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Contemporary Currents: Unveiling Trends in English Literature Across India

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ABSTRACT:

The purpose of this inquiry is to investigate the intricate landscape of contemporary literature written in English in India, therefore illuminating the several currents that have an impact on the narrative construction of the nation. The purpose of this study is to shed light on the dynamic currents that are driving the development of English literature in India. These ongoing currents include the emergence of new voices, the analysis of a variety of themes, and the exploration of different literary forms. In this research, an effort is made to capture the spirit of the shifting literary landscape by way of a comprehensive evaluation of contemporary works and literary trends. This investigation reflects the intricate tapestry of voices, opinions, and stories that characterize the diverse literary environment across the subcontinent.

Key Words: Internet, Textbooks, Trends, English Language, Indian Literary Landscape, Multifaceted Perspectives, Emerging Voices, Contemporary Trends

INTRODUCTION

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Around the turn of the twentieth century, a paradigm shift occurred that affected almost every area of human endeavor. Throughout the century, there were extraordinary and ground-breaking events that completely altered the course of existence. Crucial Moments in the History of Literature: For as long as there have been shades of life, literature has been the barometer of those hues. Peter Childs in *Modernism* says:



. . . modes of literary discourse blur . . . or overwrite . . . the ones before. Hence, there is an undeniable inter-relationship between life, literature, thought and language. The ever-changing paradigms of the global world have given literature not only an opportunity to revisit its theories and practices but also chartered a course for new ones to emerge. The issues of society, culture, politics, gender, etc., need to be oriented and explored with reference to the changing necessities of society. Moreover, the rise of a global world has made the medium of imitation a complex phenomenon as linguistic diversities have paved the way for a multilingualism that co-exists with the ever-increasing territory of a single Global Language, English, which in turn comes with its own set of adaptations and “Englishes”. (Modernism 2007: 66)

When discussing Indian literature, the phrase "Indian English literature" (IEL) is used to describe the corpus of works written in English by Indian authors whose first or second language is one of the several Indian languages. Some of the most influential writers in Indian literature of the 1930s were Raja Rao, R.K. Narayan, and Mulk Raj Anand. These authors' early works marked the beginning of the history of Indian writing. Salman Rushdie, V.S. Naipaul, Agha Shahid Ali, Rohinton Mistry, and Kiran Desai, along with Jhumpa Lahiri, are among the artists from the Indian diaspora whose works are connected to this phenomenon. These works are often referred to as Indo-Anglian literature. One must not mix the term "Indo-Anglian" with the term *Anglo-Indian*. The term *Indo-Anglian* comes from the written language. Postcolonial literature is a more prominent genre that includes works from countries that were once colonized, such as India. This particular piece of writing is located within this more significant genre.

Among the many things that are becoming more popular on the Indian subcontinent is the practice of writing creatively in English that is original. A large number of male and female authors from diverse backgrounds have contributed to the literary canon since the triumvirate of Raja Rao, R. K. Narayan, and Mulk Raj Anand began publishing works in the mid-twentieth century. Many writers, including R. K. Narayan of *The Painter of Signs* and Kamala Markandaya of *A Handful of Rice*, were deeply concerned with the social and psychological impacts of progress. Meanwhile, political figures such as Mahatma Gandhi and Jawaharlal Nehru placed a higher priority on economic and social development. They were able to maintain a calm demeanour even though they lived a mostly rural and uncomplicated life. A leisurely length of time for thinking was required at every stage of the process since their issues were obviously political and social.



Modern Indian-English literature has also been greatly influenced by a dynamic perspective that shows a distinct nature of the author-work interaction. More appropriate than comparing his job to that of a literary producer or creator would be to compare it to that of an art factory. The fast-expanding subgenre of English literature known as Indian literature has benefited greatly from the works of authors who have lived outside of India or who have split their time between India and other nations. Indian English literature has expanded beyond the writings of the "sons of the soil" in recent decades. Beyond the confines of Indian literature, these authors' literary interests have expanded to include transnational and global issues. Since the beginning of the modern period, Indian writing in English and Indian English have both evolved their own unique identities. A significant number of Indian writers have, in recent years, made their imprint on the world of literature with significant works.

The fictional works of a great number of modern Indo-English writers have likewise shown a discernible shift in their writing style. Their works show multicultural reality and reflect global challenges rather than providing information about conventional Indian cultural ethos and a typical Indian background. This is in contrast to the work of other artists. Consequently, as a result of the ever-changing nature of their challenges, their readership has been continually expanding. Many notable international accolades, like the Nobel Prize in Literature awarded to V.S. Naipaul, have been bestowed upon them as a result of their capacity to widen the scope of their subject issues and to establish new means of expression. The things that they have produced have garnered much appreciation. Different ways of living that are associated with other civilizations are the primary emphasis of these writers, as opposed to the typical Indian socio-cultural background and typography. Simultaneously, the portrayal of conventional Indian middle-class society with all its paradoxes has been superseded by the lives and experiences of wealthy people who are, for the most part, unencumbered by social norms. In addition to depicting the daily epistemic reality of the individuals in society who are excluded and underprivileged, their creative activities transcend this realm.

A new form of writing

Novels: It is important to note that whenever new forms of writing emerge, they are influenced by a number of cultural transformations. For example, the eighteenth century saw the birth of the novel as a literary form. However, it also marked the beginning of a significant number of people who shared the perspectives of the "realistic" protagonist in the work. The move from epics to novels took place gradually in Britain as a result



of the growing number of women and members of the working classes who began to read. This may be connected to the expansion of the economy, which occurred when goods started to be sold. Women were liberated from the obligation of making them at home, which allowed them to have more time for leisure activities. In addition, reading was considered a luxury, and aristocratic men gave their wives a great deal of leisure time to show off their wealth. As time went on, it evolved into a sign of social rank.

THE INDIAN TRENDS

Unfortunately, the present trends in English language instruction in India have not been successful in gaining widespread acceptance. Those students who speak a regional dialect yet desire to perform extremely well in English continue to be afraid because of the tough curriculum and substantial assignments that they are required to complete. In the years leading up to India's independence, British teachers were responsible for teaching Indian pupils. Their method of instruction was analogous to that of countries where English is the primary language. On the other hand, as they left, the unique qualities of the English language started to progressively fade in India. The most effective techniques of teaching English are now being put into practice by language professionals, who are exerting a great deal of effort at this very moment.

MODERN TRENDS OF TEACHING ENGLISH

In the field of English language training, Deena Boraie identified eight distinct tendencies, which will be discussed in more detail later. Boraie says that "the goal of teaching English is change." According to my assessment, there are two important alterations in the objective of education in the English language. To begin, the goal is not to imitate native speakers, as Penny Ur (2009) pointed out; rather, the purpose is to produce bilinguals who are completely adept in the English language. Due to the fact that we are already proficient in the language, the objective is not to become native speakers but rather to focus on using English as a means of communication. Second, rather than being a goal in and of itself, studying English is considered a method to acquire other disciplines, such as science and mathematics.

INTERNET RESOURCES

The fact that mobile devices, computers, tablets, and smartphones have become an essential component of our day-to-day lives, as well as the fact that speedy internet access makes references to everything easily available, makes it logical to assume that textbooks will soon become outdated.



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But when working-class women and men began reading novels, the stories had to be about real-life experiences. Information that is both simple and conversational, free of jargon and other stylistic gimmicks yet still conveys the intended meaning is what they want. A number of novels emerged during this period as a direct result of the many social and political shifts taking place. The book's writers shifted to a more accessible style, focusing on regular people. Consider the book "The Life and Opinions of Tristram Shandy, Gentleman" as an illustration of this approach.

THE RECENT TRENDS

Instructors of English as a second language who put a significant focus on student-centred learning seem to have realized that the days of professors directing their classes and keeping the students in a passive position are long gone. A reevaluation is being carried out in response to the growing interest in putting the core educational goals into action. English teachers, who are aware of the gravity of the problem, conduct a variety of conferences and seminars in order to give a platform, gain knowledge about evolving philosophies in English Language Teaching (ELT), and advance their employment opportunities. According to Larsen Freeman (2007), the sixth skill of language is what makes it feasible to use grammatical structures in a precise and effective manner. The teaching of English may be approached from a variety of angles. It is generally accepted that each method of instruction is a progression of the others. There has not been a single strategy that has been shown to be suitable for addressing the problems that are associated with English language training.



DEVELOPMENT OF ENGLISH STUDIES IN INDIA

The publication of *Masks of Conquests: Literary Study and British Rule in India* (1990) by Gauri Viswanathan, which investigates the theory and methodology of English studies in British India, marked the beginning of discussions on the social and cultural functions that English studies play in India. This trend was given a boost by two conferences that were conducted in Delhi and Hyderabad, respectively, in 1988 and 1991. These seminars were sponsored under the auspices of the University Grants Commission and the British Council. *Provocations: The Teaching of English Literature in India* (1993) by Sudhakar Marathe et al., *The Lie of the Land: English Literary Studies in India* (1992) by Rajeswari Sunder Rajan, *Rethinking English: Essays in Literature, Language, and History* (1994) by Svati Joshi, and *Subject to Change: Teaching Literature in the Nineties* (1998) by Susie Tharu are some of the books that have been influential in the field of English literature education in India. These books, which have been the subject of much controversy, are primarily concerned with postgraduate (PG) teaching experiences at famous institutions situated in major Indian cities such as Delhi, Mumbai, and Hyderabad. Except for a few works that are included in *The Lie of the Land*, these volumes are severe critiques of English studies in India. At the undergraduate (UG) level, these textbooks do not place a significant amount of emphasis on the teaching-learning environment that exists in rural India.

However, these texts are still only read by scholars in the area of literary studies. It is easy for someone unfamiliar with the subject to mistake literary studies for English studies. The bulk of these magazines' writers are English professors at universities, which is insult to injury. This leads one to believe that these books are not the canonical records of English studies in India (for the opinions of scholars from other nations on these books, see Perry 2005). This research delves into the curriculum revisions made in the first ten years of the new millennium, in response to the significant efforts made by Indian academics in the last ten years of the twentieth century to question the relevance of studying British literature in post-colonial India.

ROLE OF ENGLISH STUDIES

The issues brought up with the instruction of literary criticism also affect other fields. Two topics that are examined here are women in English studies and the teaching of languages.

[1] Lack of qualified instructors and language instruction [2] English studies and women



RECENT TRENDS OF ENGLISH STUDIES IN INDIA

English has quickly become one of the most generally acknowledged languages all over the globe. The works of literature are significantly impacted by electronic media, both in terms of the characters and the expectations that are placed upon them. An indication that the poetic presentation of concepts is simpler for viewers to absorb and digest while also functioning as a source of enjoyment is the fact that poetry is accepted in many movie soundtracks, advertising jingles during television newscasts, and daily soap operas. The English language is claimed to have developed into a range of varieties throughout the country as a result of speakers adapting to settings in which English is not their first language. The language of Indians is not an exception. A significant contributor to the development of modern trends is the Westernization of literature. Additionally, the Indian educational system was the pioneer in the introduction of innovative, interactive learning settings. These environments include online chat rooms, smart classrooms, and interactive language labs of the highest calibre.

CONCLUSION

The book "Contemporary Currents: Unveiling Trends in English Literature Across India" offers a perceptive summary of the ever-changing literary scene that is present in the country. The investigation of a wide range of topics, the rise of new voices, and the use of a variety of literary forms are all examples of the dynamic nature of contemporary English writing in India. The intricate tapestry of narrative, which also incorporates cultural perspectives and sophisticated social criticism, is a reflection of the wide variety of viewpoints that are introduced into the literary world. In light of the fact that these currents continue to have an impact on the literary landscape, it is evident that English literature in India is a dynamic and active place. This is because it demonstrates the many perspectives that are characteristic of the country's enormous literary history. In the intriguing topic of "Contemporary Currents: Unveiling Trends in English Literature Across India," the study provides an incisive look at the dynamic growth of English literature across the country. Specifically, the research focuses on the Indian literary language. A rich and complex literary environment that properly embodies the essence of modern India is created via the exploration of a wide variety of issues, the elevation of new ideas, and the adoption of many literary styles. All of these elements work together to produce this environment.



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A testament to the adaptability and perseverance of English writing in India is provided by the wide variety of narratives that were discovered in this research. It does this by connecting stories that reflect the intricate social fabric of the nation, therefore bridging the gap between geographical and cultural differences. By presenting readers with a patchwork of tales that speak to the complexity of modern-day Indian life, the introduction of new voices that represent a diversity of opinions and experiences contributes to the enhancement of the literary discourse.

As these currents continue to modify the literary landscape, it is evident that English literature in India is a dynamic force that adapts to the changing socio-cultural milieu. This is the case because the literary landscape is always changing. The novel forms, topic inquiries, and literary movements all lead to a literature that is both introspective and participatory, addressing the concerns and socioeconomic changes of the day. This literature is a product of the literary movement phenomenon.



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