

**Is ‘English Studies’ in India Student-centric?
A Comparative Study of Syllabi of M.A. English Courses in
Indian Universities and the University Grants Commission’s
National Eligibility Test in English**

Ravindra Tasildar, M.A., Ph.D.

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Abstract

The M.A. English (Master of Arts in English), one of the comprehensive postgraduate (PG) courses in Indian universities, is aimed at equipping students for a number of career options. However, it is common knowledge that a large number of those successfully complete M.A. in English, and become teachers of English at the undergraduate level (Curriculum Development Centre (CDC) for English, 1989:32). The students of the M.A. English appear for the University Grants Commission’s National Eligibility Test (UGC-NET) in English to qualify for teaching in undergraduate (UG) and PG colleges and university departments. Even though many modern career options are available, majority of Indian students with an M.A. in English aspire to enter the teaching profession. Nowadays experts in the field of higher education in India express need to offer courses relevant to job market needs. Therefore, the focus of this study is to know whether one of the major job-market requirements of students, the **teaching profession**, is taken into consideration while designing syllabi of the M.A. in English courses in Indian universities.

As a case in point, this article analyses the syllabi of the M.A. English courses in ten state universities in Maharashtra State (during 2008-09 and 2013-14) vis-à-vis the syllabi recommended by the UGC committees and the syllabus of the UGC-NET (2013) in English. The inferences of this study, mainly based on available syllabus documents, are also supported by findings of a questionnaire-based survey. Keeping in mind the autonomy of Indian universities, the study realizes the need to make syllabi of the M.A. English courses compatible to the syllabus of the UGC-NET in English till the latter is revamped.

Key words: English studies, MA (English), UGC-NET in English, Indian universities.

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1.0 Introduction to English Studies

‘English studies’ was known to be primarily concerned with the study of British literature. The genesis of English studies in India may be traced to the hegemonic agenda of introducing English literature during the British rule. In post-independence India, attempts are made to redefine English studies. The horizons of English studies not only include study of English literature and linguistics, but go beyond the study of literatures in English. In the new millennium, a new shift is noticed in the form of interest in critical theories and cultural studies. In short, with the advent of Post-modernism / Post-structuralism / Post-colonialism, the focus has shifted from the study of canonical British literary texts to interdisciplinary studies. On this new *avatar* of English studies Chandran (2001) comments: ‘English is now generally understood not only as “Language and Literature” (as it used to be), but also as the institutional and cultural practices that underpin them; literature and other arts; literature, philosophy, and the social sciences; disciplinary measures and categories that involve translation, creative writing, media and gender studies, and many more where English may be shown to mediate crucially or it may be gainfully brokered or aligned for professional purposes’ (Chandran, 2001:17 as cited in Rani, 2003:20).

The term *English studies*, in this article, is limited to the study (teaching and learning) of English in the universities for the undergraduate (UG), postgraduate (PG) and research degrees like B.A. English Honours, M.A. English, M Phil in English and PhD in English respectively. The UG and PG programmes in English are passing through a phase where a paradigm shift is noticed from teacher-centric (inclusion of texts convenient for teaching), to student-centric (where interests and needs of students are taken into account while designing the syllabus and adopting different teaching methods) approach. In the light of the present economic scenario, this article attempts to examine whether English studies in India is student-centric with respect to students’ interests in literature, language, linguistics, cultural and interdisciplinary studies and the demands of professions they prefer.

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1.1 English Studies in Post-independence India

‘English studies in post-independence India’ have been broadly determined by the recommendations of various commissions and committees appointed from time to time. The major recommendations in the reports of some of the prominent commissions and committees in independent India have been reviewed with reference to the M.A. English courses offered in Indian universities. The Review Committee for English in Indian Universities (1960) (also known as Banerjee Committee), the Study Group (1967), the UGC National Workshop on Syllabus Reform in English (1977), the Curriculum Development Centre (CDC) for English (1989) and the Curriculum Development Committee (CDC) for English (2001) have recommended core and elective papers for the M.A. English courses in Indian universities (see Tasildar 2012).

For the core papers, the first four of these committees have mainly suggested period-wise papers in British literature. The remaining core papers are on different genres, principles of criticism and the study of English language. The CDC (1989) noted that non-British literature courses are offered mostly as optional courses (p. 21). Unlike the previous committees, the CDC (2001) suggested alternative approaches for the M.A. English programme: Choice A - *English Language and Literature* (period-wise papers) and Choice B - *English and Literary Studies* (genre-wise papers). The CDC (2001) mainly offers literary choices (see Table 1). It suggests a core paper in ‘Critical Theory’ instead of a literary criticism paper suggested by the first four committees. The CDC (2001) also recommended an elective paper, ‘History of the English Language’ (p. 89).

The recommendations of various commissions and committees are instrumental in the development of English studies in India.

2.0 The M.A. English Course

The MA English, one of the postgraduate courses offered by Indian universities, mainly aims to develop literary and linguistic competence of students in the English language. The objectives of the MA English courses stated by the Review Committee for English in Indian Universities (1960) and the CDC in English (1989) are given in Table 1.

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Table 1 Objectives of the MA (English) courses stated by two committees

The Review Committee for English in Indian Universities (1960)		The Curriculum Development Centre in English (1989:120)	
(a)	A thorough acquaintance with the major classics and the main movements in literary history	1	To produce experts in English language and literature
		2	To develop literary sensibility and critical judgment
(b)	The ability to think independently and form sound critical judgements on works of English literature	3	To develop linguistic ability and sensitivity
		4	To develop compositional and communicative skills
(c)	An emphasis on the study of language, its evaluation, structure and behaviour (In Patra, 1987:81)	5	To train students in the independent use of the tools for learning (i.e. reference skills).

The M.A. English, a comprehensive course, aims to equip students not only for humanistic purposes, but also for a number of career options. However, at present, the postgraduates in English are mainly inclined toward options like joining the teaching profession, studying for research degrees and appearing for different competitive examinations, among others. A questionnaire-based survey of 200 students was carried out in six universities in Maharashtra State. The respondents were studying in the M.A. English Part I (20) and Part II (180) in the university departments of Rashtrasant Tukdoji Maharaj Nagpur University (RTMNU), Swami Ramanand Teerth Marathwada University, Nanded (SRTMU), Shivaji University, Kolhapur (SUK) and affiliated PG colleges of North Maharashtra University, Jalgaon (NMU), Solapur University, Solapur (SUS) and the University of Pune (UOP) [now Savitribai Phule Pune University]. Responses to the question ‘Which academic option are you going to prefer after completion of the M.A. English course?’ have been given in Table 2.

After completion of the M.A. English course 11.5% students are willing to pursue research degrees like Master of Philosophy (M. Phil.) and Doctor of Philosophy (Ph.D.). For the latter some of them need to appear for Ph.D. Entrance Test (PET). A few of them (5.5%) are desirous to try their luck in competitive examinations conducted by the Union Public Service Commission (UPSC) and Maharashtra Public Service Commission (MPSC).

Table 2 Preferences of the M.A. English students

University	NMU	RTMNU	SRTMU	SUK	SUS	UOP	Total	%
Join B.Ed.	08	01	02	05	12	17	45	22.5%
Appear for NET/SET	16	05	10	15	24	30	100	50%
Pursue M. Phil. / PhD	--	01	10	04	02	06	23	11.5%
Any other	U/MPSC	--	--	01	03	04	03	11
	LLB	--	--	--	01	--	01	02
	Translator	--	--	--	--	--	02	02
	Foreign Lang. Teaching	--	--	--	--	--	01	01
	Own business	--	--	01	--	--	--	01
Not specified	03	--	--	--	04	--	07	12%
No response	05	--	--	--	03	--	08	04%
Total	32	07	24	28	49	60	200	100%

Even though many modern career options are available, majority (146) of these respondents (73%) aspire to enter the teaching profession. Some of them (22.5%), prefer to work as teachers in government and private schools and junior colleges [with a professional degree Bachelor of Education (B.Ed.)]. They may also be recruited as spoken English trainers in some multinational companies (MNCs). Besides, some of them explore options like giving tuition and starting their own spoken English classes.

It is common knowledge that a large number of those who successfully complete M.A. in English become teachers of English at the undergraduate level (CDC, 1989:32). The M.A. English students have to appear for the University Grants Commission's National Eligibility Test (UGC-NET), or State Eligibility Test (SET) in English to qualify for teaching in UG and PG colleges and university departments. In the present survey, precisely 50% M.A. English students are willing to appear for NET/SET. The inclination of the M.A. English students towards becoming teachers of English in the conventional and professional degree colleges and university departments makes it imperative to consider the relevance of the M.A. English syllabi for the UGC-NET aspirants. Nowadays experts in the field of higher education in India express the need to offer courses compatible to the job market needs. Therefore, this study is a modest attempt to know whether the M.A. English courses in India help students to prepare for the UGC-NET/SET in English. The syllabi of the M.A. English courses in ten state universities in Maharashtra State (during 2008-09 and 2013-14) have been analyzed based upon the syllabi recommended by the UGC committees and the syllabus of the UGC-NET (2013) in English.

3.0 The syllabus of the UGC-NET / SET in English (2013)

The syllabus of two subject-specific papers (paper II and III) of the UGC-NET/SET in English is comprised of core units and elective units (paper III only). Earlier, paper II comprised of objective questions while paper III included descriptive questions. At present (June 2012 onwards), both the papers, II and III, are objective in nature. Since the syllabi of the M.A. English courses in Indian universities are mainly based on the recommendations of various commissions and committees appointed by the Government of India and the UGC, it would be worthwhile to compare the papers suggested by the CDC (1989) and (2001) with the syllabus of the UGC-NET in English (2013).

Table 3 Core papers suggested by the CDC (1989) and CDC (2001) and core units of Papers II and III of the UGC-NET in English (2013)

CDC (1989) Core Papers	CDC (2001) Core Papers		UGC - NET (2013) Core Units	
	Choice (A) English Language and Literature	Choice (B) English and Literary Studies	Paper II	Paper III
English Literature from 1500 to 1660	Literature in English language, 1550-1600	Poetry	Chaucer to Shakespeare	Up to the Renaissance
Restoration and Eighteenth Century English Literature	Literature in English Language, 1600-1798	Drama	Jacobean to Restoration Periods	Jacobean to Restoration Periods
			Augustan Age: 18 th Century Literature	Augustan Age: 18 th Century Literature
Nineteenth Century English Literature	Literature in English Language, 1798-1914	Fiction	Romantic Period	Romantic Period
			Victorian Period	Victorian and Pre-Raphaelites
Twentieth Century English Literature	Literature in English Language, 1914-	Non-Fictional Prose	Modern Period	Modern British Literature
			Contemporary Period	
			American and other non-British Literatures	Contemporary British Literature
Literary Criticism	Study of a Genre	Study of a period of English literature or an English literary movement	Literary Theory and Criticism	Literary Theory and Criticism up to T.S. Eliot
Structure of Modern English	Critical Theory	Critical Theory	Rhetoric and Prosody	Contemporary Theory

The committees recommend six core papers and in the UGC-NET in English there are ten and nine core units in paper II and paper III respectively. Through the CDC recommendations and the syllabus of the UGC-NET in English, it can be easily pointed out that core papers suggested by both the UGC committees, the CDC (1989) and (2001), and

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Ravindra Tasildar, M.A., Ph.D.

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core units in paper II and III of the UGC-NET in English are similar. Here the emphasis is on period-wise study of British literature. The focus of teaching literary criticism has been shifted to literary theory in the last decade of twentieth century. However, the core paper 'Structure of Modern English' suggested by the CDC (1989) has neither a place in core papers suggested by the CDC (2001) nor in the core units for papers II and III of the UGC-NET in English.

3.1 Studies in the MA (English) and the UGC-NET in English

The UGC-NET is known for frequent modifications in evaluation patterns of subject-specific paper III, like change in its structure implemented from June 2010 and replacement of descriptive questions by objective questions from June 2012. The syllabus of the UGC-NET in English has remained the same for more than two decades in contrast to the UGC diktat to change syllabi after every three years (see UGC, D.O.No.F.1-2/2008 - XI Plan). There are a quite few studies on the UGC-NET in English. Two such studies have been reviewed here (see Tasildar 2012).

Deshpande (2007) reviewed the M.A. English syllabus (2005-06) of the Amravati University [now Sant Gadge Baba Amravati University (SGBAU)] in relation to the requirements of NET/SET examinations. He points out the limitations in the evaluation patterns of the M.A. English course of Amravati University. Asserting the need to include more Objective Type Questions at the PG level, he has shown that the emphasis in NET/SET question papers is on application based testing whereas in M.A. English it is on the content-based testing.

In another study, Sood (2011) critiques the present form of NET in English. His major charges are:

- (i) Unlike that of the Civil Services Examination conducted by the UPSC, for instance, Main Exam, the syllabus of NET, in English does not specify texts for detailed study and non-detailed study.
- (ii) Testing techniques incorporated in papers II & III are obsolete now.
- (iii) NET in English tests 'content' and not 'skills'.
- (iv) The test seeks to test 'memory' or 'theoretical knowledge' and rote learning.
- (v) It perceives a teacher as 'provider of knowledge' rather than a 'facilitator of learning'.

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

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(vi) It is a bad recruitment-eligibility test leading to bad pre-service preparation and producing bad teachers.

The first study obliquely asserts the need to revamp the M.A. English syllabus offered in one of the universities in Maharashtra in accordance with the syllabus of the UGC-NET in English, whereas the second study mainly points drawbacks of the UGC-NET.

4.0 The M.A. English courses in the universities in Maharashtra State

In the light of the above studies, and based on the availability of syllabus documents, the present paper is an attempt to review the M.A. English courses offered in the following ten state universities in Maharashtra State during 2008-09 and 2013-14. Among the eleven non-agricultural state universities in Maharashtra, SNDT Women's University has not been considered here.

Table 4 Universities in Maharashtra selected for the present study

Sr. No.	Name of the University	Acronym	Syllabus w.e.f.	No. of papers*		
				Core	Elective	Total
1	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	BAMU	2009-10	06	02 (6)	08
2	Gondwana University, Gadchiroli	GUG	2012-13	15	01 (2)	16
3	North Maharashtra University, Jalgaon	NMU	2010-11	06	02 (10)	08
4	Rashtrasant Tukdoji Maharaj Nagpur University	RTMNU	2012-13	08	08 (24)	16
5	Sant Gadge Baba Amravati University	SGBAU	2009-10	06	02 (6)	08
6	Shivaji University, Kolhapur	SUK	2010-11	05	03 (15)	08
7	Solapur University, Solapur	SUS	June 2011	06	02 (4)	08
8	Swami Ramanand Teerth Marathwada University, Nanded	SRTMU	June 2009	10	06 (18)	16
9	University of Mumbai	UOM	2012-13	12	04 (8)	16
10	University of Pune	UOP	2008-09	06	02 (6)	08

*For details refer to the Appendix.

Hereafter these universities are referred to with their abbreviated forms.

The core and elective papers offered in the M.A. English courses in the universities under study can be divided into three groups, literature papers, linguistics papers and allied papers. The course content of these papers have been analysed in the following sections.

4.1 Literature Papers

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

The literature papers offered in these universities can be sub-divided into period-wise papers and genre-wise papers. Period-wise core papers in British literature are preferred by six universities - BAMU, GUG, SGBAU, SRTMU and UOP whereas SUK and SUS offer elective papers in British literature. SUS also offers a core paper in British literature. The period-wise core papers offered by BAMU and SGBAU and elective papers offered by SUK and SUS have titles similar to the Choice A papers I-IV recommended by the CDC (2001:30). The number of period-wise papers offered by the universities under study varies from one (RTMNU) to eight (GUG).

Table 5 Core units in NET syllabus and period-wise papers in the universities

Core units in NET syllabus	<i>Up to the Renaissance / Chaucer to Shakespeare</i>	<i>Jacobean to Restoration Periods</i>	<i>Augustan Age: 18th Century Literature</i>	<i>Romantic Period</i>	<i>Victorian and Pre-Raphaelites</i>	<i>Modern / Contemporary British Literature</i>	Total Papers
BAMU	Literature in English: 1550 – 1660		Literature in English: 1660 - 1798	Literature in English: 1798 – 1914		Literature in English: 1914 – 2000	04
GUG	Chaucer to Milton (A & B)	Restoration and Augustan Age		Romantic Age (A & B)	Victorian Age	Modern Age, Post-modern Age	08
RTMNU	--	Eighteenth Century English Literature		--	--	--	01
SGBAU	(1550-1660)	(1660-1798)		(1798-1914)		(1914-2000)	04
SUK	British Literature from Chaucer to the end of the 17 th Century		British Literature from Pope to the end of the 19 th Century			20 th Century British Literature	03**
SUS	British Literature from Chaucer to the end of the 17 th Century		British Literature from Pope to the end of the 19 th Century			20 th Century British Literature (Core)	02**
SRTMU	Chaucerian, Renaissance and Jacobean Age	Restoration and Augustan Age		Romantic and Victorian Age		20 th Century English Literature	04
UOP	English Literature from 1550-1832			English literature from 1832 to 1980			02

** Elective papers

BAMU offers one genre-wise core paper in the major genres drama / fiction / poetry. Similarly in SGBAU for a genre-wise elective paper one can opt for either drama or fiction whereas in SRTMU, the electives are comedy, tragedy and epic. NMU, SUK, SUS and UOM offer three core papers in each of these genres whereas UOP offers one elective paper in each of these genres. These universities offer genre-specific titles to the papers. However, in RTMNU titles of genre-wise elective papers are English Drama, Shakespearean Drama, English Essay, European Fiction and Indian Diaspora Fiction. Besides, RTMNU offers three core papers in English poetry and one core paper in English novel. GUG does not offer any

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

genre-wise paper. Out of ten universities considered here, five universities viz. NMU, RTMNU, SUK, SUS and UOM offer genre-wise papers mainly in British literature. However, based on Choice B of the CDC (2001), SUK and NMU have tried to incorporate non-British texts in genre-wise core papers.

4.2 Comparative Analysis: The Electives suggested by the committees, Electives in the UGC-NET in English and Electives offered by the universities

Among the electives, the Review Committee for English in Indian Universities (1960) suggested the inclusion of papers like Shakespeare, American literature and Indian writing in English. Taking into account the relevance of English studies in the country, the Study Group (1967) suggested two options - one on language study for higher secondary teachers of English or for lecturers in compulsory English (three papers in the study of language) and another for literature study for lecturers in English literature (five papers). Of the eleven electives suggested, the UGC National Workshop on Syllabus Reform in English (1977) includes three linguistics papers and remaining literature papers. It added commonwealth literature in the electives. Along with special papers in Shakespeare and Milton, the CDC (1989) suggested fifty five optional papers (arranged in thirteen groups) in commonwealth literature, comparative literature, ELT and Linguistics, Special Studies (Women's Writing, Literature of Protest, etc.), creative writing, and so on. Of these above, only two to four may be chosen, nearly half relate to literatures other than English (Trivedi, 1993: 251). Some papers newly suggested by the CDC (2001) are New Literatures in English, Colonial and postcolonial studies, Popular literature, Translation and translation theory, Mass Communication and Media studies, Creative writing and major critical concepts, movements and phenomena of literary history, e.g. humanism, romanticism, orientalism, expressionism, and such. It is significant to note that the CDC (2001) also suggested interdisciplinary elective papers like 'Literature and the Visual Arts' and 'Literature and Film' (for electives suggested by committees see Tasildar, 2012).

In contrast, the syllabus of the UGC-NET in English divides electives into only five groups:

1. History of English Language, English Language Teaching,
2. European Literature from Classical Age to the 20th Century,
3. Indian writing in English and Indian Literature in English translation,

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

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4. American and other non-British Literatures and
5. Literary Theory and Criticism.

In comparison with the electives suggested by different UGC committees, the number of elective groups / units in the UGC-NET paper III appears inadequate.

The following table shows electives in the UGC-NET in English offered by the universities.

Table 6 Elective units in paper III of the UGC-NET in English

UGC-NET Paper III - Elective Units	I		II	III		IV		V
	History of English Language, English Language Teaching (ELT)		European Literature from Classical Age to the 20 th Century	Indian writing in English (IWE) and Indian Literature in English translation (ILET)		American and other non-British Literatures		Literary Theory and Criticism
	History of English Language	ELT		IWE	ILET	Amn Lit.	New Lits.	
BAMU	--	✓	--	✓	--	✓	--	✓
GUG	✓ (Core)	✓	--	✓ (Core)	--	✓ (Core)	--	✓
NMU	--	--	--	✓	--	✓	✓	✓
RTMNU	✓	✓	✓ (Fiction)	✓	✓	✓	✓	✓
SGBAU	✓	--	--	✓	--	✓	--	✓
SUK	--	✓	--	✓	✓	✓	✓	✓
SUS	--	--	--	--	--	✓	--	✓
SRTMU	--	✓	✓ (Core)	✓	✓	✓	✓	✓
UOM	--	✓	--	✓	✓	✓	✓	✓
UOP	--	✓ (Core)	--	--	--	--	--	✓

The following sections analyse the place of these electives in the MA (English) courses in the universities under study.

4.2.1 Linguistics Papers

In the universities considered here, five universities – GUG, SRTMU, SUK, SUS and UOP - offer core papers in linguistics while SRTMU also offers an elective paper in Applied Linguistics and Stylistics. GUG offers two core papers in linguistics – ‘History of English language’ and ‘Structure of Modern English’. BAMU, NMU, RTMNU and UOM do not offer any paper in the ‘Structure of Modern English’. However, RTMNU offers two elective papers with the title ‘History of English language’. Similarly, SGBAU offers an elective paper with the title ‘History and Structure of English Language’. It is to be noted that among the ten universities considered here, only three universities GUG, RTMNU and SGBAU offer

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is ‘English Studies’ in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission’s National Eligibility Test in English

separate papers with the title ‘History of the English Language’, an elective paper/component recommended by the Study Group (1967) and the CDC (2001:89) and an elective unit in the UGC-NET syllabus.

Table 7 Linguistics papers offered by the universities in Maharashtra

	<i>Linguistics Papers</i>				
	<i>Core Papers</i>		<i>Elective Papers</i>		
BAMU	--	--	Linguistics and Stylistics		English Language Teaching (ELT)
GUG	History of English Language	Structure of Modern English	--	--	Teaching of English Language and Literature
NMU	Strategies for Effective Communication in English	--	Stylistic Introduction to Literature (Poetry and Prose)	A Stylistic Introduction to Literature, Novel & Drama	--
RTMNU	--	--	History of English Language	--	Teaching of English
SGBAU	--	--	History and Structure of English Language	--	--
SUK	Basic Concepts in Linguistics	--	Applied Linguistics	Stylistics	Teaching of English Language and Literature
SUS	Basic Concepts in Linguistics	--	--	--	--
SRTMU	Modern English Structure	Modern English Grammar	--	Applied Linguistics and Stylistics	Principles and Methods of Teaching English
UOM	Linguistics and Stylistics analysis of texts	--	--	--	ELT
UOP	English Language Today	--	Pragmatics	Linguistics and Stylistics	English Language and Literature Teaching (Core)

The UOM offers a core paper in Stylistics while BAMU, NMU, SUK, SRTMU and UOP offer optional papers in it. The UOP is the only university to offer a separate optional paper in Pragmatics. It is significant to note that NMU has introduced a core paper with the title ‘Strategies for Effective Communication in English’ in the M.A. I. However, these papers in applied linguistics are not part of the syllabus of the UGC-NET in English.

Despite persistent recommendations of various committees on teaching of English in India, inclusion of linguistics and ELT papers in the M.A. English courses in Indian

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is ‘English Studies’ in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission’s National Eligibility Test in English

universities to develop linguistic competence of the prospective teachers of English (see Tasildar 2014), it is disheartening to note that there is no place for linguistics in core units of paper II and III of the UGC-NET in English. (The test is especially for the prospective college and university teachers of English for whom there is no separate teacher training). Nevertheless, 14% core papers in linguistics are offered in the universities under study. In addition, seven universities (BAMU, GUG, RTMNU, SUK, SRTMU, UOP and UOM) offer ELT papers. NMU, SGBAU and SUS do not offer any separate paper in ELT.

4.2.2 Papers in Non-British Literatures Offered in M.A. English Courses

The policy to promote study of non-British literatures in English has been stated by the CDC (2001): “The nature and purpose of English Honours and MA courses in India today need to be considered deeply. Such programmes are expected to ensure firm command of English language skills, active and passive, as well as in-depth study of literary texts in English. In this day and age, few if any would confine the latter to British and/or American texts alone. The new literatures in English, especially Indian writing in English, must find due place in the curriculum; and the study of texts by British, American and other Anglophone authors must take non-Anglophone, especially postcolonial perspective into account” (CDC, 2001:15). The papers discussed below try to adhere to this objective of teaching non-British literatures in English.

4.2.2.1 European Literature

Among the electives in the UGC-NET in English, European literature is rarely offered by the universities in Maharashtra. SRTMU offers two core papers in European Literature - Paper 07 – Classical and Medieval European Literature; and Paper 08 – Modern European Literature, while in RTMNU an elective paper - European Fiction, is available.

4.2.2.2 Indian Writing in English and Indian Literature in English Translation

After the efforts for the widening of English studies in India through inclusion of American literature and Commonwealth literature (see Narasimhaiah, 2002), with the aim of decolonizing English studies in India, Mehrotra (2000), Paranjape (2004) and Singh (2004) advocated incorporation of Indian English literature and Indian literature in English Translation in English studies in India.

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is ‘English Studies’ in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission’s National Eligibility Test in English

Among the universities considered for the present study only GUG offers a core paper in IWE while except UOP all the universities under study offer elective papers in it. However, only four universities – RTMNU, SUK, SRTMU and UOM - offer separate elective paper ILET. It is significant to note that no paper mentions the word ‘English’ in its title – Indian writing/literature in translation. The UOP does not offer any separate paper (either core or elective) in IWE and ILET. The UOM offers a core paper in Literature of Indian Diaspora, whereas the elective papers have been introduced by other universities - Indian Diaspora Fiction (RTMNU), Indian Diaspora Writing (SRTMU) and Multi-Cultural Discourse in Immigrant Fiction (UOP).

4.2.2.3 American and Other Non-British Literatures

The majority of the space of non-British literatures introduced to the PG students is occupied by American literature papers. GUG offers a core paper in ‘American Literature’ while except UOP all the universities under study offer optional papers in it. Apart from papers in 19th and 20th century American literature, universities offer papers like African-American literature (RTMNU), American and African American Texts (UOM), Black American and Native American Literature (SUK), Multi-Ethnic American Literature (SRTMU) and Native American, Jewish American and Asian American Texts (UOM).

Other non-British Literatures include papers offered under different names like New Literatures in English and Colonial and Postcolonial Literatures. GUG, SUS and UOP do not offer any paper in other non-British Literatures. It is interesting to note that no university offers a core paper in ‘New Literatures in English’. Elective papers offered are - New Literatures in English (NMU), African literature (RTMNU and SRTMU), African and Caribbean Literature (SUK and UOM), Canadian and Australian Literature (SUK and UOM) and Literatures of Canada, Australia & New Zealand (SRTMU). Similarly, elective papers in colonial and postcolonial literatures offered are - Colonial or Post Colonial Literature (BAMU and SGBAU) and Post colonialism and Literature (RTMNU).

4.2.2.4 Literary Criticism and Theory Papers

It is difficult to accommodate all the electives in the UGC- NET in English in the MA

(English) courses offered by Indian universities. A cursory glance at Table 6 reveals that core papers in ‘Literary theory and criticism’ are offered by every university in Maharashtra.

RTMNU is the only university in Maharashtra (and among a very few universities in India) to offer a separate elective paper in *Indian Literary Criticism*. Similarly, among the two core papers in literary criticism and theory offered by NMU, ‘Literary Studies’ paper incorporates a unit ‘Introduction to Indian Aesthetics’. Moreover, a separate core paper in Aesthetics is offered by SRTMU.

Table 8 Papers in Literary Criticism and Theory in universities

Core units in UGC-NET		Core papers in Literary Criticism and Theory				
Paper II	Paper III					
<i>Literary Theory and Criticism</i>	<i>Literary Theory and Criticism up to T.S. Eliot</i>	Literary Criticism up to T.S. Eliot (GUG)		Indian Literary Criticism (Elective) (RTMNU)		
	<i>Contemporary Theory</i>	Aristotle to Formalism (UOM)	Contemporary Literary Criticism and Theory (GUG)	Literary Criticism and Theory (RTMNU)		Aesthetics (SRTMU)
		Structuralism onwards (UOM)	Literary Studies, Modern Literary Theories (NMU)	Critical Theories (SUK & SUS)	Critical Theory (BAMU, SRTMU & SGBAU)	Contemporary Critical Theory (UOP)
<i>Rhetoric and Prosody</i>	---	---				

GUG, NMU, RTMNU, SRTMU and UOM offer two papers each. Papers offered by some universities have identical titles - Critical Theory (BAMU, SRTMU & SGBAU), Critical Theories (SUK & SUS), Contemporary Critical Theory (UOP) and Contemporary Literary Criticism and Theory (GUG).

The papers in Literary Criticism and Literary Theory offered by the universities under study include core units in Literary Theory and Criticism in both the papers (II and II) of the UGC-NET in English. Besides, the title of the paper offered by GUG - Literary Criticism up to T.S. Eliot - is similar to that of the core unit in Paper III of the UGC-NET in English- Literary Theory and Criticism up to T.S. Eliot. ‘Rhetoric and Prosody’ is a core unit in the UGC-NET paper II. However, no university attempts to acquaint their M.A. English students to ‘Rhetoric and Prosody’ through literary criticism papers or any other paper. Literary Theory and Criticism has a pride of place in the core as well as elective units of papers II and III of the UGC-NET in English. Since, literary criticism papers in the universities under study

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is ‘English Studies’ in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission’s National Eligibility Test in English

are core papers, there is no need for any astrologer to predict that the UGC-NET aspirants prefer studying ‘Literary Theory and Criticism’ to other electives.

4.3 Other Electives: Allied Papers

Through allied elective papers universities introduce innovative ones like papers about Nobel Laureates (SRTMU). In the era of women’s studies, BAMU offers an elective paper in ‘Literature and Gender’ while SRTMU offers paper ‘Women’s Studies’. RTMNU is the only university to introduce separate elective papers in Dalit studies and film studies. SRTMU also offers elective papers like mythological literature and popular literature. Comparative literature papers are offered by RTMNU and SUK.

Taking into account the academic needs of students, GUG, RTMNU and UOM have recently introduced optional papers in research methodology in their M.A. English courses. A core paper ‘Doing Research’ is introduced by the UOP. SGBAU and SUS do not offer any allied papers.

Table 9 Allied papers offered in the universities under study

Universities	Allied papers	Total				
UOP	Research Methodology (Core)	01				
GUG	Research Methodology	(01)				
UOM	Research Methodology	(01)				
BAMU	Literature and Gender	(01)				
NMU	Translation Studies	Translation Studies: Theory and Practice	(02)			
SUK	Translation Studies	Comparative Literature	(02)			
RTMNU	Literature & Gender	Comparative Literature	Research Methodology	Dalit studies	Film studies	(05)
SRTMU	Women Studies	Translation Studies	Nobel Laureates	World classics	(06)	
		Mythological Literature	Popular literature			
		Total papers				01 (18)

*Figures in the brackets indicate elective papers.

With the exception of ‘Doing Research’ paper by UOP, all allied papers in these universities are elective. Allied papers can play a significant role to cater to the needs of students who may prefer career in fields other than teaching. For example, nowadays there is a great demand for translators. Papers in theory and practice of translation in the M.A. English courses are a need of the time. In the universities under study papers in translation studies are offered by NMU, SUK and SRTMU. Even though allied papers, relevant to the Indian context, constitute 18% of elective papers offered in the universities under study,

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is ‘English Studies’ in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission’s National Eligibility Test in English

unfortunately, course content of these papers hardly features in the syllabus of the UGC-NET in English.

To sum up this section, it is worth comparing the proportion of papers offered in universities under study, with the units in the UGC-NET in English. The proportion of core papers offered in the M.A. English courses in the universities under study is – literature - 84%, linguistics -14% and allied papers - 02%. Among the electives offered by the universities, 16% papers are in IWE and in ILET, 30% papers are in American literature and other non-British literatures, while 18% are allied papers.

Table 10 Proportion of papers offered in the universities

University	Literature papers					Linguistics papers		Allied papers	
	Period-wise	Genre-wise	Non-British Literatures			Literary Criticism & Theory	Linguistics		ELT
			Amn.	IWE, ILET	New Lits.				
BAMU	04	01	(01)	(01)	(01)	01	(01)	(01)	(01)
GUG	08	--	01	02	--	02	02	(01)	(01)
NMU	--	03	(02)	(02)	(02)	02	01 (02)	--	(02)
RTMNU	01	05 (06)	(03)	(03)	(03) (+1Euro)	02 (1-Ind.)	(02)	(01)	(05)
SGBAU	04	01	(01)	(01)	(01)	01	(01)	--	--
SUK	(03)	03	(03)	(04)	(03)	01	01(03)		(02)
SUS	01 (02)	03	(02)	--	--	01	01	--	--
SRTMU	04	(03)	(02)	(03)	02 (Euro) (02)	02 (1-Aes.)	02 (01)	(01)	(06)
UOM	--	06	(03)	02 (01)	(02)	02	02	(01)	(01)
UOP	02	(03)	--	(01)	--	01	01 (02)	01	01
Total	24 (05)	22 (12)	01 (17)	04 (16)	02 (14)	15 (01)	10 (12)	01 (05)	01 (18)
Percentage	30%	27.5%	(17%)	(16%)	(14%)	18.75%	(12.5%)	(5%)	(18%)

* Figures given in brackets indicate elective papers.

There are seven core units each in British literature in paper II and III of the UGC-NET in English out of ten and nine units respectively. Among the period-wise and genre-wise core papers offered in the M.A. English courses, literature papers constitute 47.5% of the total papers. There is a single core unit in non-British literatures in paper II of the UGC-NET against 6.25% core papers in the M.A. English courses. Among electives in the M.A. English courses, IWE and ILET constitute 16% while 30% papers are in American and other non-British literatures against two separate elective units (40%) in the UGC-NET paper III.

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

However, in the universities under study there is only 01% paper in European literature against a separate elective unit (20%) in paper III of the UGC-NET. There is one unit in literary criticism and theory in the UGC-NET paper II and two units in paper III against 18.75% core papers in the M.A. English courses. In the M.A. English courses 14% linguistics papers are core. There is one elective unit in History of English Language in the UGC-NET paper III against 03% elective papers in the M.A. English courses. Similarly, elective papers in ELT are offered in six universities (5%) and there is a core paper in ELT in one university (UOP).

5.0 Mismatch between the M.A. English Syllabi and the Syllabus of the UGC-NET in English

The points emerging from the above analysis have been separately discussed below.

5.1 Significance of Background Topics in Literature Papers

The 'background topics' is a vital component for literature students and the UGC-NET aspirants. Therefore, it is essential to look into various practices of universities in this regard. The study of literary works is complemented by background topics related to the socio-economic, political, historical, cultural, religious, intellectual, literary trends of the age in which the literary works were produced. Therefore, literature papers are divided into General/background topics and texts prescribed. In the syllabus documents, universities use different labels like 'Terms/Concepts for study' (UOM), Literary/ Historical Background (SRTMU), 'Background' (NMU - MA II) and 'General Topics' (SUK, SUS). The syllabus compilers generally recommend some reference books to study the prescribed texts in relation to background topics. The specification of background topics is full of paradoxes in the universities under study. The place and weight given to background topics differ widely from one university to another. The weight given to background topics ranges from 12% (SUS) to 25% (UOM).

In the universities under study, the UOM comparatively lays more emphasis on the study of background topics. The following two instances can vouch for this. First, though the university gives 25% weight (essay type questions) for background topics in M.A. I semester I Paper V – Pre-20th Century Fiction, all the forty-four reference books are on terms/concepts for study. Second, in the bibliography of papers VII & VIII (B) 'Indian Writing in **Language in India** www.languageinindia.com ISSN 1930-2940 14:10 October 2014 Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

Translation' offered in the first and second semesters respectively of M.A. English, the UOM lists twenty books for twenty four concepts. In comparison with elaborate mention of background topics by the UOM, SUS mentions only two general topics for each literature paper. SGBAU gives 12% weight to background study in its questions (short notes) for literature papers. Though the university recommends some books for background study, it fails to specify movements, trends and socio-political events of the respective period. SUK restricts itself to mentioning of four general topics in literature papers. It gives about 25% weight (one broad answer question and four objective type items) to general topics. However, the focus of the university on recommending books related to general topics differs from one paper to another. In elective paper IV - Indian English Novel, all six reference books are related to background topics. Similarly, thirteen books on general topics have been included in the list of sixteen reference books for core paper II Literature in English: Novel. In contrast, Poetry paper has more books on individual poets.

GUG is one more university, like the UOM, to lay more emphasis on background topics with socio-political features of the age rather than literary trends. For instance, as many as twenty two background topics have been listed for semester I, paper IV – Victorian Age. However, the syllabus document doesn't recommend a single book for any of the period-wise British literature papers. GUG has 20% weight (four short answer questions) for background study for all period-wise British literature papers offered in M.A. I. NMU also has 20% weight (long answer questions) for general topics which are not specified in syllabus document of semester I & II. However, units on background topics are mentioned for semester III and IV. One more university to give 20% weight for literary/historical background is SRTMU. The university provides elaborated list of reference books for two sub-units on background topics.

In UOP there is no weighting for background topics in British literature papers offered in M.A. English I. Hence, 'Reading List' includes books only on individual authors. Based on the UGC-NET paper III - Unit I – Literary Comprehension, the UOP has comprehension questions on extracts from the prescribed literary works. Similarly, SGBAU has reference to context questions on the prescribed texts for close study. Although the theoretical aspects of major genres - drama, fiction and poetry - are not specified in the syllabus documents of M.A. English II (UOP), the question papers for semester III include

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

long answer questions (20% weighting) on elements / aspects of these genres. These genre-wise papers include separate reading list on genre-specific general topics (along with books on individual authors), poetry papers are an exception to this. Rather than genre-specific books and poet-wise books, the reading list for paper 3.5: Poetry (I) is divided into books on British Poetry and American Poetry. In contrast, the reading list for paper 4.5: Poetry (II), divided into Indian Poetry and African / Commonwealth Poetry, mentions four general books on Indian poetry followed by poet-wise books on prescribed Indian poets, whereas for African/Commonwealth Poetry 'Recommended Reading' does not include poet-wise books, listing only general books. In the same university, paper- 3.8: Multicultural Discourse in Immigrant Fiction (I) specifies basic terms and concepts and lists separate books on general background. It is to be noted that the genre-specific background topics in genre-wise papers may not be of much help to the UGC-NET aspirants.

Among the universities considered here, BAMU, NMU, RTMNU and SGBAU do not specify background topics in the syllabus documents of literature papers. Contrastingly, in RTMNU majority of books recommended are on background topics. It is difficult to find specific reasons for this variation in weighting given to background topics in the universities selected for this study.

At present, the papers II & III of the UGC-NET in English have objective type questions; however, the nature of questions on background topics varies in the universities under study. For instance, UoM, NMU and SUK prefer essay-type questions whereas GUG uses short answer type questions. SUK also has objective type questions which are different from those in the UGC-NET. Short notes on background topics are used in SRTMU and SGBAU.

Thus, wide variation in the approach of these universities with respect to background topics gives ample scope to question student-centeredness in English studies in India. Taking into account the significance of background topics in preparing for the UGC-NET and in the light of changed format for the UGC-NET paper III (June 2012 onwards), background topics in literature papers call for serious attention. Apart from listing the background topics properly, the universities may introduce objective-type questions on these topics. Such questions are already being introduced by Benares Hindu University (M.A. English syllabus

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

2013) and Jammu University (MA English syllabus 2010) in their M.A. English question papers.

5.2 Variation in the Exposure to Literary Texts

The brief review of literature papers (in 4.1 above) gives an impression that the PG students are thoroughly acquainted with British literature. The reality seems to be different. With the exception of RTMNU, all the core units in the syllabus of the UGC-NET in English are found in the core and elective period-wise and genre-wise papers offered by these universities (see Table 5). However, irrespective of number of papers offered by these universities, the exposure to background topics and literary texts in the M.A. English courses is limited. Through these papers the M.A. English students are introduced to the representative texts of the age or genre. The number of background topics and texts prescribed in these papers vary widely (see Table 11). For instance, in a semester, in SUS the exposure to background topics is limited to two units and in fiction paper in BAMU students are expected to study maximum three texts.

Table 11 Number of literary texts per semester in literature papers

Paper Type	Period-wise paper				Genre-wise paper			
	<i>Modern / Contemporary British Literature</i>				<i>Fiction</i>			
Uni.	Sem.	Paper No. & Its Title	No. of BT*	No. of TP**	Sem.	Paper No. its Title	No. of BT*	No. of TP**
BAMU	I	Paper 4: Literature in English: 1914 – 2000	--	2 poems, 1 Novel, 1 play	IV	Paper V [B]: Study of Genre: Fiction	--	3
GUG	II	Paper VIII: Post-Modern Age	10	17 poems, 2 plays, 2 Novels	--	--	--	--
NMU	--	--	--	--	III	ENG-232 Fiction	--	3
RTMNU	--	--	--	--	II	201- The English Novel -I	--	4
SGBAU	MA I	Paper IV (1914-2000)	--	30 poems, 3 Novels, 1 play, 12 essays	MA II	Paper I –B: Study of a genre: Fiction	3 chapters (I, II & IV) from WH Hudson	12 (6 for close study)
SUK	MA II	Paper VIII: 20 th Century British Literature	4	10 poems, 3 Novels, 3 plays, Short stories	I	Paper II: Literature in English: Novel	4	4
SUS	MA II	Paper VIII- 20 th Century British	2	10 poems, 2 Novels, Short	MA I	Paper II: Literature in English:	2	4

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

		Literature		stories		Novel		
SRTMU	II	Course 6: 20 th Century English Literature	10	7 poems, 2 Novels, 2 plays	--	--	--	--
UoP	II	Paper 2.2 English literature (1832-1980)- II	--	9 poems, 1 novel, 1 play	III	Paper 3.4 Fiction (I)	--	4
UoM	--	--	--	--	I	Paper V - Pre-20 th Century Fiction	10	6

*BT: background topics **TP: texts prescribed

This laxity and limited exposure to background topics and literary texts in literature papers in the universities under study may not help the M.A. English students in the preparation of the UGC-NET in English.

5.3 Inconvenient Elective Groups in M.A. (English) Courses

It would be of some interest to briefly go through elective groups in the universities under study. It has already been noted that the CDC (1989) has recommended thirteen elective groups and fifty five papers and the UGC-NET in English has only five elective groups. The number of elective groups and number of papers in a group varies in the universities under study. The elective groups range from one (GUG) to eight (RTMNU), whereas number of papers in a group varies from two (GUG) to six (UOP).

Although RTMNU offers all the electives in the UGC-NET in English for M.A. English students, the elective group in semester III expects students to opt for any one of the papers – Research Methodology, Teaching of English and History of English Language – I. The last two papers are part of the first elective in the UGC-NET paper III. Similarly, in the six elective groups in SUK, students can opt for either American literature or New literatures in English. In the UGC-NET paper III both these groups are combined under one elective- American and other non-British literatures.

Sometimes the whole elective group may not match with the electives in the UGC-NET paper III as in SRTMU Paper 10 – Comedy / Popular Literature / Classics in World Literature. Furthermore, none of the six electives offered by the UOP - Drama, Fiction, Poetry, Linguistics & Stylistics, Pragmatics and Multi-Cultural Discourse in Immigrant

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

Fiction - are in line with the electives in the UGC-NET in English. The students have to opt for any two groups. If we consider the elective groups and papers offered in these groups, these groups are inconvenient for the M.A. English students preparing for the UGC-NET in English.

Universities like Himachal Pradesh University (Nov 2007) and Dr Bhim Rao Ambedkar University (2013-14) have separate papers in History of English literature and Literary Ages and Movements, respectively. In line with the UGC-NET paper III, elective I – History of English Language and ELT, there is need to introduce a separate component / paper - History of English Language in the universities under study. Maulana Azad National Urdu University offers a single paper ‘The History of English and Fundamentals of Literature’ (2013-14), combining the history of English Language and movements in English literature. Such papers would also help the students to prepare for the UGC-NET in English.

The elective groups combine electives in the UGC-NET paper III and allied papers (not in electives of the UGC-NET paper III). The objective type questions of the UGC-NET paper-III expect the M.A. English students to get thoroughly acquainted with all the electives. If we offer student-centric programmes there is need to relook into the rationale of elective papers offered by Indian universities. It may help the UGC-NET aspirants as well as students interested in careers other than teaching.

6.0 Conclusions

This overview gives a cross-section of the M.A. English courses in Indian universities. The inferences from this study are as follows:

First and foremost, just like any other Indian university (with the exception of few universities like Kakatiya University, Warangal, Telangana), the universities in Maharashtra do not specify objectives of the MA English courses they offer. Only four universities (NMU, SUK, UOM and UOP) specify objectives for individual papers. In contrast, RTMNU, SUS, SGBAU, BAMU, GUG, SRTMU do not specify objectives even for individual papers.

Secondly, the syllabi of the MA (English) courses in Indian universities are mainly based on the recommendations of the UGC committees. There are similarities in the core papers suggested by the UGC committees, core papers offered by Indian universities and core

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is ‘English Studies’ in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission’s National Eligibility Test in English

units in subject-specific papers II and III of the UGC-NET in English, whereas significant differences are seen in the elective papers suggested by the UGC committees, especially those offered by Indian universities and elective units in paper III of the UGC-NET in English. Despite persistent recommendations of various committees on teaching of English in India for inclusion of linguistics and ELT papers in M.A. English courses in Indian universities to develop linguistic competence of the prospective teachers of English, it is disheartening to note that there is no place for linguistics in the core units of papers II and III of the UGC-NET in English. Nevertheless, the UGC-NET is especially for the prospective college and university teachers, for whom there is no separate teacher training. Similarly, it is significant to note that although 'Rhetoric and Prosody' is a core unit in the UGC-NET paper II, none of the universities under study have included a unit in it in their M.A. English courses.

With regard to compatibility of M.A. English courses to the syllabus of the UGC-NET in English, the papers offered in M.A. English course of newly established GUG are comparatively more congruent to the syllabus of the UGC-NET in English.

Then we must note that as per the findings from the questionnaire-based survey, despite the availability of modern career options, majority (73%) of the M.A. English students aspire to enter teaching profession and 50% of them are willing to appear for NET/SET so as to become teachers in colleges and university departments. In order to help M.A. English students in their preparation for the UGC-NET in English, ample exposure to background topics and literary texts through the literature papers is called for.

Again we can see, along with literature papers, the teachers of English at UG colleges have to deal with communicative English papers for General/Compulsory English classes. Besides, the UGC's courses in Functional English, remedial teaching and career oriented courses (COC) in English are to be taught, among others (see Tasildar 2012). Apart from a career in teaching, currently, the M.A. English students have jobs as advertisers, book/film reviewers, corporate bloggers, (digital) copywriters, film editors, free-lance editors, interpreters, language planners, lexicographers, lobbyists, market researchers, newsreaders, policy analysts, proposal writers, psycholinguists, publishers, public relations officers, technical writers, tourism administrators and translators, to name a few. Even though allied

Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

Is 'English Studies' in India Student-centric? A Comparative Study of Syllabi of M.A. English Courses in Indian Universities and the University Grants Commission's National Eligibility Test in English

papers constitute 18% of elective papers offered in the universities under study, it is difficult to state that the M.A. English courses in Indian universities prepare students for UG teaching (UGC-NET), or other modern career options. Thus, English for employment remains a maxim. Hence, a new scrutiny of the rationale of elective papers offered by Indian universities is needed.

Finally, considering the inclination of the M.A. English students, elective groups should be rearranged in accordance with the electives in the UGC-NET in English (till it is refurbished) and for careers other than teaching. Since many M.A. English students are first generation learners (or graduates) and English at the Master's level is no longer a highly-sought-after course (Rani, 2003:23), it is high time this conventional PG course was viewed from the utilitarian perspective.

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Language in India www.languageinindia.com ISSN 1930-2940 14:10 October 2014

Ravindra Tasildar, M.A., Ph.D.

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Appendix

M.A. (English) courses in the select ten Universities in Maharashtra

Dr. Babasaheb Ambedkar Marathwada University (BAMU)

MA Part – I Semester I and II (w.e.f. June 2009)	MA Part – II Semester III and IV (w.e.f. June 2010)
Paper – 1 Literature in English: 1550 – 1660	Paper V (A) Study of Genre: Drama or Fiction or Poetry
Paper – 2 Literature in English: 1660 – 1798	Paper - VI : Critical Theory
Paper – 3 Literature in English: 1798 – 1914	Paper VII: (A) American Literature OR (B) Literature and Gender OR (C) Colonial or Post Colonial Literature
Paper – 4 Literature in English: 1914 – 2000	Paper VIII: (A) Indian Writing in English OR (B) English Language Teaching OR

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	(C) Linguistics and Stylistics
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Gondwana University, Gadchiroli (GUG)

MA Part I Semester I (2012-13)	MA Part I Semester II (2012-13)
Paper I - Chaucer to Milton (A)	Paper V - Chaucer to Milton (B)
Paper II - Restoration and Augustan Age	Paper VI - Romantic Age (B)
Paper III - Romantic Age (A)	Paper VII – Modern Age
Paper IV – Victorian Age	Paper VIII – Post-modern Age
MA Part – II Semester III (2013-14)	MA Part – II Semester IV (2013-14)
Paper IX – History of English Language	Paper XIII – Contemporary Literary Criticism and Theory
Paper X – Literary Criticism up to T.S. Eliot	Paper XIV – Structure of Modern English
Paper XI – Indian Writing in English (A)	Paper XV – Indian Writing in English (B)
Paper XII – American Literature	Paper XVI – Teaching of English Language and Literature OR Research Methodology

North Maharashtra University (NMU)

MA Part – I (w.e.f. June 2010) Semester I & II	MA Part – II (w.e.f. June 2011) Semester III & IV
Eng CC-1 : Strategies for Effective Communication in English	ENG CC Four Modern Literary Theories
Eng CC-2 : Period Studies Through Literary Genres : Drama	ENG CC Five Period Studies through Literary Genres : Fiction
Eng CC-3 : Literary Studies	ENG CC Six Period Studies through Literary Genres : Poetry
Eng OC-50 : American Literature	ENG OC Seventy American Literature
Eng OC-51 : New Literatures in English	ENG OC Seventy one New Literatures in English
Eng OC-52 : Stylistic Introduction to Literature (Poetry and Prose)	ENG OC Seventy two A Stylistic Introduction to Literature, Novel & Drama
Eng OC-53 : Indian Writing in English I	ENG OC Seventy three Indian Writings in English II
Eng OC-54 : Translation Studies	ENG OC Seventy four Translation Studies : Theory & Practice

Rashtrasant Tukdoji Maharaj Nagpur University (RTMNU)

M.A. English (Part - I) (w.e.f. 2012-13)		M.A. English (Part - II)	
Semester I	Semester II	Semester III	Semester IV
Paper 101 : English Poetry from Chaucer to Milton	Paper 201 : The English Novel -II	Paper 301 : The English Novel- II	Paper 401 : Literary Criticism and Theory -II
Paper 102 : Eighteenth Century English Literature	Paper 202 : Romantic Poetry	Paper 302 : Literary Criticism and Theory -I	Paper 402 : Victorian and 20 th Century Poetry
Paper 103 : (A) IWE- I (B) Indian Literary Criticism (C) Indian Diasporic Fiction	Paper 203 : (A) English Drama –II (B) 19 th Cen. Amn Lit. (C) English Essay –II	Paper 303 : (A) 20 th Cen. Amn. Lit. (B) European Fiction (C) African Amn. Lit.	Paper 403 : (A) Post colonialism and Literature (B) Comparative Literature (C) African Literature

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Paper 104 : (A) English Drama – I (B) Shakespearean Drama (C) The English Essay – I	Paper 204 : (A) IWE –II (B) Lit. & Gender (C) Ind Wrtg in Translation	Paper 304 : (A) Research Methodology (B) Teaching of English (C) Hist. of English Lg. - I	Paper 404 : (A) Dalit Lit. (B) Film Studies (C) Hist. of English Lg. - II
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Sant Gadge Baba Amravati University (SGBAU)

MA Part I (English Language and Literature) (w.e.f. June 2010)	MA Part – II (English Language and Literature)
Paper I (1550-1660)	Paper I – A – Study of a Genre: Drama OR Paper I – B – Study of a Genre: Fiction
Paper II (1660-1798)	Paper II – Critical Theory (w.e.f. 2004-05)
Paper III (1798-1914)	Paper III – A – American Literature OR Paper III – B – History and Structure of English Language
Paper IV (1914-2000)	Paper IV – A – Indian Writing in English OR Paper IV – B – Colonial and Post Colonial Literature

Shivaji University, Kolhapur (SUK)

MA I (w.e.f June 2010)		MA II (w.e.f June 2011)		
I : Literature in English: Poetry		V : Literature in English: Drama		
II : Literature in English: Novel		VI : Critical Theories		
III : Basic Concepts in Linguistics		VII : Elective Paper from the same group from which Paper IV was offered in M. A. Part I		
IV: Elective paper from one of the six elective groups		VIII Elective : Elective paper from any group		
Elective Papers				
Group	Paper IV	Paper VII	Paper VIII	
1. Linguistics	Applied Linguistics	Teaching of English Language and Literature	Stylistics	For Regular Students only
2. Comparative Literature	Comparative literature (Eng & Mar)	Translation Studies	Indian Literature in Translation	
3. Indian Writing in English	Indian English Novel	Indian English Poetry	Indian English Prose and Drama	For Regular and External Students
4. American Literature	19 th Cen Amn Lit	20 th Cen Amn Lit	Black Amn & Native Amn Lits	
5. British Literature	British Literature from Chaucer to the end of the 17 th Century	British Literature from Pope to the end of the 19 th Century	Modern and Post Modern British Literature	
6. New Literatures in English	South Asian Lits	Afn & Caribbean Lits	Aus & Can Lits	For Regular Students only

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Solapur University, Solapur (SUS)

MA I (w.e.f June 2011)		MA II (w.e.f June 2011)	
I : Literature in English: Poetry		V : Literature in English: Drama	
II : Literature in English: Novel		VI : Critical Theories	
III : Basic Concepts in Linguistics		VII : Elective Paper from the same group from which Paper IV was offered in M. A. Part I	
IV: Elective paper from one of the two elective groups		VIII : 20 th Century British Literature	
Group	Paper IV	Paper VII	
1) American Literature	19 th Century American Literature	20 th Century American Literature	For regular and External Students
2) British Literature	British Literature from Chaucer to the end of the 17 th Century	British Literature from Pope to the end of the 19 th Century	

Swami Ramanand Teerth Marathwada University (SRTMU)

M.A. English (Part - I) (w.e.f. 2009)		M.A. English (Part - II) (w.e.f. 2009)	
Semester I	Semester II	Semester III	Semester IV
Paper 01- Modern English Structure	Paper 05 – Modern English Grammar	Paper 09 – Aesthetics	Paper 13 – Critical Theory
Paper 02 – Chaucerian, Renaissance and Jacobean Age	Paper 06 – 20 th Century English Literature	Paper 10 – A) Comedy B) Popular Literature C) Classics in World Literature	Paper 14 – A) Epics of the World B) Nobel Laureates C) Tragedy
Paper 03 – Restoration and Augustan Age	Paper 07 – Classical and Medieval European Literature	Paper 11 – A) Indian Diaspora Writing B) Principles and Methods of Teaching English C) Indian Literature in Translation	Paper 15 – A) Indian Writing in English B) Applied Linguistics C) Mythological Literature
Paper 04 – Romantic and Victorian Age	Paper 08 – Modern European Literature	Paper 12 – A) Survey of American Literature B) Women’s Studies C) African Literature	Paper 16 – A) Multi-Ethnic American Literature B) Literatures of Canada, Australia & New Zealand C) Translation Studies

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University of Mumbai (UOM)
MA English (Regular) Semester and Credit System

MA Part – I (w.e.f. 2012-13)	MA Part – II (w.e.f. 2013-14)
Course : Literary Theory and Criticism PA ENG 101 Paper I: Aristotle to Formalism PA ENG 201 Paper II : Structuralism onwards	Course: Indian Writing in English and Diaspora Paper IX : Indian Writing in English Paper X: Literature of Indian Diaspora
Course : Linguistics and Stylistics analysis of texts PA ENG 102 Paper III: Linguistics and Stylistics analysis of texts PA ENG 202 Paper IV: Linguistics and Stylistics analysis of texts	Course: Poetry Paper XI : Paper XII:
Course: Fiction PA ENG 103 Paper V: Pre-20 th Century Fiction PA ENG 202 Paper VI: Fiction from 1900 onwards	Course: Drama Paper XIII: Paper XIV:
Optional – Paper VII & Paper VIII PA ENG A 104 Courses – a) Nineteenth Century American Literature	Optional – Paper XV & Paper XVI Courses: a) Contemporary American Literature and Culture P-XV – American and African American Texts P-XVI- Native American, Jewish American and Asian American Texts
b) Indian Writing in Translation	b) Research Methodology
C) New Literatures in English P-VII- African and Caribbean Literature P-VIII – Canadian and Australian Literature	C) English Language Teaching

University of Pune (UOP)

M.A. English (Part - I) (w.e.f. June 2008)		M.A. English (Part - II) (w.e.f. June 2009)	
Semester One	Semester Two	Semester Three	Semester Four
Core Papers Paper – 1.1 : English Literature from 1550-1832 (I)	Core Papers Paper – 2.1 : English Literature from 1550-1832 (II)	Core Papers Paper – 3.1 : Doing Research (I)	Core Papers Paper – 4.1 : Doing Research (II)
Paper – 1.2 : English literature from 1832 to 1980 (I)	Paper – 2.2 : English literature from 1832 to 1980 (II)	Paper – 3.2 : English Language and Literature Teaching (I)	Paper – 4.2 : English Language and Literature Teaching (II)
Paper – 1.3 : English Language Today (I)	Paper – 2.3 : English Language Today (II)	Optional Papers (Any two of the following)	Optional Papers (The optional papers will remain the same, i.e., as chosen in semester three)
		Paper – 3.3 : Drama (I)	Paper – 4.3 : Drama (II)
		Paper – 3.4 : Fiction (I)	Paper – 4.4 : Fiction (II)
		Paper – 3.5 : Poetry (I)	Paper – 4.5 : Poetry (II)
		Paper – 3.6 : Linguistics and Stylistics (I)	Paper – 4.6 : Linguistics and Stylistics (II)
Paper – 1.4 : Contemporary Critical Theory (I)	Paper – 2.4 : Contemporary Critical Theory (II)	Paper – 3.7 : Pragmatics (I)	Paper – 4.7 : Pragmatics (II)
		Paper – 3.8 : Multi-Cultural Discourse in Immigrant Fiction (I)	Paper – 4.8 : Multi-Cultural Discourse in Immigrant Fiction (II)

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Dr Ravindra B. Tasildar
Assistant Professor
Department of English
S.N. Arts, D.J.M. Commerce and B.N.S. Science College
Sangamner - 422 605
Dist. Ahmednagar
Maharashtra State
India
ravishmi1@gmail.com

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