**Expanding the English Studies Curriculum: Aligning Literary Education with Market-Driven Skill Demands in India**

**Abstract**

The crisis of employability among English graduates in India calls for an urgent revision of the traditional English Studies curriculum. The increasing demand for skilled professionals in the job market highlights the limitations of an insular, literature-focused approach to English Studies. This article explores how a multidisciplinary approach—integrating subjects like communication studies, digital humanities, business writing, media studies, arithmetic, logic, and data analytics—can enhance the employability of English majors. By examining curriculum analysis from select Indian universities and presenting case studies of institutions that have successfully adopted interdisciplinary modules, the study demonstrates how a revised English curriculum can bridge the gap between academia and the job market. This study employs a mixed-method approach, combining quantitative curriculum analysis of TANSCHE-prescribed English syllabi with qualitative case studies of universities implementing interdisciplinary or industry-aligned innovations, to investigate employability challenges faced by English Major graduates in India. Further, it argues that English Studies must evolve beyond literary appreciation to include practical skills, such as critical thinking, research methodology, content creation, and technological adaptability, to ensure career readiness. Through an assessment of existing pedagogical models and industry trends, the study suggests a framework for English departments to incorporate interdisciplinary learning *without compromising literary values*. By doing so, this approach can combat unemployment, align English Studies with national skill development goals, and position graduates for diverse career paths in publishing, content development, corporate communication, digital media, and competitive examinations.

**Keywords**: interdisciplinary education, skill-based learning, higher education reform, curriculum innovation, professional competencies, employment-oriented pedagogy, industry-academia alignment

**1 Introduction**

The study of English in India has historically been associated with literary analysis and linguistic competence, but in the face of rising unemployment among graduates, a multidisciplinary approach to English Studies has become an urgent necessity. Traditional English programmes, often confined to canonical literature and theoretical frameworks, struggle to equip students with the practical skills demanded by the evolving job market. A reorientation of English Studies—integrating digital humanities, communication studies, cultural studies, and applied linguistics—can offer students a broader skillset that aligns with contemporary employment needs.

Scholars argue that the rigid compartmentalization of disciplines has contributed to the disconnect between academia and industry (Krishnaswamy & Burde, 1998). The 2020 National Education Policy (NEP) in India calls for interdisciplinary learning and recognizes the potential of humanities graduates in diverse professional fields (Government of India, 2020). By integrating courses in media studies, technical writing, corporate communication, translation studies, and digital literacy, English departments can bridge the gap between theory and application.

Employability in the twenty-first century requires adaptability, critical thinking, and communication skills—competencies that an interdisciplinary English curriculum can effectively cultivate (Gupta, 2019). As industries increasingly value creative problem-solving and cultural awareness, a restructured English Studies programme can prepare students for careers in publishing, content creation, public relations, and beyond. This article explores how a multidisciplinary approach to English Studies in India can serve as a viable solution to the unemployment crisis and offers recommendations for curricular reforms and institutional policy changes.

**2 Method**

This study has employed a mixed method approach since it combines both quantitative and qualitative methods to investigate the employability challenges of English Major graduates in India.

**2.1 Curriculum Analysis**

Curriculum analysis is a systematic method of evaluating the structure, content, and objectives of academic programmes to determine their relevance to contemporary job market demands. According to Taha et al., (2019), “A curriculum analysis refers to an attempt to tease a curriculum separately into its parts. To scrutinise those parts and the way they fit together to make a whole, to identify the beliefs and ideas to which the designers were dedicated and which either explicitly or implicitly shaped the curriculum, and to examine the implications of these commitments and beliefs for the quality of the educational experience” (2). In the context of English Studies in India, this method involves examining course syllabi prescribed by the TANSCHE, Government of Tamil Nadu to assess its alignment with industry requirements. By identifying gaps between theoretical knowledge and practical skills, curriculum analysis helps to reveal whether existing programme adequately prepares graduates for employment in diverse sectors such as media, corporate communication, publishing, and digital industries. The findings from curriculum analysis informs policy recommendations for educational institutions, guiding reforms that enhance the employability of humanities graduates.

**2.2 Case Studies**

Case studies provide an in-depth examination of specific institutions or programmes to understand the effectiveness of different curricular approaches in enhancing employability. Simon, et al (2018: 4) define case study as “a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bound systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information, and reports of a case description and case themes.” By analysing universities that have implemented innovative English Studies curricula—such as interdisciplinary courses, digital humanities, or industry partnerships—case studies offer practical insights into best practices and challenges in curriculum reform.

This method allows researchers to track the career trajectories of graduates, assess employer perceptions, and evaluate the impact of internships and skill-based training. For example, a case study comparing a traditional English programme with one that integrates media studies or business communication can reveal how interdisciplinary education improves job prospects. In addition, case studies of universities that have successfully partnered with industries provide valuable models for bridging academia and the job market. Through qualitative data from interviews, surveys, and institutional reports, case studies contribute to a deeper understanding of how English Studies can be restructured to address employment challenges.

**2.3 Research Questions**

The study employed the following research questions for investigation of the issue of enhancing English Majors’ employment opportunities with employability skills through multidisciplinary approach:

1. How does an interdisciplinary approach in English Studies impact the employability of graduates in India?
2. What role do industry collaborations and internship programmes play in improving job prospects for English graduates?
3. What are the key curriculum gaps in traditional English Studies programmes that hinder employment opportunities for graduates?

**3 Result**

English Major programme as structured and recommended for adoption in all institutions affiliated to state universities prioritizes literature, literary criticism, and theory over job-oriented skills. It does not offer interdisciplinary or practical courses like business writing, content strategy, and UX writing. There is very limited engagement with industry professionals and lack of structured internships. There is an urgent need for inclusion of digital and entrepreneurial skill development.

A case study approach involves in-depth analysis of specific institutions that have implemented curriculum innovations or faced employability challenges. The TANSCHE curriculum focus on British, American, and Indian literature, emphasises literary theory and criticism, and minimally integrates interdisciplinary or skill-based courses. Graduates report difficult in securing jobs outside academia, and there is lack of exposure to applied communication skills and digital humanities. There is nil scope for courses in media studies, technical writing, and digital publishing. It does not explore collaborations with industries for internships since there are nil industries accessible to hundreds of colleges that offer English Majors. The curriculum of two private universities was considered for the study:

|  |  |  |
| --- | --- | --- |
| **Curriculum Innovations** | **Employability Outcomes** | **Best Practices Identified** |
| 1. Integration of course in media studies, translation, & digital humanities 2. Strong emphasis on writing, communication, and research skills 3. Internship programmes with media houses, publishing firms, and NGOs | 1. Graduates successfully transition into careers in journalism, content strategy, and policy research 2. Employers value their adaptability and interdisciplinary training | 1. Blending literary studies with industry-oriented skills enhances employability 2. Encouraging interdisciplinary electives strengthens career prospects |

Table 1- **Curriculum Innovations taken and their impact by University 1**

|  |  |
| --- | --- |
| **Innovative Approaches** | **Impact** |
| 1. Courses on digital storytelling, media production, and communication technology 2. Collaboration with tech firms and media organisations 3. Strong focus on skill-based learning and entrepreneurship | 1. Graduates find diverse roles in marketing, media, and corporate sectors 2. Digital literacy gives them an edge in the job market |

Table 2**- Innovative Approaches taken and their impact by University 2**

Indian universities should incorporate interdisciplinary approaches, practical training, and industry engagement. National framework like NEP 2020 should mandate employability-driven restructuring of humanities programmes. Comparative studies between Indian and global programmes could offer insights into best practices.

The curriculum analysis and case studies of TANSCHE and two private universities in India reveal significant differences in the employability prospects of English graduates, depending on how well their programmes integrate interdisciplinary studies and practical skill development. Two private universities have attempted to bridge the gap between traditional humanities education and industry-oriented training.

University 1 offers an English Studies curriculum that blends literature, media studies, and communication courses and ensures that students gain exposure to both critical and applied disciplines. By integrating courses such as digital humanities, translation studies, and business communication, it has positioned its English graduates for careers beyond academia. Similarly, University 2 emphasizes technology-integrated humanities and offers courses in digital storytelling, media production, and creative entrepreneurship. This interdisciplinary structure provides students with diverse skill sets applicable to industries such as publishing, journalism, content marketing, and corporate communication.

One of the key differentiators between these universities and traditional English programmes is their engagement with industry partners. University 1 has established internship programmes with media houses, publishing firms, and NGOs, ensuring that students gain real-world experience before graduation. University 2 goes further by incorporating project-based learning and industry collaborations within its coursework. The university’s partnerships with technology firms and media organizations allow students to apply their theoretical knowledge in practical settings, making them more competitive in the job market.

The employability outcomes of graduates from these programmes reflect the effectiveness of their curriculum designs. University 1 graduates find opportunities in journalism, content strategy, policy research, and corporate communications as they possess both analytical and professional writing skills. University 2 alumni, on the other hand, successfully transition into digital media, marketing, and entrepreneurship, benefiting from their exposure to media production and communication technology. These case studies demonstrate that curricula incorporating industry-relevant training significantly enhance job prospects for humanities graduates.

A comparison with traditional English programme as devised by the TANSCHE reveals critical gaps in curriculum design that contribute to the employability challenges of humanities graduates. Traditional state and central universities continue to emphasize literary theory and criticism without offering practical courses that align with contemporary job market demands. The success of the two private universities suggests that curriculum restructuring is essential. To improve employability, universities should integrate interdisciplinary courses, establish industry collaborations, and incorporate practical skill development into their English Studies programme.

**5 Discussion**

A multidisciplinary approach to an English major involves integrating insights, methodologies, and content from various disciplines to enrich the study and understanding of English language and literature. This approach recognizes that literature does not exist in isolation but is interconnected with historical, cultural, social, psychological, and scientific contexts. According to Repko, Szostak and Buchberger (2014: 16) “A multidisciplinary approach brings disciplines together side by side, not integrative but additive.” This means that while each discipline maintains its distinct perspective, their combined application offers a more comprehensive understanding of a subject.

In the context of an English major, a multidisciplinary approach might involve analysing a literary work through the lenses of history, psychology, sociology, and even science. For example, understanding the historical background of a novel can provide insights into its themes and characters while psychological theories can help interpret character motivations and behaviours. *The Cambridge Dictionary* defines a multidisciplinary course as one that “involves different subjects of study in one activity.” This approach encourages students to draw connections between disciplines and fosters critical thinking and a deeper appreciation of literature’s multifaceted nature.

Implementing a multidisciplinary approach in English studies not only enriches literary analysis but also equips students with diverse skills applicable in various professional fields. By engaging with multiple perspectives, students develop adaptability and a broader understanding, enhancing their academic and professional competencies.

**5.1 Utility of the English Major**

The discontinuation of English major programme in several institutions due to low enrolment raises concerns about the programme’s relevance in today’s job market. To reassure students and emphasize its value, institutions and educators must focus on practical applications, interdisciplinary skills, and career pathways beyond traditional academia.

Many students may not realize that an English degree equips them with essential skills applicable across various industries. Employers across sectors value the ability to interpret complex information and construct well-reasoned arguments. Strong writing and verbal skills are crucial in journalism, publishing, marketing, public relations, and corporate communication. The ability to gather, analyse, and synthesize large amounts of information is vital for careers in law, policy-making, and content strategy.

Rather than focusing solely on traditional career paths like academia, teaching, or publishing, students should be made aware of newer job opportunities. English majors with additional training in computational linguistics or digital tools can work in tech-driven research. Many companies hire English graduates for roles in content marketing, UX writing, branding, and technical writing. Strong reasoning, comprehension, and analytical skills make English graduates well-suited for competitive examinations like UPSC, judiciary exams, and administrative services. Careers in screenwriting, gaming narrative design, and cultural studies allow English majors to apply literary analysis in innovative ways.

To make the programme more appealing and job-oriented, universities can integrate

English studies with business, media, and technology-related subjects increases marketability. They can collaborate with publishing houses, tech companies, and media firms can provide hands-on experience. Offering courses in editing, content strategy, digital storytelling, and public speaking enhances professional readiness. Students should be encouraged to view the transformation of the English major *not as a crisis but as an evolution*. By developing a growth mindset and leveraging their analytical and creative skills, they can carve out new career paths that were previously unexplored by English graduates.

The key to making English Studies viable in the modern era lies in adaptation and integration. If framed correctly, the English major can be positioned as a dynamic, interdisciplinary, and *future-proof* programme that prepares students for a broad spectrum of careers beyond traditional academia. Institutions must actively communicate this message through updated curricula, career counselling, and real-world success stories.

**5.2 Integrated Literary Curriculum**

Integrating subjects such as arithmetic, mathematics, logic, and aptitude into the curriculum for English majors—who traditionally focus on literary texts—can significantly enhance their performance in competitive and civil service examinations, as well as improve their employability in various sectors.

Exposure to mathematical concepts and logical reasoning fosters critical thinking and problem-solving abilities. As noted by Miller (2010), “Quantitative literacy is an important proficiency that pertains to ‘word problems’ from science, history, and other fields.” This proficiency enables English majors to approach complex problems methodically, a skill highly valued in competitive exams and diverse professional environments.

Competitive exams often assess candidates’ quantitative aptitude and logical reasoning. Simplilearn (2020) emphasizes that “Logical reasoning is an important component of these aptitude exams, accounting for over 33% of the total score.” By integrating these subjects into their studies, English majors can enhance their performance in such examinations, thereby broadening their career prospects. The traditional English literature curriculum may not adequately prepare students for the quantitative and analytical demands of the modern job market. Miller (2010) suggests that “teaching how to solve such problems is often relegated to math courses alone” and highlights the need for a more integrated approach that combines literary studies with quantitative skills.

Employers often seek candidates with strong analytical and problem-solving skills. Integrating mathematics and logic into the English curriculum can equip graduates with these competencies, making them more competitive in fields such as publishing, content creation, and communications. As noted in a literature review by the UK Department for Business, Innovation and Skills (2016), “The high cost of WPL for education providers suggest that one potential solution is to bring multiple employers together in order to increase course numbers.” This indicates a demand for graduates who possess a blend of literary and quantitative skills.

Competitive examinations often include sections on quantitative aptitude, which tests numerical skills, data interpretation, and problem-solving speed. Mathematics enhances analytical reasoning and improves the ability to handle data-driven questions, which are common in exams like UPSC, SSC, and banking exams. Subjects like statistics and probability are useful for interpreting economic data, policy analysis, and administrative decision-making in civil services.

Verbal and non-verbal reasoning sections assess pattern recognition, logical sequencing, and inference skills, all of which are crucial for English majors in exams like CSAT (Civil Services Aptitude Test) and UPSC. Logical reasoning and aptitude help in improving structured argumentation and deductive reasoning, which are essential in subjects like law, policymaking, and governance. They also strengthen time management skills by training candidates to approach problems methodically.

English majors typically excel in reading comprehension, essay writing, and verbal ability, but strong quantitative and logical reasoning skills give them a competitive edge. MaCarthy & McNamara (2024) assert that “Modern, purposeful reading … heavily dependent on a learner’s prior knowledge … readers need to … generate inferences that help to create the links across ideas in the text … to construct a more elaborated and coherent mental model.” General Studies papers in UPSC require the ability to interpret graphs, statistics, and economic data, all of which involve numerical and logical skills. Examinations like CAT for MBA, RBI Grade B, and State Public Service Commissions demand a mix of language proficiency and quantitative aptitude.

English majors can, therefore, strengthen their mathematical and logical reasoning skills through practice, short-term courses, or coaching tailored for competitive exams. Developing an interdisciplinary approach by integrating logic and quantitative analysis into humanities studies can improve cognitive flexibility. Using logical structuring techniques in essay writing and analytical tasks enhances both writing clarity and argumentation skills.

An English major serves as an excellent springboard for students aspiring to enter fields like law, management, theology, journalism, and mass communication as it cultivates essential skills such as critical thinking, analytical reasoning, persuasive communication, and textual interpretation. Holmes, Wieman, & Bonn (2015) are of the considered view that “The ability to make decisions based on data, with its inherent uncertainties and variability, is a complex and vital skill.” In law, for example, the ability to analyse legal texts, construct arguments, and articulate ideas with precision—honed through literary and rhetorical studies—proves invaluable. Similarly, management programmes emphasize problem-solving, leadership, and strategic communication, all of which are strengthened through coursework in English Studies.

Journalism and mass communication demand strong writing, research, and storytelling skills, which English majors naturally develop through literary analysis and composition. Besides, the interdisciplinary exposure of English Studies—encompassing history, culture, philosophy, and media—prepares students to navigate diverse professional landscapes with adaptability and insight. By fostering a deep understanding of human narratives, language structures, and persuasive discourse, an English major equips graduates with versatile competencies that serve as a strong foundation for specialized professional programmes and career paths.

**5.3 Scientific Temper**

Scientific temper in English Studies does not replace creativity but complements it by fostering structured analysis, logical reasoning, and adaptability—key attributes for both literary scholarship and employability in a rapidly evolving job market. Encouraging English majors to develop a data-driven, interdisciplinary, and evidence-based approach ensures their relevance beyond traditional literary careers.

Scientific temper, as defined by Jawaharlal Nehru (1946) in *The Discovery of India*, refers to a rational and questioning mindset that emphasizes logic, evidence, and systematic enquiry. Applying this approach to English Studies enables students to analyse literary texts with greater objectivity and critical insight. It shifts the study of literature from mere subjective interpretation to a structured analysis based on theories, patterns, and socio-historical contexts.

Scientific temper fosters an evidence-based approach to literary criticism. Instead of relying solely on personal intuition, students apply structured methodologies like historical materialism (Marxist criticism), psychological analysis (Freudian or Jungian approaches), and semiotics (Saussurean and Peircean traditions) to interpret texts. The ability to trace literary movements, stylistic trends, and thematic progressions mirrors the systematic nature of scientific enquiry. This enhances literary scholarship by making interpretations replicable and theoretically sound. Applying cognitive science, digital humanities, and computational text analysis allows for a data-driven approach to literary studies, making research more objective and widely applicable.

Employers in today’s job market seek analytical, research-oriented, and problem-solving candidates. Scientific temper enhances these skills, making English graduates competitive in diverse fields. The ability to analyse large volumes of textual data using computational tools like Voyant, NLTK (Natural Language Toolkit), or stylometry makes English majors suitable for research, content strategy, and academic writing. The rational mindset cultivated through structured literary analysis benefits careers in journalism, publishing, law, content marketing, and corporate communications. A scientific approach enables English graduates to transition into fields like UX writing, technical communication, digital marketing, and AI-driven content analysis, where logical reasoning and adaptability are crucial.

**5.4 Response to Research Questions**

This section presents a detailed analysis and discussion of the findings in direct relation to the research questions outlined earlier. Each question is addressed systematically, drawing upon the collected data and relevant literature to offer clear, evidence-based insights. The aim is to interpret the results within the context of the study’s objectives and theoretical framework, thereby providing a coherent and critical response to the core inquiries guiding the research.

*How does an interdisciplinary approach in English Studies impact the employability of graduates in India?*

1. Conduct of curriculum analysis across universities involves systematically examining English Studies syllabi from multiple universities, especially comparing programmes that integrate interdisciplinary subjects (like media studies, communication skills, business writing, logic, and basic arithmetic) with those that are purely literature-oriented. The analysis aims to assess whether such interdisciplinary elements better equip students with transferable and market-relevant skills, thereby improving their employability across sectors like media, publishing, advertising, and corporate communications.
2. By documenting and analysing the professional journeys of English graduates—via alumni surveys, LinkedIn data, or placement records—researchers can determine patterns in employment outcomes. This helps evaluate whether graduates from interdisciplinary programmes fare better in securing meaningful employment than those from traditional programmes focused solely on literary and theoretical studies.
3. Based on empirical findings, encouraging universities to introduce interdisciplinary components that align with industry demands involves recommending policy or curricular shifts toward greater interdisciplinarity. Universities could be advised to embed practical, cross-disciplinary courses—such as digital communication, media literacy, or technical writing—within the English Studies curriculum, aligning academic content with industry expectations and enhancing graduate readiness for diverse career paths.

*What role do industry collaborations and internship programmes play in improving job prospects for English graduates?*

1. Conduct of case studies on universities that have successfully integrated internships and industry partnerships entails in-depth analysis of select universities that have partnered with industries to embed internships, guest lectures, live projects, or capstone assignments within the curriculum. The case studies help identify best practices, challenges, and outcomes in linking academic learning with real-world work experiences that enhance students’ employability and workplace readiness.
2. By conducting structured interviews with hiring managers, HR professionals, and industry mentors, researchers gain insights into how employers perceive graduates who have prior industry exposure through internships. These perspectives help assess whether industry collaboration genuinely improves job performance, adaptability, and professional skills in English graduates.
3. Drawing from evidence and stakeholder feedback, recommending policies for mandatory internships, workshops, and professional certification courses within English Studies curricula proposes institutional policies that mandate or incentivize internships, professional workshops, and certification courses in editing, content writing, and corporate communication as integral parts of the English curriculum. Such policies aim to make graduates more competitive in dynamic job markets.

*What are the key curriculum gaps in traditional English Studies programmes that hinder employment opportunities for graduates?*

1. Performing a comparative analysis of traditional English curricula and job market requirements involves comparing the content of existing English Studies programmes with the skill sets required in various industries. While literature and critical theory remain central, their lack of alignment with market needs—like digital literacy, writing for online platforms, and communication strategy—can be pinpointed as significant gaps through such an analysis.
2. Collecting feedback from students, alumni, and recruiters on skills lacking in English graduates is used to gather direct feedback on what students and graduates feel was missing in their education and what recruiters observe as lacking in fresh hires. This triangulation provides a grounded understanding of the real-world consequences of academic disconnects from workplace expectations.
3. Based on curriculum reforms that incorporate skill-based courses such as content writing, digital humanities, and communication strategies, the study would recommend that traditional English curricula be restructured to include skill-based and interdisciplinary modules. Courses in areas like digital humanities, technical communication, resume writing, content creation, and media literacy would enhance employability without compromising the intellectual depth of the discipline.

**5.5 Balancing Literary and Multidisciplinary Courses in the English Major**

The debate on whether literature curricula should remove traditional courses to make space for interdisciplinary subjects is a contentious one. On the one hand, integrating courses from business, technology, media studies, cognitive sciences, and digital humanities enhance employability. On the other hand, English literature faculty resist such changes, fearing the erosion of disciplinary depth and the marginalization of literary studies.

Incorporating multidisciplinary courses does not mean *abandoning literature*; rather, it can contextualize literary studies in a broader knowledge system. Courses on text mining, corpus linguistics, and AI-driven literary analysis prepare students for data-driven research roles. Adding courses like technical writing, UX writing, and digital storytelling equips students for corporate and media careers. Courses on film studies, adaptation theory, and popular culture expand literary analysis to visual and digital narratives. Understanding reader response theory, trauma studies, and neuro-aesthetics bridges literature with human cognition. Courses on branding, rhetoric, and negotiation skills help English graduates thrive in marketing, corporate communication, and public relations.

Many English professors resist curriculum restructuring for several reasons. Faculty argue that reducing classical and contemporary literature courses dilutes students’ deep engagement with texts. Some view employability-focused courses as a threat to the humanities’ critical, reflective nature. There may be concerns that integrating non-literary subjects blurs the disciplinary focus, turning English Studies into a generalist, diluted programme.

To make English majors more viable without undermining their literary foundation, a hybrid model can be adopted. Curriculum can keep core literary courses while allowing students to choose interdisciplinary electives. It can offer minors in Digital Humanities, Business Communication, or Media Studies to complement literature studies. Jointly taught courses by literature professors and experts from other fields ensure a balanced, integrated approach. Final-year projects could involve industry collaboration, research internships, or interdisciplinary thesis work. Therefore, rather than jettisoning traditional literature courses altogether, universities should aim for a strategic integration of multidisciplinary studies. This would preserve literary depth while enhancing analytical, digital, and professional skills, ensuring that English majors remain both intellectually robust and professionally viable.

**5.6 Fusion of Fictional World and Social World**

The relevance of an English major in today’s employment-driven education system is often questioned due to the rising demand for STEM and business-oriented degrees. However, the study of language and literature remains crucial, not just for developing employability skills but also for fostering critical thinking, ethical reasoning, and emotional intelligence—qualities *essential for a fulfilling life and career*.

The National Association of Colleges and Employers (NACE) has consistently highlighted the importance of communication skills in the job market. In their *Job Outlook 2016* report, employers rated *verbal communication skills* as the most important candidate attribute, with a rating of 4.63 on a five-point scale. Further, the World Economic Forum’s *The Future of Jobs Report 2020* emphasizes that critical thinking and problem-solving are among the top skills that employers believe will grow in prominence by 2025. English majors’ proficiency in critical thinking and communication positions them well for roles in administration and policy-making. While specific data linking English majors to success in civil services exams is limited, the skills they develop are universally valued in roles that require analytical and communicative proficiency.

Civil services and corporate sectors seek individuals who excel in *logical reasoning, comprehension, and structured writing*—all hallmarks of English studies. UPSC places significant weight on essay writing and critical reasoning, making English graduates well-equipped for administrative careers. Law and Policy Research require deep reading comprehension and argument analysis, skills that English majors develop through literary criticism and textual analysis.

Beyond career opportunities, English studies cultivate moral reasoning, empathy, and an appreciation for human experience—qualities that contribute to *a well-rounded, meaningful life*. Reading literature exposes students to diverse cultures, histories, and perspectives and helps them develop empathy and ethical reasoning. Martha Nussbaum argues that literary imagination fosters “narrative sympathy” and enables individuals to understand and relate to others’ experiences. (1997, p.95) In a globalized world, this capacity for cross-cultural understanding is invaluable in diplomacy, counselling, journalism, and corporate ethics.

Literary studies not only sharpen intellect but also provide *guidance on life’s complexities*. Classics such as Shakespeare’s *Hamlet* or Orwell’s *1984* teach lessons about power, morality, and the consequences of human actions—lessons that remain relevant regardless of one’s career. Glenn C. Arbery asserts, “The study of literature does not prepare one merely for a career, but for a life of reflection and self-awareness.” (2001, p. 52) English majors, therefore, are not just trained professionals but also *individuals equipped to engage deeply with societal issues and personal dilemmas*.

For English majors to remain viable in the modern workforce while preserving their literary depth, academic institutions must adapt their curricula to blend professional training with literary education. Introducing interdisciplinary electives in digital humanities, business communication, arithmetic, logic, and data-driven textual analysis can expand career prospects. Encouraging internships in media, publishing, or corporate communication can bridge the gap between literary studies and professional skills. Leveraging literature for workplace training—using narrative ethics in business, storytelling in marketing, or rhetorical analysis in law—demonstrates how literary skills have real-world applications.

The English major is, therefore, *neither outdated nor impractical*. Instead, it serves a dual purpose: providing strong employability skills while nurturing critical thinking, ethical reasoning, and emotional intelligence. Rather than discarding the English major for its supposed lack of *economic value*, educational institutions and policymakers should recognize its role in shaping well-rounded professionals who contribute meaningfully to both the workforce and society. English majors must not only defend their discipline but also embrace its adaptability and ensure that literature remains a vital force in an ever-evolving job market and world.

**6 Conclusions**

In an era where employability concerns dictate educational reforms, English Studies in India must embrace a multidisciplinary approach to remain relevant. The integration of skills-based courses, technological training, and industry-oriented learning modules into the traditional literary curriculum is *not a departure from its essence but an expansion of its potential*. As demonstrated by curriculum analyses and case studies, interdisciplinary education fosters adaptability, critical reasoning, and professional competence, equipping English graduates with the skills required in today’s knowledge economy. Universities that incorporate cross-disciplinary learning into their English programmes have shown promising employment outcomes, offering a roadmap for broader academic transformation. By maintaining a balance between literary depth and professional skill development, English Studies can continue to cultivate intellectual engagement while enhancing career prospects and ensure that students are both thoughtful individuals and employable professionals.

**Recommendations for Policymakers**

The following key suggestions for policymakers based on the findings of the study titled “Expanding the English Studies Curriculum: Aligning Literary Education with Market-Driven Skill Demands in India”

1. Policymakers shall revise English Studies curricula to include interdisciplinary courses such as digital humanities, business communication, technical writing, and computational linguistics. These additions will ensure graduates have diverse skill sets aligned with the job market.
2. English programmes shall incorporate practical training in research methodology, data analytics, content creation, and media studies to enhance students’ employability in journalism, publishing, advertising, and corporate communication.
3. Policymakers shall facilitate partnerships between universities and industries like media houses, publishing firms, IT companies, and NGOs to create internship opportunities, mentorship programmes, and industry-driven capstone projects for English majors.
4. The curriculum shall include logical reasoning, quantitative aptitude, and general studies alongside literary studies to prepare students for civil service exams, banking jobs, and other government-sector roles.
5. Policymakers shall fund and support Employment and Research Centres in English Departments to provide career counselling, professional workshops, and training in transferable skills such as critical thinking, communication, and problem-solving.

**Scope for Further Research**

The following are the potential research topics as part of the scope for further research in the area of multidisciplinary approaches to English Studies and employability in India:

1. Investigating how English departments can effectively integrate courses from diverse disciplines such as media studies, business communication, digital humanities, and computational linguistics to enhance employability.
2. Examining the effectiveness of incorporating skill-based courses, such as technical writing, public speaking, content creation, and analytical reasoning in improving job placement rates for English majors.
3. Analysing employment outcomes and academic engagement in universities that offer a conventional literature-based English curriculum versus those with a multidisciplinary or industry-oriented approach.
4. Exploring how subjects like logic, mathematics, and data analytics can complement literary studies and better prepare students for roles in research, civil services, publishing, and corporate sectors.
5. Investigating employer expectations and hiring trends to understand how multidisciplinary-trained English graduates are perceived in various industries, including media, education, public policy, and technology.

**Disclaimer (Artificial Intelligence)**

The author hereby declares that NO generative AI technologies, such as Large Language Models (ChatGPT, CoPilot, etc) and text-to-image generators have been used during the writing or editing of this manuscript.

**7 References**

1. Arbery, G.C. (2001). *Why literature matters: Permanence and the politics of republicans*. Yale University Press.
2. Government of India. (2020). *National education policy 2020*. Ministry of Human Resource Development.
3. Gupta, R. (2019). Employability skills: Rethinking English studies in India. *Journal of Higher Education*, 12(3), 45-58.
4. Holmes, N. G., Wieman, C. E., & Bonn, D. A. (2015). *Teaching Critical Thinking*. arXiv.
5. <https://www.simplilearn.com/tutorials/programming-tutorial/logical-reasoning-questions-and-answers?utm_source=chatgpt.com>
6. Krishnaswamy, N., & Burde, A. S. (1998). The politics of Indians’ English: Linguistic colonialism and the expanding English empire. Oxford University Press.
7. McCarthy, K. S., & McNamara, D. S. (2024). *Reading Comprehension and Constructive Learning: Policy Considerations in the Age of Artificial Intelligence*. SAGE Journals
8. Mallows, D., Carpentieri, J.D, & Litster, J. (2016). *Impact of poot basic literacy and numeracy on employers: Literature review*. Department for Business Innovation & Skills.
9. Miller, J. (2010). Quantitative literacy across the curriculum: Integrating skills from English composition, mathematics, and the substantive disciplines. *The Educational Forum*, 74(4), 334-346.
10. Nussbaum, M. (1997). *Cultivating humanity: A classical defence of reforms in liberal education*. Harvard University Press.
11. Repko, A.F., Szostak, R., & Buchberger, M.P. (2014). *Introduction to interdisciplinary studies*. Sage.
12. Simon, M. K., et al. (2018). Distinguishing case study as a research methodology from case reports as a publication type. *BMC Medical Research Methodology*, 18(1), 14, pp. 1–10.
13. Taha, M. H. T., Abdalla, M. E. H., & Ahmed, Y. (2019). Does curriculum analysis in clinical residency training need to be different? *Journal of Medical Education and Curricular Development*, 6(1), <https://doi.org/10.1177/2382120519888639>