

## THE PLACE OF LINGUISTICS IN THE MA (ENGLISH) COURSES IN INDIAN UNIVERSITIES

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**Abstract.** *English is nearly a four century old language in India and English studies in India is older by more than 190 years. In colonial India English language education was mainly imparted through the literary texts. The committees appointed to review English studies in free India persistently recommended the inclusion of linguistics in English studies at the post graduate (PG) level. The present study, broadly divided into three parts, is a modest attempt to explore the rationale of teaching linguistics at the PG level English studies in India. The first part is a brief review of the efforts of the committees and study groups on English studies in India to incorporate linguistics in the M.A. (English) courses in Indian universities. Since many Indian universities do not offer core papers in linguistics in their M.A. (English) courses, the Curriculum Development Centre in English (1989) observed that 'Although it is widely recognized that most of those who pass out with M.A. in English join the teaching profession, very little is done to ensure that some preparation for that is made during the M.A. programme' (p. 15). Apart from a career in teaching, this globalized era offers many new avenues to the students of M.A. (English). After a survey of randomly selected fifty universities, the second part critically evaluates the course content of the core papers in linguistics offered in the M.A. (English) courses in twenty universities across India vis-à-vis the globally changing needs of the students of English. Finally, in the third part of the paper, the place of linguistics in the MA (English) courses in Indian universities and in the M.A. (English) programmes abroad is comparatively viewed.*

**Key words:** *English studies, MA (English), Linguistics, Indian universities*

### 1. INTRODUCTION

M.A. (English) is one of the postgraduate (PG) courses available to the students majoring in English in Indian universities. This two year course generally includes papers in English literary studies and English language studies (ELS). The core and elective papers in ELS offered by Indian universities deal mainly with the study of linguistics and applied linguistics. This article tries to explore the rationale of including linguistics (hereafter ELS, a more comprehensive term) at the PG level English studies in India. Since all the universities in India do not offer core papers in ELS in the M.A. (English) course, the present study is a modest attempt to critically evaluate the objectives and course content of the core papers in ELS offered in the M.A. (English) courses in twenty universities across India vis-à-vis the globally changing needs of the students of English.

In the end, the article also compares the place of linguistics in the M.A. (English) courses in Indian universities with the (post)graduate courses in some universities in the United Kingdom (UK) and the United States of America (USA) and some universities in the South Asian Association for Regional Cooperation (SAARC) countries.

## 2. A RETROSPECTIVE REVIEW OF THE INCLUSION OF LINGUISTICS IN THE MA (ENGLISH) COURSE

English has been taught in India for nearly four hundred years (see Chaudhary, 2001). In British regime the teaching of English mainly dealt with literary texts. In the post independence India, the same pattern was continued in Indian universities and a deeply rooted notion that a student specializing in English is supposed to study only literary texts persisted over the decades. The committees, commissions and study groups appointed to review teaching of English in India helped in rooting out this notion through their recommendations. Besides, some experts in English studies contributed to change the course of M.A. (English).

Among the efforts during colonial India, the Calcutta University Commission (1917-19) recommended to teach linguistics at the university level. After independence, the same old suggestion was reiterated by the Kunzru committee (1954). The Review Committee (1960) recommended that every student should study at least a paper in English language at some stage before he obtains the M.A. degree in English. The Study Group (1967) observed that the current syllabuses in English in Indian universities heavily weighted on the literature side are not equal to the task of preparing teachers of the English language, as distinguished from literature (Study Group, 1967:34). The Curriculum Development Centre (CDC) for English (1989) also stated the purpose of incorporating linguistics in the M.A. (English) course. 'It is common knowledge that a large number of those successfully complete M.A. in English become teachers of English at the undergraduate level. The knowledge of the English language that they acquire will be put to direct use in their teaching. Keeping such a point of view in mind, the compulsory language paper has been designed as a paper in the structure of modern English rather than one in general linguistics or old English or philology, for example' (CDC 1989, p.32). In its preamble the Curriculum Development Committee (CDC) for English (2001) specified that English Honours and MA programmes are expected to ensure a firm command of the English language skills, active and passive, as well as an in-depth study of literary texts in English (CDC 2001, p. 15). Ironically, the CDC (2001) failed to suggest a core paper in ELS. The following table mentions the papers recommended by these committees.

In addition to the committees and study groups, some experts in English studies, discontented with the content of English literature courses, stressed the need to incorporate linguistics in the M.A. (English) course. Their suggestions are worth noting too. Since most of the students with B.A. and M.A. English aim to be teachers, Gokak (1964-65), Lott (1964-65) and Nadkarni (1964-65) stressed the need of inclusion of linguistics in English studies in India. Gokak (1964) and Pattanayak (1981) have tried to suggest new papers for M.A. (English) courses in Indian universities. Pattanayak (1981) asserts for inclusion of core papers based on the linguistic studies. He suggested a paper

'History of the English language' for M.A. (English) courses. Among electives, he suggests study of stylistics or translation, etc. In the context of globalization, Murty (2007) suggests to include elective papers in corporate communication, technical writing and media writing in the M.A. (English) course.

Table 1 Papers in ELS for the M.A. (English) course suggested by the committees

Committee	Title of the Paper	
	Core	Elective
<i>The Study Group (1967)</i>	Contemporary English Usage	<i>Group A*</i> - History of the English Language Problems involved in the teaching of English as a second or world language Advanced topics in the phonetics of English and in structural linguistics with special reference to English Stylistics
<i>The UGC National Workshop of Syllabus Reform in English (1977)</i>	The Structure of Modern English: Phonology; Syntax and Semantics	
<i>The Curriculum Development Centre for English (1989)</i>	Structure of Modern English	English Language Teaching (ELT) and Linguistics Modern English Language Old and Middle English, medieval
<i>The Curriculum Development Committee for English (2001)</i>	--	European literature and the history of the English language Linguistics and stylistics

\* Group A for higher secondary teachers of English or for lecturers in compulsory English

Thus, the committees, study groups and experts in the field suggested inclusion of papers in ELS mainly to develop linguistic competence of the prospective teachers of English in India. Paradoxically, there is no place for linguistics in the core units of paper II and III of the University Grants Commission's National Eligibility Test (UGC-NET) in English, meant for college and university teachers of English. However, in the paper III, among the five electives, the first elective is - History of English Language, English Language Teaching. Thus a passing reference to the linguistics component in the UGC-NET in English makes it imperative to reflect on the present place of linguistics in the M.A. (English) courses in Indian universities. Moreover, the present globalized era has made available many new avenues to the students of M.A. (English), making it essential to evaluate the objectives and course content of ELS papers in Indian universities vis-à-vis the current needs of the students.

### 3. ELS PAPERS IN INDIAN UNIVERSITIES

The following fifty universities across the country were randomly selected for the present study.

Table 2 Indian universities surveyed for the present study of M.A. (English) courses

Sr. No.	Universities surveyed for the present study	Acronyms	Year of Implementation*
1	Amity University	AU	d 2011
2	Benaras Hindu University	BHU	d 2012
3	Christ University	CUB	d 2011
4	Central University of Rajasthan	CUR	d 2011
5	Dr. Babasaheb Ambedkar Marathwada University	BAMU	w 2009-10
6	Dr. Bhim Rao Ambedkar University	BRAU	w 2013-14
7	Goa University	GoU	w 2012-13
8	Gujarat University	GjU	w 2005-06
9	Guru Nanak Dev University	GNDU	w 2011-12
10	Hemwati Nandan Bahuguna Garhwal University	HNBGU	d 2011
11	Himachal Pradesh University	HPU	w 2007
12	Indira Gandhi National Open University	IGNOU	d 2009
13	Jadhavpur University	JvU	d 2012-13
14	Jamia Millia Islamia	JMI	w 2010-11
15	Kakatiya University	KKU	w 2009-10
16	Karnatak University	KUD	w 2011-12
17	Kuvempu University	KU	d 2013-14
18	Maharshi Dayanand Saraswati University	MDSU	w 2009-10
19	Mahatma Gandhi University	MGU	d 2011
20	Mangalore University	MU	w 2008-09
21	Maulana Azad National Urdu University	MANUU	d 2013-14
22	Mizoram University	MZU	w 2008
23	Mother Teresa Women's University	MTWU	d 2011-12
24	Nagarjuna University	NU	d 2006-07
25	Netaji Subhash Open University	NSOU	d 2011-12
26	North-Eastern Hill University	NEHU	w 2008-09
27	North Maharashtra University	NMU	w 2008-09
28	Osmania University	OUH	w 2010-11
29	Panjab University	PU	d 2008-09
30	Pondicherry University	PoU	d 2011-12
31	Rani Durgavati Vishwavidyalaya	RDV	d 2010-11
32	Saurashtra University	SUR	w 2008-09
33	Shivaji University	SUK	w 2006-07
34	Shri Padmavati Women's University	SPWU	d 2011-12
35	Solapur University	SUS	w 2010-11
36	Tezpur University	TzU	d 2013-14
37	Tilak Maharashtra Vidyapeetha	TMV	d 2009-10
38	Thiruvalluvar University	TvU	w 2008-09
39	Tripura University	TU	d 2011
40	Tumkur University	TkU	d 2013-14
41	University of Calcutta	UoC	d 2009-10
42	University of Calicut - Kerala	UoC-K	d 2010
43	University of Delhi	DU	w 2009-10
44	University of Jammu	JU	w 2010
45	University of Lucknow	UoL	d 2010-11
46	University of Madras	UnoM	w 2007-08
47	University of Mumbai	UoM	w 2008-09
48	University of Pune (now Savitribai Phule Pune University)	UoP (SPPU)	w 2013-14
49	Utkal University	UU	d 2011
50	Veer Narmad South Gujarat University	VNSGU	w 2006-07

\* w = with effect from (w.e.f.) and d = during

Hereafter these universities will be referred to by their acronyms.

Among these fifty universities, thirty universities (60 %) offer core papers in ELS while in seven universities the papers in ELS are elective. Despite the persistent recommendations of the committees, study groups and subject experts to introduce a linguistics paper in the M.A. (English) course, some Indian universities failed to act upon the suggestion. There is no place for a paper in ELS in ten universities considered here.

Table 3 Universities offering core and elective papers in ELS

Universities offering core ELS papers	Universities offering elective ELS papers	Universities not offering ELS papers
BHU, CUB, DU, GNDU, GoU, HPU, IGNOU, JMI, KKU, MANUU, MGU, MTWU, MU, NMU, NSOU, NU, OUH, PoU, SPWU, SUK, SUR, SUS, TMV, TU, TvU, TzU, UnoM, UoL, UoM, UoP	BRAU, GJU, JvU, KUD, MDSU, PU, TkU, UoC, UU, VNSGU	AU, BAMU, CUR, HNBSU, JU, KU, MZU, NEHU, RDV, UoC-K
30 / 50	10 / 50	10 / 50

#### 4. NOMENCLATURE OF THE CORE PAPERS IN ELS

A syllabus document is an integral part of any course. It mainly comprises of the course title, objectives, course content, teaching methodology, evaluation procedures and reference books. Based on the availability of the syllabus documents, among thirty universities offering core papers, twenty universities were considered for the present study. Since core papers are meant for all the students of M.A. (English) course, this study is a modest attempt to evaluate the objectives and course content of the ELS papers offered in twenty Indian universities. The following table mentions the universities and titles of the core papers in ELS they offer.

With the exception of GNDU, SUR and TU all the universities under study have introduced the core papers in ELS in the first year of MA (English) course. It can also be noted that different universities offer core papers with identical titles. For instance, 'Linguistics' (CUB and TU), 'Introduction to Linguistics' (BHU and JMI) and 'Basic Concepts in Linguistics' (SUK and SUS).

This study of the core papers in ELS begins with titles of the papers. For instance, it is a matter to investigate why definite article 'the' in title of the paper suggested by the UGC National Workshop of Syllabus Reform in English (1977) is not found in the paper suggested by the CDC (1989). The later title has been adopted by NU and the UoL.

Table 4 Nomenclature of the ELS papers

Sr. No.	University	Semester	Course / Paper No.	Title of the Paper
1	BHU	I	Course 1: ENG -101	Introduction to Linguistics
		II	Course 5: ENG -201	Linguistics and English Language Teaching
2	CUB	I	MEL 134	Linguistics
3	DU	2	Eng 0202	Language and Linguistics
4	GNDU	III	Paper-XI	General Linguistics
5	GoU	I	EGC 101	Linguistics
6	HPU	II	Course VIII	Growth and Structure of English Language
7	JMI	I	Paper III	Introduction to Linguistics
8	MANUU	I	Paper II E 102	The Structure of English
9	NU	--	Paper I	Structure of Modern English – I
10	NSOU	--	Paper – II	Aspect of Language
11	OUH	I & II	Paper I	History, Structure and Description of English-I & II
12	SUK	I	Paper III	Basic Concepts in Linguistics
13	SUR	III	MEGC-303	Phonetics and Linguistics
14	SUS	I	Paper III	Basic Concepts in Linguistics
15	TU	3	Paper X	Linguistics – 1
16	TvU	II	Paper V	English Language and Linguistics
17	TzU	I	EG 447	Structure of English
		II	EG 448	Language and Linguistics
18	UoL	I	Paper IV	Structure of English
19	UnoM	II	EFL C006	Language, Linguistics and Communicatio
20	UoP	I & II	Paper-1.3 & 2.3	Contemporary Studies in English Language -I & II

Table 5 Titles of the suggested papers

Committee / study group	Title suggested (C=core E= elective)	Titles of the ELS papers in the universities under study
<i>The Study Group (1967)</i>	History of the English Language (E)	History, Structure and Description of English-I (OUH –w 2010-11 )
<i>The UGC National Workshop of Syllabus Reform in English (1977)</i>	The Structure of Modern English: Phonology; Syntax and Semantics (C)	--
<i>The Curriculum Development Centre for English (1989)</i>	Structure of Modern English (C)	Structure of Modern English (NU - d 2006-07) Structure of English (TzU – d 2013-14 and UoL - d 2010-11)
	ELT and Linguistics (E)	Linguistics and English Language Teaching (BHU d- 2012)

### 5. OBJECTIVES OF TEACHING LINGUISTICS IN INDIAN UNIVERSITIES

Not all the universities considered here have mentioned the objectives of core papers in ELS. The analysis of the objectives specified reveals that the main objective of the core papers in ELS (CUB, DU, GoU, JMI, SUK, UnoM and UoP) is to introduce/familiarize/acquaint the students to the basic concepts in linguistics. Nevertheless, the UnoM and the UoP aim to equip learners to apply the skills acquired. Among these universities, the following objectives of TvU are comparatively clear, relevant and closer to those intended by the committees and study groups.

Students are exposed to:

1. the evolution of the English language at a deeper level, updating what has been learnt at the undergraduate (UG) level
2. the intricacies of articulating English sounds, enabling them to speak better
3. levels of linguistic analyses, preparing them to become effective teachers.

### 6. ANALYSIS OF THE COURSE COMPONENTS OF THE ELS PAPERS

In the UG courses in English (Hons./Major/Special) the students are generally acquainted with phonetics, phonology, morphology, syntax and semantics (see Tasildar, 2012). The course content of the ELS papers offered at the UG level and elective papers at the PG level are out of the scope of this article. Without encroaching the autonomy of Indian universities regarding the courses and their course content, the following analysis has been done.

The ELS papers offered in the M.A. (English) courses considered here comprise of units related to properties of language, approaches to the study of language, branches of linguistics, levels of linguistic analysis and applied linguistics (refer to Table A in the Appendix). The following table sums up the number of universities incorporating different aspects of language in the ELS papers.

Table 6 Distribution of different aspects of language in the ELS papers

No. of Universities	Course components				
14	Phonology				
12	Morphology				
11	Sociolinguistics				
10	Semantics				
09	Language orientation	Phonetics		Syntax	
07	Properties of language	Branches of linguistics	Discourse Analysis and / Pragmatics		Structuralism
06	Stylistics				
05	Transformational-Generative (TG) grammar				
04	Historical, descriptive approaches			Language in use	ELT
03	History of English Language	Psycholinguistics		General Indian English (GIE)	
02	Phrase-Structure (PS) Grammar	Language families	Halliday's Grammar	Indian linguistics	Language and communication
01	Traditional Grammar Translation				

It is time to reflect over the fact that as many as nine universities consider it essential in a PG course to orient students towards language study through units like definition of language and difference between animal and human communication. Moreover, seven universities have felt the need to acquaint their PG students with the properties of language and the branches of linguistics.

In these ELS papers emphasis is on phonetics and phonology. Phonology is the most incorporated language aspect in the universities under study. CUB, JMI, MANUU, NU, NSOU, OUH, SUR, TU have introduced units in both phonetics and phonology whereas BHU, DU, the UoL and the UoP have units only in phonology. The UnoM is the only university to introduce only phonetics. Nine universities include separate unit in phonetics in their ELS papers. Though the units in phonology have been introduced in fourteen universities out of twenty under study, it is strange to note that in GNDU, SUK and SUS there are no units in phonetics and phonology.

Taking into account the significance of phonology in the study of English linguistics and the entry level competence of PG students in Indian universities, disparity is noticed in relation to the time allotted to teach units in 'phonology' in the ELS papers. For instance, the UoP expects to acquaint the M.A. (English) entrants with entire phonology within fifteen clock hours whereas CUB allots ten and seven clock hours for two separate modules on phonetics and phonology respectively. In contrast, in TU, the core paper X for entire semester III includes only two units, viz. Group A: Phonetics and Group B: Phonology. Thus, in Indian universities the teaching of phonetics and phonology has become synonymous with the teaching of linguistics.

Morphology is the next aspect of language preferred by twelve universities - BHU, CUB, DU, HPU, JMI, MANUU, NSOU, OUH, TvU, the UoL, the UnoM and the UoP - more for its pedagogical value (e.g. teachability) than for linguistic reasons. Similarly, syntax has been part of nine universities - BHU, CUB, DU, MANUU, OUH, TvU, TzU, the UoL and the UoP. Among the other branches of linguistics, units in semantics have been included by CUB, DU, HPU, SUK, SUR, SUS, TvU, TzU, the UnoM and the UoP.

BHU, GoU, NU and SUR have units on historical and descriptive approaches to the study of language. BHU, DU, GNDU, GoU, SUR, TzU and the UoP have introduced units in structuralism and with the exception of DU, all these universities and JMI include TG grammar. Besides, JMI and TzU incorporate separate units in PS grammar and traditional grammar (JMI). Michael Halliday finds a place in the paper of GNDU in the form of his 'functional theory' whereas the UoP tries to acquaint its students through the unit 'concept of systemic grammar'. Though, it is noticed that particular universities have taken initiative to introduce new approaches to grammar, the relevance of some of these units to society can be questioned. However, the UnoM, one of the universities established in 1857, is not among these universities.

Some universities have also preferred units in applied linguistics. Sociolinguistics gets priority in eleven universities. BHU, CUB, DU, GoU, HPU, NU, OUH, SUK, SUS, TvU and the UoP have included units in sociolinguistics. Psycholinguistics appears to be neglected since only by BHU, CUB and OUH have separate units in it. The units in language in use have been introduced by JMI, NU, the UoL and the UoP and units in discourse analysis and pragmatics have been incorporated by CUB, SUK, SUR, SUS, TvU, the UnoM and the UoP. Similarly, a unit in stylistics is part of the ELS papers in BHU, GNDU, NU, SUK, SUS and the UnoM.



Here it is important to mention that components relevant to the Indian context are rarely specified in the core ELS papers in Indian universities. For instance, CUB and SUR are the only two universities to introduce 'Indian linguistics'. Furthermore, GNDU and JMI mention GIE whereas SUR considers it as one of the potential areas of study.

#### 7. NEEDS OF THE STUDENTS AND THE COURSE COMPONENTS

It is a widely known fact some students of M.A. (English) appear for the UGC-NET in English to qualify themselves for college and university teaching. As already mentioned, History of English Language and English Language Teaching appear as one of the five electives in Paper III of the UGC-NET in English. Among the twenty universities considered here, a separate unit on the history of the English language is offered by NSOU (an open university) and TvU and units related to language families are included by CUB and OUH. Even though some universities offer separate core and elective papers in ELT, it is noteworthy to mention that BHU and OUH offer separate core papers amalgamating linguistics and ELT whereas units in applied linguistics are included by GNDU (stylistics and methods and approaches to language teaching) and the UnoM (contrastive analysis and stylistics). Such units would offer some help for the students entering teaching profession.

The focus on morphology and syntax indicates that besides phonetics and phonology, grammar is another significant aspect in the ELS papers. These priorities of Indian universities indicate their efforts to develop oral and written competence of their students. Similarly, inclusion of units in discourse analysis and pragmatics may also indicate a step in the direction of developing pragmatic competence (as specified in its objectives by the UoP). However, communicative competence is one more area which requires some attention. The postgraduates in English are expected to be proficient in language and communication skills. It is generally observed that many students lack language proficiency and face problems in communication even after their post-graduation. According to Sastri (1977), even M.A. students of English literature fail to communicate in English (UGC, 1977: 144). The situation today is just more of the same. Among the universities offering core ELS papers CUB, NMU and the UnoM have incorporated aspects of communication. The papers include units on oral and written communication. In its paper in communication skills, NMU includes a separate unit on the phonology of English for detailed study.

University	Semester	Title of the paper
CUB	I	Linguistics
NMU	I & II	Strategies for Effective Communication in English
UnoM	II	Language, Linguistics and Communication

Nowadays there is ample scope for a graduate or post-graduate equipped with translation skills which are supposed to be part and parcel of linguistics programme (Priyadarshi, 2011). However, many universities not only fail to introduce an elective paper in translation but also in the core papers in ELS there is hardly any place for it. In this survey only the UnoM has made a mention of translation and MTWU, PoU and UU offer separate papers in translation.

This survey gives a glimpse of the teaching of linguistics in the M.A. (English) courses in Indian universities. Thus, with regard to the course content, the preferences of the universities under study vary widely. One may wonder if the course components in varying proportions present in the core ELS papers analysed here may cater to the diversifying new age needs of the Indian PG students aspiring to get jobs in various fields other than teaching. Apart from studying for research degrees like M Phil and PhD and a career in teaching, at present, the students of M.A. (English) may also get opportunities to work as advertisers, book/film reviewers, corporate bloggers, (digital) copywriters, film editors, free-lance editors, interpreters, language planners, lexicographers, lobbyists, market researchers, news readers, policy analysts, proposal writers, psycholinguists, publishers, public relations officers, speech-therapy consultants, technical writers, tourism administrators, translators and many more (also see Priyadarshi, 2011). However, as far as competitive examinations are concerned, it is surprising to note that 'linguistics' is not considered worth enough to include in the list of optional subjects for the civil services examination conducted by the Union Public Service Commission (UPSC) of India.

#### 8. LINGUISTICS IN (POST) GRADUATE PROGRAMMES IN ENGLISH ABROAD

A web based survey of some of the universities abroad from the UK, the USA and the SAARC countries was conducted to know the place of linguistics in their M.A. (English) programmes. The search led to the discovery that the universities in the UK and the USA, where English is the first language, offer programmes which are mainly literary in nature like Literature MA (University of Brighton), English Literary Studies (Durham University) and English and American Literature MA (University of Kent). In the US universities like University of Oregon and the University of Pennsylvania separate study of linguistics is excluded from the graduate courses in literary studies. Nevertheless, the University of Leicester (UK) includes editing literary texts in its MA in English Studies and Boston University (USA) includes philology and linguistics in the course work of MA in English and American Literature.

Among the ten courses offered in its MA in English studies, the University of Colombo (Sri Lanka) includes four separate papers in ELS like Corpus Linguistics, Language Testing and Assessment, World Englishes and Sociolinguistics: Critical Approaches. For Master courses in English, the Department of English, Yangon University (Myanmar), makes available modules like Grammar and Syntax, Sociolinguistics, Discourse Analysis, Stylistics, Semantics, Psycholinguistics, Error Analysis, Developing Language and Literary Skills. Private universities in Bangladesh also offer a range of courses in linguistics for M.A. (English) degree. For instance, among the fifteen core courses, Daffodil International University lists four courses like Introduction to Linguistics, Introduction to ELT, Pragmatics and Semantics and English for Communication. Similarly, North South University requires its students to go for courses like History of the English Language, Foundations in Linguistics and Translation Studies for MA in English literature. In its M.A. (English) course Bahauddin Zakariya University, Multan (Pakistan) offers papers like P-III- Academic Discourse (grammar & skills), P-VI- Stylistics/TESOL for MA part I and Paper-XI Linguistics, Paper-XII Sociolinguistics & Psycholinguistics for MA Part – II. However, in the MA in English Literature in the University of Lahore there is only one

paper 'Introduction to Linguistics' among the twenty papers. The M.A. (English) programme offered at Khwopa College, Bhaktapur affiliated to Tribuvan University, Nepal incorporates a paper entitled 'Linguistics and Literature: Stylistics' for M.A. I.

Though sample size of this survey of universities abroad is relatively small, this cursory survey points out that universities in the UK and the USA do not amalgamate modules in linguistics in their graduate programmes in English literary studies. They instead offer separate MA in Linguistics. In contrast very few Indian universities are privileged with this. The PG course in English in Indian universities is generally known as MA (English). The nomenclature doesn't indicate if the focus of the course is on the study of literature, language, culture or any other area whereas the titles of the graduate programmes in English abroad, particularly of the universities in the UK and the USA, specify the focus area. For instance, English Literary Studies (Durham University), MA in English and American Literature (Boston University), MA in English Language and Linguistics (University of Leicester), Masters in Applied English Linguistics (University of Wisconsin-Madison) and English Language Teaching MA (University of Brighton). This trend is also found in the universities in countries neighbouring India, for example, MA in English Language Teaching and Linguistics (University of Lahore) and MA in English Language & Linguistics and MA in TESOL (North South University). Though such diversification of courses was envisaged by the CDC (1989, p.31), it appears to be a distant dream in India.

It is further noticed that the separate units in the ELS papers in Indian universities become separate modules/courses in the M.A. (English) programmes offered in the SAARC countries, for instance, 'Sociolinguistics & Psycholinguistics' (Bahauddin Zakariya University) and 'Pragmatics and Semantics' (Daffodil International University). The universities in India restrict themselves to either one core or elective paper in ELS [however, the UoP has introduced elective papers 'Linguistics and Stylistics' and 'Semantics and Pragmatics' in the MA (English) course] whereas the universities in neighbouring countries provide more than one paper in ELS for their M.A. in English. Furthermore, innovative papers made available by the University of Colombo in its MA in English studies like a course in 'Corpus Linguistics' and 'World Englishes' are rarely offered by Indian universities. In this regard Indian universities do not go beyond introduction of national varieties like British English, American English and Indian English and that too in a sub-unit of sociolinguistics - varieties of English. The focus of the universities in the SAARC countries seems to be on balancing basic concepts in linguistics with applied linguistics. These universities relatively offer more language study options to their students.

#### 9. TO SUM UP

The identical titles of the core papers in ELS in Indian universities (SUK and SUS, for instance) indicate the similarity of their course components. The main objective of the core papers in ELS considered here (CUB, DU, GoU, JMI, SUK, the UnoM and the UoP) is 'to acquaint students with the basic concepts and issues in linguistics' (UoP). The teaching hours allotted to teach different aspects of language are congruent to this commonly spelt objective. This contention is further strengthened by the allotment of inadequate clock hours to teach phonology. Hence it can be ironically concluded that the

course components of the core papers in ELS are compatible to the objectives specified. The ELS scenario in India can be summed up with observations of Shinde (2009): 'For more than sixty years after Independence, English language studies have been purely academic. Knowledge about language rather than skill mastery has been dominant' (Shinde, 2009: 5). In the absence of utilitarian perspective on teaching literature, in a literature-oriented M.A. (English) course, the students look towards the ELS papers as the last resort. In the light of globally changing needs of the students of English, analysis of actual needs of Indian students is essential for formulating the objectives of teaching linguistics in the M.A. (English) course. It is also imperative to periodically modify the objectives and refurbish the course content of the ELS papers.

The review of recommendations of various committees, study groups and experts in the field reveals that the persistent recommendation to incorporate linguistics in the courses in English was mainly to develop linguistic competence of the prospective teachers of English in India. It is high time current needs of the students of English in India as well as new age requirements of the nation were considered. The study of linguistics in the M.A. (English) courses can be made more comprehensive, perhaps, by the inclusion of socially relevant components like corpus linguistics, linguistics and mass communication, lexicography, to name a few. This can also encourage the students of M.A. (English) to carry out research in linguistics.

We come across a long ranging academic debate with respect to the place of linguistics in literature courses in Arab universities [see Zughoul (1986), Obeidat (1997), Haggan (1999), Al-Kharabsheh et al (2009) and Al Mahrooqi and Al-Shihi (2012)]. Eventually, it is disheartening to note that such deliberations on the place of linguistics in the UG and PG courses in English in Indian universities never surfaced in Indian academia.

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APPENDIX

Table A Course Components of the ELS Papers offered at the M.A. (English) in Indian universities

<i>Components</i>	BH U	CU B	DU	GN DU	H P U	Go U	JMI	MA NU U	NU	NS OU	O U H	S U K	S U R	S U S	TU	Tv U	Tz U	Uo L	Un oM	Uo P
Language Orientation	--		✓	--	--	--	✓	--	✓	✓	✓	✓	✓	✓	--	--	--	--	--	--
Properties of Language	✓		✓	--	--	✓	✓	--	✓	--	--	--	--	--	--	--	--	--	--	--
Branches of linguistics	--	✓	--	--	--	--	✓	--	✓	--	✓	✓	✓	✓	--	--	--	--	--	--
History of Eng. Lang.	--	--	--	--	✓	--	--	--	--	✓	--	--	--	--	--	✓	--	--	--	--
Lang. families	--	✓	--	--	--	--	--	--	--	--	✓	--	--	--	--	--	--	--	--	--
Approaches - Historical, descriptive	✓	--	--	--	--	✓	--	--	✓	--	--	--	✓	--	--	--	--	--	--	--
Structuralism	✓	--	✓	✓	--	✓	--	--	--	--	--	--	✓	--	--	--	✓	--	--	✓
Traditional Grammar	--	--	--	--	--	--	✓	--	--	--	--	--	--	--	--	--	--	--	--	--
PS Grammar	--	--	--	--	--	--	✓	--	--	--	--	--	--	--	--	--	✓	--	--	--
TG grammar	✓	--	--	✓	--	✓	✓	--	--	--	--	--	--	--	--	--	--	--	--	✓
Halliday's grammar	--	--	--	✓	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	✓
Phonetics	--	✓	--	--	--	--	✓	✓	✓	✓	✓	--	✓	--	✓	--	--	--	--	✓
Phonology	✓	✓	✓	--	--	--	✓	✓	✓	✓	✓	--	✓	--	✓	✓	✓	✓	✓	✓
GIE	--	--	--	✓	--	--	✓	✓	✓	✓	--	✓	--	✓	--	--	--	--	--	--
Morphology	✓	✓	✓	--	✓	--	✓	✓	--	✓	✓	--	--	--	--	✓	--	✓	✓	✓
Syntax	✓	✓	✓	--	--	--	✓	--	--	✓	--	✓	--	--	--	✓	✓	✓	✓	✓
Semantics	--	✓	✓	--	✓	--	--	--	--	--	--	✓	✓	✓	✓	✓	✓	✓	✓	✓
Psycho-linguistics	✓	✓	--	--	--	--	--	--	--	--	✓	--	--	--	--	--	--	--	--	--
Socio-linguistics	✓	✓	✓	--	✓	✓	--	--	✓	--	✓	✓	--	✓	--	✓	--	--	--	✓
Translation	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	✓
Lang. in use	--	--	--	--	--	--	✓	--	✓	--	--	--	--	--	--	--	--	✓	--	✓
Discourse Ana. & Pragmatics	--	✓	--	--	--	--	--	--	--	--	--	✓	✓	✓	--	✓	--	--	✓	✓
Stylistics	✓	--	--	✓	--	--	--	--	✓	--	--	✓	--	✓	--	--	--	--	--	✓
Indian linguistics	--	✓	--	--	--	--	--	--	--	--	--	--	✓	--	--	--	--	--	--	--
Language & communication	--	✓	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	✓
ELT	✓	--	--	✓	--	--	--	--	--	--	✓	--	--	--	--	--	--	--	--	✓

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