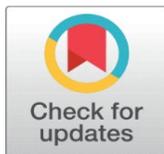


OVERVIEW OF ENGLISH LANGUAGE EDUCATION IN INDIA: HISTORY, POLICIES, TRENDS, AND PRACTICES

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ABSTRACT

English language education in India has seen a lot of changes since it was first used as a colonial tool to its more current role being that of an intellectual/cultural reclamation. During British rule, English was introduced to better control India but it replaced more local languages and values. The post-independence efforts were directed towards re-asserting the significance of Indian literary traditions in English Language Teaching (ELT) pedagogy which aimed at creating cultural pride and decolonising education. Emerging recent policies, such as the National Education Policy (NEP) 2020 advocate multilingualism and inclusivity in the form of Indian texts over Western text, modern pedagogical strategies. This ongoing evolution is indicative of the broader societal political changes in India where everything has been recalibrated to balance engagement with the wider world and native moorings

Keywords: English Language Teaching (ELT), National Education Policy (NEP) 2020, Decolonisation of Education

1. INTRODUCTION

The roots of ELT in India can be traced back to the colonial era, during which English education was not merely an academic pursuit but a deliberate instrument of governance. As Rao (2021) aptly notes, "English education was introduced as a tool for colonial governance, aimed at producing a class of individuals proficient in the English language and culture." This educational policy was epitomised by Lord Macaulay's "Minute on Indian Education" (1835), which sought to create a group of Indians who could mediate between the British rulers and the colonised populace, thereby perpetuating colonial hegemony through cultural indoctrination (Viswanathan, 1989). This education system effectively subordinated indigenous languages, literature, and knowledge systems while elevating English as the language of power, administration, and intellectual discourse.

Post-independence India, however, embarked on a radical reorientation of its educational policies, aligning them with the broader nationalistic agenda of reclaiming cultural identity and intellectual sovereignty. The decolonisation of the curriculum became a central concern for Indian policymakers and educators, leading to a conscious effort to reintegrate indigenous knowledge, including the country's rich literary traditions, into the academic fabric (Kumar, 2005). This shift was a reaction to colonial domination and a proactive effort to align the educational system with India's pluralistic and diverse heritage. Introducing Indian literary texts into the ELT curriculum marked a pivotal moment in this transition, symbolising the broader ideological shifts in post-independence India.

Integrating Indian literary traditions into ELT curricula was a pedagogical and ideological move. Pedagogically, it allowed students to engage with culturally resonant texts that reflected their lived experiences. As Ghosh (2016) observes, this move towards incorporating indigenous literature into the ELT curriculum facilitated a "more authentic engagement with language learning, where students could negotiate meanings and contexts rooted in their cultural and historical milieu." This shift was ideologically aligned with the broader cultural reclamation project that characterised India's post-colonial identity. By introducing texts from classical Indian epics like the Mahabharata and the Ramayana, as well as modern Indian literature, the curriculum provided linguistic education. It imbued students with pride in their cultural heritage (Mukherjee, 2013).

This reorientation of ELT in India underscores the role of literary traditions in shaping linguistic pedagogy and cultural identity. The inclusion of Indian literary texts within the curriculum represents a deliberate move away from the Eurocentric education models imposed during the colonial period. Instead, it signals a shift towards an educational model that is more inclusive and reflective of India's complex cultural tapestry. As such, integrating Indian literary traditions within ELT serves as a microcosm of the larger post-colonial struggle to decolonise education, reclaim indigenous knowledge systems, and reassert cultural sovereignty. Including indigenous texts in ELT curricula also fosters a critical engagement with the power dynamics of language, culture, and identity, enabling students to navigate the complexities of a globalised world while remaining rooted in their cultural contexts.

The evolution of ELT in India, particularly through the lens of Indian literary traditions, is emblematic of the broader socio-political and cultural shifts that the country has undergone since independence. The transformation of ELT from a colonial instrument of governance to a medium for artistic and intellectual reclamation reflects the complex interplay between language, literature, and identity in post-colonial India. By integrating Indian literary traditions into the ELT framework, educators preserve the country's rich cultural heritage and foster a more inclusive, contextually relevant, and decolonised approach to language teaching.

2. COLONIAL INDIA: INTRODUCTION OF ENGLISH EDUCATION AND ELT

1.1 Historical Overview of English Education during Colonial Rule:

The introduction of English education in colonial India was a critical instrument through which the British consolidated their control over the Indian subcontinent. The formal beginning of this educational intervention can be traced back to the Charter Act of 1813, which authorised the allocation of funds to promote knowledge, including teaching English. As Metcalf (1994) notes, this act signified the first substantial commitment of the colonial government to English education, though debates over the medium of instruction accompanied it. While progressive in its expansion of education, the Charter Act marked a turning point that led to the eventual dominance of English as the medium of elite instruction in India.

However, the introduction of Macaulay's Minute in 1835 significantly accelerated this process by advocating for the complete Anglicization of the education system. In his infamous minute, Macaulay dismissed the value of Indian languages and literature and argued that English should be the medium through which "useful knowledge" would be disseminated to Indians. As stated in the Minute, his views were clear: "A single shelf of a good European library was worth the whole native literature of India and Arabia." Macaulay aimed to create a class of anglicised Indians who would act as intermediaries between the British rulers and the Indian masses, thus serving British interests by producing a subservient class indoctrinated with British norms, values, and ideologies (Viswanathan, 1989). The policy of Anglicization was not merely about language. Still, it was a broader cultural imposition aimed at consolidating colonial rule by cultivating a cadre of English-educated Indians who would facilitate the administration of the Empire.

1.2 The Beginnings of ELT: Focus and Objectives:

The developing phase of English Language Teaching (ELT) in colonial India had clearly defined objectives, predominantly aimed at creating a class of individuals who could serve as intermediaries between the British authorities and the indigenous population. ELT during this period focused primarily on imparting linguistic competence, with a strong emphasis on grammar, vocabulary, and speech, all of which were essential for administrative efficiency (Bhattacharya, 2004). English was taught as a tool for communication that aligned with British social and cultural norms, ensuring that those educated in the language could interact with British officials and navigate the colonial system.

The ideological goals of the colonial regime deeply influenced the ELT curriculum. It was not simply about teaching a foreign language but also about inculcating cultural and moral values aligned with British societal norms. As

Vishwanathan (1998) points out, the content of English education was carefully curated to include excerpts from British literary works, with a heavy focus on classics such as Shakespeare, Milton, and Wordsworth. These literary texts were not chosen merely for their linguistic value but were imbued with the ideological agenda of promoting British cultural superiority. The purpose of this curriculum was to engender admiration and respect for British civilisation among the Indian elite, thereby reinforcing the colonial hierarchy.

1.3 Role of English Literature in Colonial Education:

English literature played an integral role in the broader project of cultural imperialism under British colonial rule. Introducing canonical British texts into the colonial curriculum was a strategic move designed to impart Western ideologies and cultural values to the Indian populace. Works by Shakespeare, Milton, Wordsworth, and other luminaries of English literature were not merely included for their literary merit; they were employed as vehicles for propagating British civilisational superiority (Said, 1978). Including these works in the curriculum was aimed at cultivating a sense of inferiority among Indians regarding their own literary and cultural traditions, thereby fostering a deeper cultural and intellectual dependence on the British Empire.

As Ghosh (2000) observes, the study of English literature in colonial India went beyond linguistic competence—it functioned as a form of cultural indoctrination. Through studying English literary works, Indian students were introduced to values that extolled the virtues of British society, politics, and morality. This acculturation process was central to the British imperial project, as it enabled the colonial rulers to embed their ideological hegemony more deeply within the Indian elite. English literature thus became a key medium for advancing cultural imperialism, helping to solidify the foundations of British rule in India by promoting a worldview in which British cultural achievements were perceived as universally superior.

The deployment of English literary education in colonial India can be understood within the broader framework of Edward Said's theory of Orientalism (1978), which posits that Western imperial powers often used cultural means to subjugate and define the "Orient" as inferior. The English curriculum in India served this function by positioning British literature as the epitome of artistic achievement, thereby marginalising and erasing the value of indigenous literary traditions. By cultivating an admiration for British culture, colonial education sought to legitimise British rule and ensure the continuation of its dominance over Indian minds and institutions.³ Development of Educational Books during Colonial India

2. DEVELOPMENT OF EDUCATIONAL BOOKS DURING COLONIAL INDIA

2.1 Early Textbooks and Curricular Framework:

The development of educational textbooks in colonial India was a systematic endeavour to reinforce the British colonial agenda by promoting the English language and British cultural values. Early textbooks were crafted to align the Indian education system with that of Britain, instilling not only linguistic competence but also the cultural ideologies of the colonisers (Ludden, 1992). These texts were designed to serve the dual purpose of teaching English to the Indian populace while subtly propagating British norms and values. One notable example of an early colonial textbook was *Grammar and Vocabulary of the High Dialect of the Tamil Language*, first published in 1821 by Christian missionaries. This text exemplified the British approach to education in India, focusing on grammar and vocabulary acquisition to enable Tamil speakers to learn English. It employed the grammar-translation method, a dominant pedagogical approach at the time. The technique emphasised memorising grammar rules and vocabulary, facilitating rote learning over the development of communicative competence (Bhattacharya, 2001).

The curricular framework of early colonial textbooks was deeply rooted in traditional British educational practices, prioritising linguistic precision over cultural relevance. Exercises typically involved translation, comprehension, and rote memorisation, with little attention paid to contextualising the language within the students' lived experiences or local culture. This rigid approach to language learning fostered a hierarchical structure in which English was positioned as superior to indigenous languages, reinforcing the linguistic dominance of the colonisers. The overarching objective of these textbooks was to cultivate a class of English-educated Indians who could serve the administrative and bureaucratic needs of the British Empire while simultaneously internalising British cultural and intellectual superiority.

2.2 Influence of the British Education System on Book Development:

The influence of the British education system on the development of textbooks during colonial India was profound and far-reaching. Producing textbooks was not a neutral or apolitical process; rather, it was intricately tied to the colonial

objective of cultural domination. Textbooks during this period were often modelled on British educational materials, either authored by British writers or by Indian intellectuals who had been heavily influenced by British education (Metcalf, 2002). The curriculum was structured to reflect the educational practices in Britain, focusing on developing the four foundational language skills: reading, writing, listening, and speaking. British primers such as McNally's Series became widely adopted across Indian schools. These primers, designed to teach grammar, vocabulary, and reading comprehension, exemplified the colonial ambition to acculturate Indian students into the British way of life.

The influence of the British education system extended beyond linguistic instruction to the shaping of Indian intellectual thought. As Chatterjee (1993) argues, adopting British educational materials and curricular structures played a key role in perpetuating the colonial narrative of British cultural superiority. Educational books were strategically crafted to reinforce the ideologies of the colonial regime, embedding in students the belief that mastery of the English language and British cultural values was essential for social mobility and intellectual advancement. This process of artistic and intellectual indoctrination ensured that the British maintained control over the Indian educational landscape, thus securing their dominance over the colonised population.

2.3 Representation of Indian Literary Traditions in Early ELT Books:

In the early English Language Teaching (ELT) textbooks developed during colonial rule, the representation of Indian literary traditions was conspicuously absent or marginal at best. The overwhelming focus was on British literary works, with Indian texts either omitted entirely or relegated to a peripheral role. This selective inclusion of content reflected the colonial agenda of cultural subjugation, wherein the colonisers sought to impose their linguistic and cultural paradigms on the colonised population (Bhattacharya, 2019). Early ELT books, for example, featured canonical British authors such as Shakespeare, Milton, and Wordsworth, furthering the perception that British literature was the pinnacle of cultural achievement. The omission of Indian literary traditions was a deliberate erasure that sought to delegitimise India's rich and diverse literary heritage to promote British cultural superiority.

The exclusion of Indian literary texts from early ELT materials played a key role in advancing the broader colonial project of intellectual and cultural domination. Ma (2014) notes that marginalising Indigenous literary traditions in colonial textbooks was part of a wider strategy to entrench British hegemonic power. By excluding Indian literature and centring on British literary works, the colonial curriculum fostered a sense of inferiority among Indian students concerning their cultural heritage. This approach effectively subordinated Indian knowledge systems and reinforced the belief that English, and by extension, British culture, was the gateway to modernity and progress.

The development of educational books during colonial India was thus an exercise in cultural imperialism. Textbooks served not only as instruments of linguistic instruction but also as tools for ideological indoctrination. By privileging British literary and artistic content, these books contributed to the entrenchment of colonial power, ensuring that future generations of Indians would be educated within a framework that devalued their traditions and promoted the values of the colonisers. The legacy of these early colonial textbooks continues to shape the contours of English education in post-colonial India, even as efforts to decolonise the curriculum gain traction.

3. TRANSITION PERIOD: INDEPENDENCE TO EARLY POST-INDEPENDENCE ERA

3.1 Shifts in Education Policy and Curriculum:

The shift from the National Education Policy (NEP) of 1986 to the NEP 2020 marks a significant transformation in India's approach to education, particularly in the teaching and learning English. The NEP 2020 introduces a holistic and multidisciplinary perspective that advocates for an educational framework emphasising critical thinking, creativity, and conceptual understanding. One of the pivotal changes introduced by NEP 2020 is its strong advocacy for the use of the mother tongue or local language as the medium of instruction in the early years, with a gradual transition to English in later stages (Rao, 2021). This shift is a response to India's linguistic diversity and a progressive step towards democratising education and making it more inclusive.

The NEP 2020's approach to bilingual and multilingual education has far-reaching implications for English Language Teaching (ELT). It enables learners from diverse linguistic backgrounds to transition to English smoothly, which is essential for global communication and academic progression. This gradual transition model facilitates a more equitable approach to English education, addressing historical inequities in access to quality English-language instruction. The policy also aligns with global trends towards multilingualism, recognising the cognitive benefits of being fluent in multiple languages (García & Wei, 2014).

3.2 Emergence of Indian Perspectives in ELT:

Incorporating Indian perspectives in English Language Teaching (ELT) represents a critical shift in the educational ethos, particularly under the influence of the NEP 2020. Historically, the ELT framework in India has been shaped by colonial legacies, strongly emphasising British cultural and literary traditions (Phillipson, 1992). However, the NEP 2020 encourages a curriculum that embraces India's rich artistic and linguistic diversity, fostering a learning environment that reflects the lived realities of Indian learners. This shift is especially important for bridging the gap between global linguistic competencies and local cultural contexts.

By introducing Indian perspectives into ELT, the policy promotes culturally relevant pedagogy that resonates with the student's experiences and environments. Kumaravadivelu (2008) emphasises the importance of context-sensitive pedagogy, which the NEP 2020 mirrors by advocating the development of materials that reflect the country's diversity. Including local narratives, folklore, and cultural references helps learners establish a deeper connection with the language, making the learning process more meaningful and engaging. This focus on cultural inclusivity in ELT also reflects broader global educational trends, emphasising the need for diverse and contextually relevant pedagogies (Gay, 2018).

3.3 Incorporation of Indian Literary Texts in ELT Books:

The NEP 2020's strong advocacy for integrating Indian literary texts into ELT books represents a critical departure from earlier policies that heavily relied on British literary content. Historically, ELT materials in India were dominated by British literary canon, leaving little room for Indian texts, folklore, or cultural narratives. The NEP 2020 addresses this gap by promoting the inclusion of indigenous literature, which enhances learners' understanding of Indian literary traditions and linguistic diversity (Kumar, 2021).

The incorporation of Indian literary texts serves multiple pedagogical functions. First, it enhances cultural awareness and fosters a stronger connection to learners' linguistic and cultural heritage. Second, it allows students to engage with a broader range of linguistic styles and genres, enriching their language-learning experience. Furthermore, including diverse literary traditions also helps develop critical literacy, encouraging students to question and analyse different cultural and literary expression forms. This represents a significant step towards a more inclusive and contextually relevant ELT curriculum, contributing to a decolonisation of the English curriculum that had long been dominated by Western texts (Ngugi, 1986).

4. EDUCATIONAL COMMITTEES AND RECOMMENDATIONS: SHAPING ELT

4.1 Role of Various Educational Committees:

The role of educational committees in shaping English Language Teaching (ELT) in India has been pivotal in ensuring the responsiveness of the curriculum to evolving social and academic needs. Historically, committees such as the Kothari Commission (1964-66) and the Curriculum Development Committee (1975) played a significant role in revising educational policies to align them with national aspirations. These committees assessed the prevailing educational conditions, identified deficiencies in ELT practices, and made critical recommendations that helped shape the direction of English education in India (Aggarwal, 2009).

The educational committees have consistently aimed to balance the global utility of English with the need for culturally sensitive pedagogy. They have emphasised that ELT materials should focus on linguistic competence and fostering a sense of national identity and cultural pride. These committees have called for more inclusive and contextually relevant educational materials, a vision closely reflected in the reforms introduced by the NEP 2020. The historical significance of these committees lies in their capacity to influence policy decisions that affect millions of learners across diverse linguistic and cultural contexts in India (Rao, 2021).

4.2 Recommendations for ELT Book Development:

Educational committees' recommendations for developing ELT books have led to notable shifts in pedagogical approaches. Historically, these recommendations have evolved from a rigid, grammar-focused pedagogy to a more communicative and learner-centred approach. The NEP 2020, influenced by such recommendations, stresses the importance of designing ELT materials that are linguistically effective and culturally inclusive. This shift has resulted in

ELT books that are more interactive, incorporating a range of exercises that promote critical thinking and problem-solving rather than mere rote learning (Kumaravadivelu, 2006).

The dynamic nature of these recommendations reflects an ongoing effort to align ELT materials with the latest pedagogical trends. Recent shifts towards task-based language learning and technology integration in education further demonstrate the committees' commitment to fostering innovation in ELT. Developing ELT materials based on committee recommendations ensures that these books remain relevant in addressing the contemporary educational and societal challenges faced by India's multilingual student population (Aggarwal, 2009).

4.3 Influence on Curriculum and Context:

Educational committees' recommendations have had a direct impact on the content and curriculum of ELT in India. Implementing committee recommendations has often led to revisions in syllabi and textbooks, ensuring that they cater to the needs of learners from diverse linguistic and cultural backgrounds (Sharma, 2017). These revisions underscore the committees' role in bridging the gap between policy intentions and the actual educational experiences of learners. As recommended by these committees, the inclusion of culturally sensitive materials has helped address the longstanding issue of cultural alienation that many Indian students face in English classrooms dominated by Western content. Moreover, these recommendations have also emphasised the importance of multilingualism, advocating for a curriculum that values linguistic diversity. The committees have thus played a critical role in shaping a more inclusive and equitable ELT framework that reflects the broader educational objectives of the Indian state (Sharma, 2017).

NATIONAL EDUCATION POLICIES AND ELT BOOK DEVELOPMENT

4.4 Impact of National Education Policies on ELT:

The historical and intellectual significance of National Education Policies (NEPs) in shaping English Language Teaching (ELT) in India is profound. These policies, formulated at key moments in India's post-independence history, reflect deliberate efforts by the government to guide the nation's educational priorities. The development of ELT through these policies is not merely a technical adjustment to language teaching but a broader ideological shift in response to social, cultural, and economic demands. NEPs have evolved to incorporate various pedagogical approaches, showing the government's awareness of the transformative power of education, particularly in English, which serves as a global link language (Azim Premji Foundation, 2020). Historically, ELT in India was introduced during British colonial rule to serve colonial administrative interests, emphasising rote learning and a rigid curriculum. However, the post-independence era has shifted towards more inclusive and diversified ELT, aligning with the evolving societal needs (Rao, 2021). This section highlights how NEPs have actively reshaped ELT pedagogy to support a more dynamic and culturally responsive learning environment.

4.5 Alignment with Indian Literary Traditions:

The National Education Policies, particularly the NEP 2020, consciously seek to integrate India's rich literary heritage into the education system, promoting cultural identity and continuity. During the colonial period, they marginalised Indian literary traditions, focusing instead on British texts and cultural norms (Tharoor, 2017). This disconnection from native culture created a historical rupture in the academic system. NEP 2020 represents a vital effort to bridge this gap by emphasising Indian literary traditions in ELT curricula. Scholars like Bhuyan (2021) assert that incorporating texts from Indian literature allows students to connect with their cultural heritage, which had previously been sidelined. The alignment with literary traditions enables a culturally rooted form of education while ensuring students gain English proficiency. This is crucial in a postcolonial society where maintaining linguistic and cultural identity is as important as engaging with global narratives.

4.6 Multilingualism and Diverse Representation:

Multilingualism has always been a defining feature of Indian society, where linguistic diversity is a social reality and a political priority (Annamalai, 2019). National Education Policies have increasingly recognised the need to address this diversity within the education system. NEP 2020's emphasis on multilingualism is grounded in both historical and intellectual traditions of the Indian subcontinent, where languages such as Sanskrit, Urdu, Tamil, and others have played pivotal roles in shaping cultural and literary expression. NEP 2020's focus on diverse linguistic representation seeks to nurture this plurality, departing from the earlier monolingual focus that dominated during and after the colonial period

(Tariq, 2020). From an intellectual standpoint, this move is critical in fostering linguistic inclusivity while ensuring English proficiency. By acknowledging and incorporating regional languages and dialects alongside English, the policy aims to create a more balanced linguistic landscape that reflects India's socio-cultural diversity.

5. MODERN ERA: CURRENT TRENDS AND FUTURE PROSPECTS

5.1 Contemporary ELT Books:

Themes and Context: Contemporary ELT materials, in line with NEP 2020, have shifted towards thematic relevance, often focusing on global issues such as climate change, social justice, and cultural diversity (Richards & Schmidt, 2013). These contemporary and interdisciplinary themes ensure learners engage with English through multiple perspectives. In contrast to earlier ELT books, which focused primarily on grammar and vocabulary, modern materials strive to foster critical thinking, creativity, and problem-solving skills, aligning with the broader goals of a holistic education. Today's ELT books reflect cultural inclusivity by incorporating narratives from diverse backgrounds, preparing students for an interconnected world where English serves as a medium for global communication.

5.2 Technological Advancements and ELT:

Technology has transformed English Language Teaching unprecedentedly, offering opportunities for interactive and flexible learning environments. NEP 2020 encourages the integration of digital tools such as multimedia resources, virtual classrooms, and AI-driven language learning apps, which cater to a broad spectrum of learners (Stockwell, 2007). These advancements have made ELT more accessible and adaptable, particularly in a diverse country like India, where regional disparities in education persist. Digital learning platforms enable personalised learning experiences and offer adaptive assessments, allowing learners to progress at their own pace. This digital integration aligns with the growing need for technology-enhanced education, especially in a post-pandemic world where online learning has become indispensable (Sharma & Tiwari, 2022).

5.3 Challenges and Opportunities in the Present ELT Scenario:

While NEP 2020 presents many opportunities, it also highlights challenges in implementing ELT. One significant challenge is ensuring equitable access to technology and high-quality educational resources, particularly in rural and underdeveloped areas. The digital divide poses a barrier to realising the policy's objectives, especially concerning the use of technology in ELT (Selwyn, 2016). Another challenge lies in balancing multilingualism with English proficiency, a difficult task because of India's complex linguistic landscape. Despite these challenges, opportunities abound in leveraging technology for personalised learning and adopting new pedagogical strategies that reflect the global and cultural contexts of the 21st century.

6. CASE STUDIES: NOTABLE ELT BOOK SERIES AND INITIATIVES

6.1 Oxford University Press – Pathways:

Listening, Speaking, Reading, and Writing: The "Pathways" series by Oxford University Press represents a significant shift towards integrated and communicative approaches in ELT. The series emphasises listening, speaking, reading, and writing skills through real-world contexts, making language learning more applicable to everyday communication. This series also incorporates multicultural themes, which resonate with NEP 2020's goal of promoting inclusivity and global awareness in education. The inclusion of digital tools and multimedia resources in "Pathways" exemplifies how ELT materials adapt to modern education's technological demands.

6.2 Macmillan Education – New Horizons in English:

Macmillan Education's "New Horizons in English" series is designed to develop critical thinking and problem-solving skills, reflecting the shift towards higher-order cognitive skills in ELT pedagogy. This series aligns with the NEP 2020's emphasis on a learner-centric and experiential approach to education, encouraging students to apply language skills in practical, real-world scenarios. The series also incorporates digital components, ensuring learners engage with language learning through a blend of traditional and modern methods, fostering linguistic and digital literacy.

6.3 Sahitya Akademi's Initiatives for Indian Literature in ELT:

Sahitya Akademi's efforts to incorporate Indian literary works into ELT books mark a significant step in aligning education with India's literary and cultural heritage. This initiative exposes learners to classical and contemporary

Indian authors, fostering an understanding of India's rich literary traditions while promoting linguistic diversity. These initiatives offer a culturally inclusive approach to ELT by integrating regional languages and dialects, reinforcing NEP 2020's emphasis on multilingualism and cultural representation.

7. CONCLUSION

The historical trajectory of English Language Teaching (ELT) in India reveals a shift from a colonial legacy to a more inclusive, culturally responsive pedagogy. NEP 2020 represents a significant departure from traditional language teaching, promoting a learner-centric, multilingual, and culturally rooted approach. The alignment of ELT materials with modern educational philosophies, technological advancements, and Indian literary traditions marks a critical moment in the evolution of ELT in India.

The future of ELT in India, as envisioned by NEP 2020, lies in creating a balance between global engagement and cultural rootedness. The inclusion of Indian literary traditions alongside global perspectives and technological advancements paves the way for a more holistic and inclusive approach to English language education. However, addressing challenges such as the digital divide and ensuring equitable access to resources remains critical for realising the policy's full potential.

English Language Teaching in India stands at a crossroads, driven by the vision of NEP 2020. Moving towards a more culturally sensitive, technologically integrated, and multilingual approach presents opportunities and challenges. Future research should focus on evaluating the implementation of these reforms and developing innovative pedagogical strategies to ensure that ELT in India not only enhances linguistic proficiency but also fosters cultural awareness and critical thinking in an increasingly globalised world.

CONFLICT OF INTEREST

None

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