



## Recent trends in English literature in India: A case study

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**Abstract:** **Indian English literature** also referred to as **Indian Writing in English (IWE)**, is the body of work by writers in India. Who write in the English language and whose native or co-native language could be one of the numerous languages of India and the Recent Trends of Study English in India, The study also evaluates the role of English studies with respect to the lack of teachers in English studies. As earlier all the renowned Indian Examination Bodies like—the Civil Service Examinations (CSE), Maharashtra Public Service Commission (MPSC) and University Grants Commission's National Eligibility Test (UGC-NET), Savitribai Phule Pune University State Eligibility Test (SPPU, TEST) prepare the paper in native or Hindi language but gradually India Education System changed and the above mention exams are now held in both Hindi as well as in English Languages. Most of the Central Board of Secondary Education (CBSE) Indian School Certificate Examination (ICSE) running school implementing Oxford and Cambridge Curriculum for even junior class to establish English culture. This becomes one of the most recent trends of study English in India. English studies in India, now becoming 2 centuries older. Many authors publish excerpts of their books online for encouraging sales. Today, the habit of reading is decreasing. So the writers have got to keep up more to the tastes of audience and their fast paced lives. The audience needs maximum entertainment in minimum time and effort. However, the Indian English popular fiction portrays the tastes of Indian writers and hence can be analysed as a cultural study material. It is frequently referred to as Indo-Anglian literature. (Indo-Anglian is a specific term in the sole context of writing that should not be confused with (Anglo-Indian). Although some Indo-Anglian works may be classified under the genre of postcolonial literature, repertoire of Indian

English literature encompasses a wide variety of themes and ideologies, from the late eighteenth-century to the present day, and thereby eludes easy categorization.

**Key Words:** Internet, Textbooks, Trends, English Language.

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Its early history began with the works of Henry Louis Vivian Derozio and Michael Madhusudan Dutt followed by Rabindranath Tagore and Sri Aurobindo. R. K. Narayan, Mulk Raj Anand and Raja Rao contributed to the growth and popularity of Indian English fiction in the 1930s.<sup>[1]</sup> It is also associated, in some cases, with the works of members of the Indian diaspora who subsequently compose works in English.

Indian English literature (IEL) refers to the body of work by writers in India who write in the English language and whose native or co-native language could be one of the numerous languages of India. Its early history began with the works of R.K. Narayan, Mulk Raj Anand, Raja Rao who contributed to Indian fiction in the 1930s. It is also associated with the works of members of the Indian diaspora, such as V.S. Naipaul, Kiran Desai, Jhumpa Lahiri, Agha Shahid Ali, Rohinton Mistry and Salman Rushdie, who are of Indian descent. It is frequently referred to as Indo-Anglian literature. Indo-Anglian is a specific term in the sole context of writing that should not be confused with the term Anglo-Indian. As a category, this production comes under the broader realm of postcolonial literature - the production from previously colonised countries such as India.

A major trend is the original creative writing in English in the Indian subcontinent, among others. After the trio of Raja Rao, R K Narayan and Mulk Raj Anand in the middle of the 20th century, we have a multitude of writers both men and women from different walks of life on various themes. While economic and social development was a priority for political leaders like Mahatma Gandhi and Jawaharlal Nehru, the psychological and sociological consequences of development became a major preoccupation for writers like R K Narayan and Kamala Markandaya as in *The Painter of Signs* and *A Handful of Rice*, respectively. They dealt with a less complicated and largely rural life in a leisurely

fashion. Their overtly political and social themes required a slow space for introspection at every stage.

The changed perception informing a different nature of the relationship between the author and his work has also impacted the contemporary Indian-English fiction writing. Instead of being the creator or the producer of a literary work, his role gets approximated to that of the manufacturer of a work of art. The writers settled abroad and the ones who divide their time between India and abroad have contributed much to this rapidly developing Indian Literature, sub-genre of English literature. Now Indian English literature no longer remains limited to the writings necessarily of the “sons of the soil”. It has broadened the scope of fictional concerns of these writers from purely Indian to the global and transnational. Today Indian English as well as Indian writing in English has got its own identity. A number of recent Indian novelists have produced significant novels, making a mark in the literary world.

The fictional writings of many of the recent Indo-English fiction writers also register a marked shift. Instead of informing a typical Indian cultural background and traditional Indian cultural ethos, their works exhibit global concerns through the presentation of multi-cultural reality. The changed nature of their concerns has resulted in their ever-increasing readership. The expansion of the scope of their thematic concerns and development of new forms of expression have won them many prestigious International Awards including the Nobel Prize won by V.S. Naipaul. Their writings have won acclaim far and wide. Instead of the presentation of typical Indian socio-cultural background and typography, these writers concentrate on different forms of life concerning various cultures. Similarly, the presentation of traditional Indian middle-class society and its contradictions has been replaced with the life and experiences of the rich and to a large extent socially liberated people. Their works are not limited to the representation of commonly experienced epistemological world of the poor and the socially down-trodden.

**2. THE INDIAN TRENDS** In India, the recent trends of teaching English, failed to gain universal existence. It continues to frighten the students due to stiff curriculums and huge syllabus for those who speak regional tongue but love to do extremely well in English. Before independence, Indian students were taught by British masters. Their methodology of teaching was similar to the teaching in English Countries. But after they left India the flavor of English Language started vanishing in India slowly and slowly. Now days, language experts are trying very hard to implement best methodology of teaching English Language. **3. MORDERN TRENDS OF TEACHING ENGLISH** According to Deena Boraie, there are eight trends in teaching of English as discussed further. “Change is the Goal of Teaching English” says Boraie “In my opinion there are

two key changes in the purpose of teaching English. Firstly, as Penny Ur (2009) noted, the goal is to produce fully competent English knowing bilinguals rather than imitation of native speakers. The purpose is not to aspire to become native speakers of English because we are already native speakers of our own but to focus on English as a means of communication. Secondly, English is not viewed as an end in itself but as a means to learn content such as science and mathematics".

#### 4. INTERNET RESOURCES

In present days Mobiles, Laptop, tablets and smart phones becomes most crucial part of our daily life, and references to anything are easily available due to fast internet access anywhere so it is easily assumed that textbooks will lose their existence in near future.

**A new form of writing Novels:** Whenever a new form of writing emerges, there are a lot of changes in the society which influences it. For example, when the form of 'novel' came into the literary canon in the eighteenth century, it wasn't just the form which emerged but it represented a whole lot of people who thought the way a 'realistic' protagonist in the novel did. In Britain, the shift from epics to novels came gradually as more and more people from the working classes and women started reading. This could be related to the growing economy where goods started being available in the market, which meant that women didn't have to produce those goods at home, giving them a lot of luxury time. Reading was also considered a luxury and to show off their wealth, the aristocratic men gave a lot of free time to their women. It slowly became a status symbol. However, when women and the working class started reading, the novels had to be about something they understood. They needed a more vernacular language and a much easier content without fancied language and techniques. Result of these numerous political and social changes was the emergence of novel. The novel now had a simplistic approach and authors wrote about people from daily lives. An example of this would be 'The Life and Opinions of Tristram Shandy, Gentleman'.

#### 5. THE RECENT TRENDS

All over the world, the student centered English language teachers seem to have realized that gone are the days when teachers reined their class with all monopoly where the students remained as passive. There is rethinking regarding the growing interest of implementing the basic educational goals. Having realized the need of the hour; the English teachers convene different types of conferences and seminars to create a platform and to get to know the upcoming ideologies in the ELT and also to upgrade themselves professionally. Larsen Freeman (2007) asserts that it is the fifth skill of language that enables the efficiency to use grammatical structures with accuracy. There are multiple methodologies of teaching English language. Each method is accepted as a development of the other teaching method. Still, no proper method is found for the solution of the English Language Teaching problems.

**6. DEVELOPMENT OF ENGLISH STUDIES IN INDIA** The publication of Gauri Viswanathan's *Masks of Conquests: Literary Study and British Rule in India* (1990), which deals with the ideology and practice of English studies in British India, set the tone for deliberations on the social and cultural functions of English studies in India. This trend gained momentum in two seminars organized in Delhi and Hyderabad under the aegis of the UGC and the British Council in 1988 and 1991 respectively. This was followed by some seminal books like *The Lie of the Land: English Literary Studies in India* (1992) by Rajeswari Sunder Rajan, *Provocations: The Teaching of English Literature in India* (1993) by Sudhakar Marathe et al., *Rethinking English: Essays in Literature, Language, History* (1994) by Svati Joshi and *Subject to Change: Teaching Literature in the Nineties* (1998) by Susie Tharu. These much-discussed volumes, which are serious critiques of English studies in India, with the exception of some papers in *The Lie of the Land*, mainly deal with postgraduate (PG) teaching experiences in elite academic institutions in Indian metropolis like Delhi, Mumbai and Hyderabad. The teaching-learning scenario at the undergraduate (UG) level in rural India is not a major issue in these books. The focus of these books, however, remains on literary studies alone. A novice in the field may get the impression that literary studies are synonymous with English studies. Besides, almost all the contributors to these volumes are university teachers of English. Therefore, these books cannot be considered definitive documents of English studies in India (also see Perry 2005 for outsiders' views on these books). Since the last decade of the twentieth century witnessed a serious attempt on the part of Indian academics to question the relevance of teaching British literature in post-colonial India this paper examines the syllabi reforms in the first decade of the twenty-first century.

**7. ROLE OF ENGLISH STUDIES** The questions raised in relation to teaching of literary criticism extend over to other areas as well. The teaching of linguistics and women and English studies are two issues taken up for analysis here as examples.

[1] The paucity of competent teachers and teaching of linguistics

[2] Women and English studies

## **8. RECENT TRENDS OF ENGLISH STUDIES IN INDIA**

Now English has emerged as a one of the most acceptable global language. The electronic media has a great impact on the literary writings in terms of figures as well as in their expectations. Poetry is accepted in the variety of film songs, advertisement jingles during TV news or daily soaps that means the poetic form of presenting any thought is more easy to learn and consider and also a medium of entertainment for audience. English is now declared to be developed in different flavors across the country,

as the speaker moulds in a situation when English is not their native tongue and the Indian English is just like this. The emergence of the modern trends is due to Westernization in Literature. Indian education system also took initiative and introduce innovative and interactive study like smart classrooms, online chat sessions, interactive language labs.

**9. CONCLUSION** This becomes one of the most recent trends of study English in India. English studies in India, now becoming two centuries older. All over the world, the student centered English language teachers seem to have realized that gone are the days when teachers reined their class with all monopoly where the students remained as passive. In India, the recent trends of teaching English, failed to gain universal existence. It continues to frighten the students due to stiff curriculums and huge syllabus for those who speak regional tongue but love to do extremely well in English. In this paper we are presenting Recent Trends of Study English in India, The study also evaluates the role of English studies with respect to the lack of teachers in English studies. Literary Tradition in India has seen a gradual change. While we compare the two eminent writers- Chetan Bhagat and Anita Desai; critically; there is no comparison. However, both of them have made their own mark in the Indian writings in English. It's quiet natural to compare it with the bollywood statistics. A box office hit may not be as critically acclaimed as a documentary. The critics may have criticized the movie but it does wonders at the box office. Similarly, Bhagat has his own set of readership which probably is not those who love English or are eminent readers; but the fact couldn't be denied that he has made India read. From the bus stops to the airports, people pick up his books. However, the touch of English and writing cannot be compared to Anita Desai because she has a brilliant and firm style of writing. Concluding, I would say that both of the novelists are important in the field of Indian Writing in English as both of have set different trends!

## **Conclusion**

This study has deduced that literature has evolved using digital platforms. There has been significant impact on literature as a result of the cultural transitions that have taken place over the recent years. This has increased, due to the current covid-19 pandemic as social distancing measures have forced a transition of more literature available through technological platforms. More than ever before, literary works are being published onto online platforms, containing views and emotions concerning the global pandemic regardless of writing ability. The way that we study literature has been transformed. This includes our perception, as we are largely influenced by social media which is reflected through modern day literature styles. The current trends in literature

are stemming from the technological platforms, including social media, blogging, videos, mobile apps and e-books influencing modern day literature. There is still inconclusive evidence to suggest the full impact on literature as a result of social media trends, although positive and negative effects have been discussed. Fortunately, literature available in modern day still allows literary experiences to stimulate

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