took it upon as a responsibility in you know in teaching in devising and revising curricular; informing you know and reformulating the canons for instance. So, she says I am in during that time now historically if you look at this is what they felt and has been articulated by Spivak and attempting to suggest our pedagogic responsibility.

In this situation to ask not merely how literary studies more correctly look at this. Now, you understand this Gayatri Chakravarty Spivak has a faculty in an American university definitely referring to the institutionalization of literary study; as a university discipline as something happening in the university, you look at what courses here. The wars of legitimating the study of the English literature in United States were fought primarily in institutions of higher learning that is the university.




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Gayatri Chakravarty-Spivak  
*In Other Worlds* (1987)

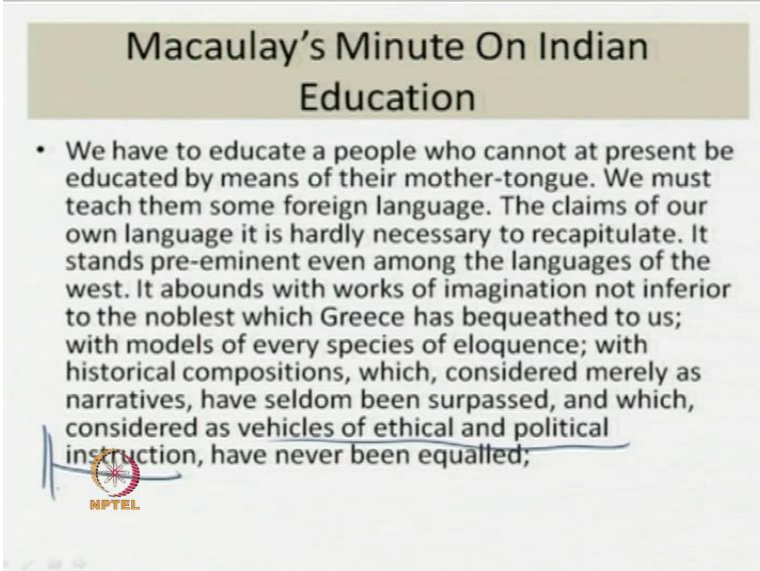
- I am attempting to suggest our pedagogic responsibility in this situation: to ask not merely how literary studies, more correctly the universalist discipline of English studies, can adjust to changing social demands, but also how we could, by changing some of our assumptions, contribute toward changing those demands in the long run.

 NPTEL

Here is Spivak saying, agree that you know she and other such faculty recognize the importance of taking pedagogic responsibility, to ask merely to ask not merely how literary studies are the university discipline of English studies can adjust to social demands. But also how we could by change look at this by change this is the relation then happens in the US. By changing some of our assumptions contribute towards changing those demands in the long run. So, the university curriculum seen by Spivak and you know though people were revising; you know the curriculum was seen has very important.


You know these are the wait for the social change and that sort of reflex begins is slowly seep in to the university. But today the seniors of responsibility she says by changing some of our assumptions contribute toward changing those demands in the long run. So, there is an even a pro-active if I use of what pro-active role that is sort by insurance says was court cause the institutions of higher learning in the United States towards social change.

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**Macaulay's Minute On Indian Education**

- We have to educate a people who cannot at present be educated by means of their mother-tongue. We must teach them some foreign language. The claims of our own language it is hardly necessary to recapitulate. It stands pre-eminent even among the languages of the west. It abounds with works of imagination not inferior to the noblest which Greece has bequeathed to us; with models of every species of eloquence; with historical compositions, which, considered merely as narratives, have seldom been surpassed, and which, considered as vehicles of ethical and political instruction, have never been equalled;



Then finally, Macaulay's minute on Indian education and I will briefly touch upon these because this is something that will be you know core to another lecture, which is the last lecture in module two. Module two as you know is devoted to the history of English language and that module ends with lecture on English in India, historically the introduction and the glowed development of English both language and literature in India. I will end today's lecture by brief you know reference to Macaulay's minute on Indian education, which is symptomatic really of the colonialism enterprise as far as introducing English language and literature was concerned.

So, this is Macaulay's in this minute; we have to educate people who cannot at present be educated by means of their mother tongue. We must teach them some foreign language; the claims of our own language it is hardly necessary to recapitulate, he is talking about the English language. It stands pre-eminent even among the languages of the west it abounds with works of imagination not inferior to the noblest, which Greece has bequeathed to us with models of every species of eloquence with historical compositions, which considered merely as narratives have seldom been surpassed, which considered loot at this as vehicles of ethical and political instruction have never been equaled.

So, in those celebration of the English language you know which the high claims being made by Macaulay even has he is doing that in is minute; he also the end of the seen, he

talks about you know the even as it political tool are to for politics and ethics of morals. The English language according to him is unsurpassed and unequalled and in lecture on English in India, which have seen how this was use English was English you know and English literature. The introduction of English literature in India during the colonial times was political move and this is of something that is mentioned by Macaulay's minute I have most lights on the minute, which I will not use now.

I say that for that lecture in the second module and we do not have much time really and quickly do recap by way you know recap of these lecture by rising you know all. Let we know some of the ways in which you may have questions about you know question may be formulated in your exams. For instance, what did we talk about in this lecture it was the scope of English studies and you may get a question like how is there any difference between English studies and English language and literature. That is the study of the English language and literature and you would say yes.

Many consider English language and literature the study of an English language and literature as the title as symptomatic of you know and traditional way of studying the subject, where is English studies is a formal you know capacious or commodious. You know domain, which in tools chiefly of course a study of English the English study of the English language of English literature; but not own as something that manage from Britain as world literature as world literatures written in English and of translations. It also includes study of English that is used in journalism study of the philosophy of languages applied to English.

The study of media of film or communication or culture studies could be study of definitely of lopped of publishing of digital publishing for instance; the digital work all these and also not the least important, which is the study of ways and strategies of proficiency in the English language. We have seen can you may also point to the study of ESL or English or you know as a second language or English for special purposes; comparative studies of first language and second language English as the first language and second language and finally, the global whole question of the global dissemination of English; both as the language and insulator reforms.

So, you may say that the yes definitely scholars are more and more pressing that English studies be the title that and to replace English language and literature. Though, we still

have keep you know title or entire whole English language and literature. Because we are not talking about for instance, we do not have modules on proficiency of you know learning, teaching and learning English. This is something, which is missing from our course syllabus I have been taken up by other courses in NPTEL. It is not that we are not aware of this, but we finally, choose to call it English language and literature.

Because see for instance, there is modules on the history of English in the module of the history of English language. We are focusing apart from the fact that we have English in India literary English in India. We are focusing on say the development of the English language as it happened in England and Britain. We are not looking at that elsewhere because of that because of this gap or like you know; we are also you know to make it for a included lectures such as in this module, the alchemy of English or international English or the globalization of English.

So, this is really our defense of why we for instance on the different periods of English literature we refer five traditionally, I may say to the age of Milton or you know the age of Shakespeare and the Victorian etcetera, without talking about you know the development grows development and different periods it may say of English literature in English in other countries. So, you finally, settle for English language and literature. Let me again remind you are not because we are not aware of the importance on the pedagogical and ideological importance of English studies.

Then, you may also get a question like how which discipline was also responsible for creating this influence on the ideological point of view and you refer to culture studies. The polemical strain in cultural studies leads to what you know Ruff Smithson and Ruff has called the revising. Then, you get another we can have another question; you get an another question like for instance, what are the things that are according to Smithson and Ruff that are disputed revised then, it is entered the methods the principles the themes that are there I have minutes as far as English language study of English language and literature are concerned.

Then, when you if you asked a question on give for instance, you know what is the irony of English literature and historical irony of English literature. You know as the university discipline you say that the irony is according to scholars like Gauri Viswanathan that English as department you know department really. I am say discipline belonging to

formal education talk formally as part of you know education did not happened in the home country. The study of English literature was almost peripheral in the English departments up to the nineteenth century.

We have up to for this here in our lecture up to the nineteenth century, where because the more important things of study of philology, the study of grammar, the study of rhetoric and oratory only in the colonies and in India. We see English literature being used as the political tool if you found in we will find in Macaulay's minute. So, here we come to the end of our lecture the scope of English studies and you may wait for other lectures. That are there it will through more light on this scope I have only outlined the scope here. So, let us end this lecture here with the promise that more of this for instance, especially if you interested in English in India we taken up in module number two.

Thank you so much.