

The course content of M.A. English literature taught at Pakistani universities is written by foreign authors is culturally loaded and the kind of set of cultural values represented in these novels is diametrically opposed to the set of cultural and moral values of Pakistani society. To mitigate the difference arising out of such variance requires the readers to entail more effort to appreciate the text on literary grounds so their interpretation and inference process might not be compromised at the cost of keeping their culture superior.

The purpose was to identify how the difference in the practices, norms, values and customs portrayed in the selected novels is being viewed by the Pakistani students in their own relative cultural framework and whether or not it affects their process of interpretation and inference. The survey among the students of post- graduate level, studying in both the segregated and co-education system, brought forward many such parts and scenes that students found difficult to talk about and to discuss in the classroom environment and ultimately influence the process of interpretation and inference of the readers having cultural values different from the writer. Further involving the teachers as research participants, the research explored the strategies students and teachers adopt to cope with the challenges that emerge during the course of study. Using the triangulation of the research tools i.e. textual analysis, questionnaire, interviews and focus group discussions, the study discovered various aspects associated with the study of English literature at Pakistani universities.