

Prospects for English Studies: India and Britain Compared

Workshop: Questions of Curriculum, Pedagogy, and the Market

**Salle Mahale, Second Floor, School of Language, Literature and Culture Studies,
Jawaharlal Nehru University**

April 5th and 6th 2012

Members of the Workshop

Project Core Group:

Richard Allen (The Open University)
Mohammed Asaduddin (Jamia Millia Islamia)
Tapan Basu (Delhi University)
Saugata Bhaduri (Jawaharlal Nehru University)
Subarno Chattarji (Delhi University)
Anuradha Ghosh (Jamia Millia Islamia)
Suman Gupta (The Open University)
Makarand Paranjape (Jawaharlal Nehru University)
GJV Prasad (Jawaharlal Nehru University)
Harish Trivedi (Delhi University)

Invited Speakers

Debanjan Chakrabarti (British Council)
Prasanta Chakravarty (Delhi University)
Supriya Chaudhuri (Jadavpur University)
Divya Dwivedi (IIT Delhi)
Vikas Jain (Jawaharlal Nehru University)
Ruchi Kaushik (Sri Ram College of Commerce, Delhi)
Rama Mathew (Central Institute of Education, Delhi University)
Rep of MHRD or UGC (tbc)
Rohini Mokashi-Punekar (IIT Gauhati)
Saugata Mukherjee (Macmillan, India) (tbc.)
Shyamala Narayan (Jamia Millia Islamia) (tbc.)
Harriet Raghunathan (Jesus Mary College, Delhi)
Mukesh Ranjan (Jamia Millia Islamia)
Anjali Gera Roy (IIT Kharagpur)
Mukti Sanyal (Bharati College, Delhi)
Sumitra Thoidingjam (Jamia Millia Islamia)
Poonam Trivedi (Indraprastha College, Delhi)

Thursday April 5: Morning

10.00 Registration & Tea/Coffee Introductory Remarks (Richard Allen)

10.30 – 11.45 Session 1a: English Studies in the XIth and XIIth Plans: the Institutional and Policy Context

Chair: Harish Trivedi

Discussant/Concluding Remarks: GJV Prasad

Questions & Issues	Invited to Speak
<p>(B 1) How is English Studies, by which we mean pedagogy and scholarship in literature, language and linguistics, cultural studies relevant to Anglophone areas (hereafter ES), currently organised institutionally in Indian Higher Education (HE)?</p> <p>(B 1a) in terms of kinds of HE institutions providing ES: public and private, central and state, formal and informal, specialist research and academically-focused and vocationally-focused; and within broad institutional thrusts (arts and humanities/ education /technology/ commerce, etc.).</p> <p>(B 2a) What current central and state-level HE policies are relevant to pedagogy and scholarship in Arts and Humanities generally, and in ES particularly (e.g. policies regarding access, infrastructure, educational goals, quality regulation)? How have these shifted in the last twenty years?</p> <p>(B 2b) What level of funding, public and/or private, does HE ES pedagogy and scholarship receive: according to kind of institution; relative to other areas of arts and humanities; for different levels of activity (undergraduate, graduate, advanced); etc.? What trends are discernible in the last 5-10 years?</p>	<p>Saugata Badhuri Richard Allen Mukesh Ranjan Suprya Chaudhuri British Council (tbc) MHRD (tbc)</p>

12.00 – 1.15 Session 1b: Students and Teachers: Common or Competing Aims

Chair: Subarno Chattarji

Discussant/Concluding Remarks: Tapan Basu

Questions & Issues	Invited to Speak
<p>(B 3a) Are current HE ES curricula and pedagogic approaches responsive to actual or perceived student demand? If so, how is responsiveness ensured? Does this vary by type of institution?</p> <p>(B 3b) Further to (B 3a), how should the interests of students be taken into account in ES if at all?</p> <p>(B 3c) Do students perceive the different aspects of ES (see above) in different ways, i.e. are there differences in perception among students, and between students and providers?</p> <p>(C 4a) To what extent and in what ways, if at all, do ES curricula and pedagogy respond to market needs (students' career aspirations, the needs of different employment sectors) <i>in a tractable manner</i> (for which evidence of some sort can be found)?</p> <p>(C 4b) Should English Studies curricula and pedagogy seek to do so [i.e. 'respond to market needs ... in a more tractable manner'] than at present – why (what are advantages and dangers of attempting this)? And, if the answer is in the affirmative, how should that be undertaken?</p> <p>(C 3) What quality assurance measures and processes attach to ES pedagogy and scholarship: such as, peer assessments; internal and external reviews and validations; setting measures or benchmarks of performance and output; etc. Should these be regarded as helpful? Do they work in the interests of teachers and/or students?</p>	<p>Subarno Chattarji</p> <p>Divya Dwivedi</p> <p>Vikas Jain</p> <p>Sumitra Thoidingjam</p> <p>Harriet Raghunathan</p>

Thursday April 5 Afternoon**2.30 – 5.30 Session 2: Past, present and future changes in Curriculum and Pedagogy in English Literature and English Language**

Chair: Richard Allen

Discussant/Concluding Remarks: Saugata Badhuri

Questions & Issues	Invited to Speak
<p>(B 1b) in terms of discipline-specific arrangements within institutions: i.e. how is ES situated in faculties/schools/colleges/institutes/centres? is the emphasis on a combined approach or an emphatically literary or linguistic or cultural studies approach? what is the balance between research and teaching; etc.</p> <p>(B 1c) How are the above distinguished according to undergraduate and graduate levels?</p> <p>(B 7a) What normative social perceptions attach to ES as a knowledge area (beyond employment prospects): for instance, in being regarded as coeval with cultural imperialism, an instrument of national integration, a cause for exacerbating class differences, and so on. What evidence is there of the degrees to which such normative perceptions are held?</p> <p>(B 7b) What evidence is there (beyond strongly held impressions or “common knowledge”) that ES has contributed or could contribute to social change (whether progressive or detrimental) – e.g., in relation to class mobility, the politics of identity (gender, caste, regional or national, etc.), international presence?</p> <p>(C 1a) With specific institutional contexts in mind, what are the dominant emphases currently in ES HE curricula setting (in terms of coverage, content, and structure – i.e. what areas are covered, how is progression ensured across levels, what is assessed, what changes in ES curricula have taken place and why)</p> <p>(C 1b) With specific institutional contexts in mind, what are the dominant emphases currently in ES HE teaching practices (mode of delivery, infrastructure for teaching, access to materials, assessment methods, etc.)</p> <p>(C 2a) To what extent are ES curricula, teaching practices and scholarship dependent on non-academic services and industries to meet their academic purposes: such as publishers; archives, libraries and other information sources; IT and other electronic infrastructure; etc.?</p> <p>(C 2b) How does such dependence affect academic pursuits in ES; are non-academic services and industries adequate for academic pursuits?</p>	<p>Richard Allen</p> <p>Suman Gupta</p> <p>Anuradha Ghosh</p> <p>GJV Prasad</p> <p>Harish Trivedi</p> <p>Shyamala Narayan (tbc)</p> <p>Poonam Trivedi</p> <p>Mukti Sanyal</p> <p>Publisher (tbc)</p>

Friday April 6 Morning

10.15 – 1.00 Session 3: English Language: Is it the real core of English Studies?

Chair: Mohammed Asaduddin

Discussant/Concluding Remarks: Suman Gupta

Questions & Issues	Invited to Speak
<p>(X1a) Have recent developments in the linguistics of English -- such as, formulations of World or Global Englishes, the development of international corpora of English, Critical Discourse Analysis (CDA) and Critical Applied Linguistics (CAL) -- encouraged significant changes in curricula, pedagogy, and scholarship of the English language in India? What bearing have these had in English Language Teaching (ELT) at different levels in India?</p> <p>(X1b) What is the role of the teaching of language (as a skill) and linguistics (as a discipline) within the teaching of English Studies generally, including the teaching of literature in English and Anglophone cultural studies?</p> <p>(X1c) Does the vocational argument press most strongly in relation to language and literature? That is, do graduates use programmes centred on literature to capitalise on language skills and to achieve standing and professional development?</p> <p>(X1d) Has a decolonisation process taken place whereby a distinctive sort of (or varieties of) Indian English has now found its place both in literary production and the formal/professional spheres of English usage? If so, is this conveyed in English studies curricula and pedagogy in India? If not, should that direction of decolonisation be encouraged?</p> <p>(X1e) Should Indian universities develop separate US style 'composition' or 'communication and rhetoric' degrees alongside English Literature degrees? If so what would the effect in terms of market demand?</p>	<p>Tapan Basu Rama Mathew Ruchi Kaushik Debanjan Chakrabarti Anjali Roy</p>

Friday April 6 Afternoon**2.30 – 4.00 Session 4a: Scholarship and Research: What can it tell us? What are the key questions for the future**

Chair: Makarand Paranjape

Discussant/Concluding Remarks: Anuradha Ghosh

Questions & Issues	Invited Invited to Speak
<p>(B 5a) With regard to students involved in ES at different levels of HE: what sorts of data are available? Are there, for instance, statistics on the student body for ES undergraduates/graduates in some context according to economic background, gender, caste, region, etc.? Are there feedback mechanisms which may give indicative information on the constituency of the student body? Can anything in this direction be inferred for ES from publicly available information (from government agencies) which accounts for Arts and Humanities?</p> <p>(B 5b) Similar questions with regard to teachers, researchers, and others engaged in a professional capacity in ES HE.</p> <p>(C 5) To what extent does ES scholarship address the practicalities of employment and careers: as a topic of research, through networking and collaborations and public profiling, in terms of what student researchers do, etc.? Should this situation change: if so, why?; if not, why not?</p> <p>(C 6a) In what ways does ES scholarship engage with social and cultural issues which have a purchase beyond the academic disciplines of ES (which interest those other than ES specialists)? In what ways is such a larger interest evident?</p>	<p>Suman Gupta Mohammed Asaduddin Prasanta Chakravarty Rohini Mokashi-Punekar Supriya Chaudhuri Harish Trivedi</p>

4.00 – 5.30 Session 4b: What drives change?

Chair: Richard Allen

Discussant/Concluding Remarks: Suman Gupta

Questions & Issues	Invited to Speak
<p>(B 4a) What existing professional bodies/ cultural organizations/ international groups are relevant to ES HE pedagogy and scholarship – how are they funded and constituted, what activities do they engage in, what sort of membership do they have, etc.?</p> <p>(B 4b) What sort of mediating and networking roles do they play: between institutions nationally; between institutions internationally; with regard to public engagements and perceptions?</p> <p>(B 6a) What sorts of information are available about the sectors, outside academia, in which ES graduates find employment (cultural industries, news media, publishing, public relations, BPO, NGOs, etc.)? Are there attempts to track such information in institutions providing ES HE? Do employers in any sector make such information available? To what extent are employment sectors confined to a national domain, or extend to an international domain?</p> <p>(B 6b) Is information available on perceptions of the viability of ES for employment: from student surveys, public attitude surveys, and relative to other disciplines?</p>	All participants

5.30 Closing Remarks

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