



Name: Dr. Rakhi Ghosh

Qualification: M. Phil. (Jadavpur University, 1998) Ph. D. (University of Calcutta, 2010)

Designation: Associate Professor, Department of English

Date of joining: 01.03.1999

Courses Taught:

Honours

Background to Chaucer and excerpts from Canterbury Tales,

Neoclassical and Pre-Romantic poetry by Alexander Pope, Thomas Gray, Blake etc.,

Twelfth Night, Pride and Prejudice,

Poems by Wordsworth and Shelley, Background to Victorian Age, poems by Tennyson, Browning, Arnold, Elizabeth Browning etc.,

Major Barbara, Poems and short stories by Indian authors.

General

Identifying figures of speech, Formal/Official Letter

George Bernard Shaw's Pygmalion

Grammar and Composition, Proof-reading

Specialisation: 18th and 19th century English women novelists.

Research:

Ph.D. title – Critiquing Matrimony and Education in the Novels of Selected English Women Novelists of the Eighteenth and Nineteenth Centuries (University of Calcutta, 2010) (Abstract below)

i) Minor Research Project title: A Comparison of “Pathikbandhu” of Sita Devi with “Pride and Prejudice” and “Sense and Sensibility” of Jane Austen. 2004-2005.

ii) Minor Research Project title: A Comparative Study of the feminist ideology culminating in sisterly solidarity of Mary Astell and Rokeya Sakhawat Hossein. 2013-2014.

(Abstracts below)

Current Research:

Feminist overtones in writings of women in English and Bangla literature.

Papers presented:

- “The Woman Question and the Discourse of Nationalism: A Reading of Ashapura Devi’s “Prothom Protishruti”” Annual Conference of IACLALS, Visvabharati University, Shantiniketan, West Bengal, February, 2006.
- “Romantic Overtones in Fanny Burney’s *The Wanderer or Female Difficulties*” Annual Seminar of CSRL, Kolkata, Jadavpur University, February 2009.
- “Begum Rokeya: A Crusader of Female Resistance Championing Female Education” Annual Conference of IACLALS, the University of Kerala, Thiruvananthapuram, January, 2011.

Publications

- "Romantic Overtones in Fanny Burney's *The Wanderer or Female Difficulties* (1814)" published in a peer-reviewed journal *The Literary Oracle* with ISSN No. 2348- 4772, 2014.
- “The Woman Question and the Discourse of Nationalism: A Reading of Ashapura Devi’s “Prothom Protishruti” printed as conference proceedings in “The Indian Imagination: Colonial and Post colonial Literature and Culture”, Creative Books, Delhi, 2007.
- “Pathikbandhu”: An article published in the Journal of the Department of English, University of Calcutta, 2005.

College posts held:

- Member of IQAC in 2015.
- Member of IQAC in 2014. 2009-2011
- Teacher-in-Charge: 2010-2011
- Departmental Head:

College committees/sub-committees :

2015:

- Convener of Magazine Sub-Committee
- Member in Library Sub-Committee.

2014:

- Convener of Magazine Sub-Committee
- Member in Infrastructure Sub-Committee

2013:

- Members in Academic and Library and Infrastructure Sub-Committees.

Awards/Fellowships/Grants:

- Minor Research Project from U.G.C for researching on gender issues in the works of Jane Austen and Sita Devi (2004-5).
- Teachers' Fellowship for pursuing doctoral research under UGC's Faculty Improvement Programme (2005-2008).
- PTAC under FDP in the XI th plan of UGC for attending a conference in Kerala in 2011.
- Minor Research Project from U.G.C for examination and analysis of similar feminist overviews in the works of Mary Astell and Begum Rokeya (2013-14).

Contact: Email: Email: ghoshrakhi1@gmail.com.

PhD. abstract:

This work hinges on the trope of the inexperienced heroine in mid-eighteenth and nineteenth century British fiction written by four leading women novelists [Eliza Haywood (1693-1756), Fanny Burney (1752-1840), Maria Edgeworth (1768-1849), and Jane Austen (1775-1817)]. The novels that I consider here can roughly be dated from 1751 when Haywood's *Betsy Thoughtless* was published, to *Helen* by Edgeworth, published in 1834, spanning a period of around eighty years. Through a series of experiences the heroines of these novels grow in prudence and insight, and inculcate mature attitudes to society and matrimony through practical education in the ways of the world. I argue that, in portraying such heroines these four novelists were responding to, and significantly extending through

their work, the new and radical feminist ideology of their time, as articulated by leading thinkers such as Mary Astell, Mary Hays and Mary Wollstonecraft.

MRP 1

Abstract:

While perusing the novels of Jane Austen, a celebrated woman novelist who lived and wrote in 18th and 19th Century England and that of Sita Devi who lived and wrote in 19th and 20th Century Renaissance Bengal, I felt amazed at the similarity in their perspectives towards women in contemporary society. Both resided in societies that considered marriage a welcome alternative where women were pinched with aggravating financial constraints. Like Elizabeth and Elinor, heroines in the novels of Jane Austen, Sita Devi also allowed her heroine, Anindita in her novel “Pathikbandhu” to represent the newly-emergent heroine guided by reason, logic and prudence. Thus Jane Austen and Sita Devi reconstructed the heroine in their novels with the objective of interrogating and rejecting patriarchal domination by exercising their own wisdom and intellect.

MRP 2

Abstract – The objective of this research project is to examine the astonishing similarity of views of Mary Astell and Begum Rokeya as far as the rights of women are concerned. They brought to light the derogatory status of women in patriarchal society and urged women to become enlightened so as to usher in their own emancipation. Education, both Astell and Rokeya thought, was a powerful weapon to be wielded by women to demolish gender discrimination. Following in the footsteps of Astell were Mary Wollstonecraft and Mary Hays with their radical feminist ideology. While in England such a feminist perspective emerged at the end of the 17th century, in Renaissance Bengal, protests that were mild in the initial stages emerged, specially, when women gained access to primary and later to higher and specialised education. Initially Brahmos and other social reformers took up the cause of women’s education. Gradually even rustic women felt the urge to educate themselves and thereby acquired the wisdom to interrogate patriarchy. It was Begum Rokeya who gave a fearless call to women to fight for the right to education because that was what Prophet Muhammad advocated. But again one of the impediments to education was the ‘purdah’ system or ‘aborodh’. So that had also to be done away with and that could be obliterated only when women acquired economic and social independence, she felt.