

THE ROLE OF REGIONAL CULTURE IN SHAPING INDIAN ENGLISH LITERATURE

Neha Kaushik

Research Scholar

Department of English

NIILM University, Kaithal (Haryana)

Dr. Lokesh Singh

Research Guide

Department of English

NIILM University, Kaithal (Haryana)

Abstract

The corpus of writing produced by Indian authors is known as Indian English literature, or Indian Writing in English (IWE). who write in English and whose mother tongue may be one of India's many languages, as well as the current trends in English language study in India, The research also assesses English studies' contribution in light of the shortage of instructors in the field. The renowned Indian examination bodies, such as the Maharashtra Public Service Commission (MPSC), the University Grants Commission's National Eligibility Test (UGC-NET), the Civil Service Examinations (CSE), and the Savitribai Phule Pune University State Eligibility Test (SPPU, TEST), used to prepare their papers in either Hindi or their native tongue. However, as the Indian educational system evolved, the aforementioned exams are now administered in both Hindi and English. To promote English culture, the majority of schools that administer the Central Board of Secondary Education (CBSE) Indian School Certificate Examination (ICSE) use the Oxford and Cambridge curricula for even the junior level. One of the newest trends in English study in India is this. English is nearing two centuries old in India. To boost sales, several authors post portions of their novels online. The practice of reading is dwindling these days. The authors must thus adapt more to the audience's tastes and their hectic lifestyles. The audience demands the most amusement for the least amount of time and effort. On the other hand, Indian English popular literature may be analyzed as cultural study material since it reflects the interests of Indian authors. A common term for it is Indo-Anglian literature. The word "Indo-Anglian" is unique to the literary environment and should not be confused with "Anglo-Indian." The repertory of Indian English literature spans the late eighteenth century to the present and includes a wide range of subjects and ideas, making it difficult to categorize, even if certain Indo-Anglian works may fall within the postcolonial literary category.

Key Words: Cultural Diversity, Narrative Traditions

Introduction:

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The writings of Michael Madhusudan Dutt and Henry Louis Vivian Derozio marked the beginning of its early history, while Rabindranath Tagore and Sri Aurobindo came next. In the 1930s, Raja Rao, Mulk Raj Anand, and R. K. Narayan helped Indian English fiction flourish and gain popularity.[1] In certain instances, it is also linked to the writings of Indian diaspora members who go on to write in English.

The collection of work produced by Indian authors who write in English and whose native or co-native tongue may be one of the many Indian languages is known as Indian English literature, or IEL. The writings of R.K. Narayan, Mulk Raj Anand, and Raja Rao, who contributed to Indian literature in the 1930s, marked the beginning of its early history. Furthermore, it is linked to the writings of Indian diaspora members like Salman Rushdie, Rohinton Mistry, Jhumpa Lahiri, Kiran Desai, V.S. Naipaul, and Agha Shahid Ali. A common term for it is Indo-Anglian literature. The phrase "Indo-American" is unique to the literary setting and should not be confused with "Anglo-Indian." This work falls under the larger genre of postcolonial literature, which includes works from once colonized nations like India.

Among other things, unique creative writing in English is a significant trend throughout the Indian subcontinent. Following the trinity of Raja Rao, R K Narayan, and Mulk Raj Anand in the mid-1900s, we have a wide range of male and female authors from diverse backgrounds writing on a variety of subjects. The psychological and sociological effects of development became a major concern for authors like R K Narayan and Kamala Markandaya, as demonstrated in *The Painter of Signs* and *A Handful of Rice*, respectively, while political leaders like Jawaharlal Nehru and Mahatma Gandhi prioritized economic and social development. They took their time adjusting to a simpler, mostly rural way of life. Every step of their explicitly political and social topics necessitated a slow interval for reflection.

Modern Indian-English fiction writing has also been influenced by the altered perspective that informs a distinct nature of the interaction between the creator and his work. His position is more akin to that of a manufacturer of an artistic creation than that of the creator or producer of a literary piece. The fast evolving Indian literature, a subgenre of English literature, has benefited greatly from the contributions of writers who have resided overseas and those who split their time between India and other countries. The writings of the "sons of the soil" are no longer the exclusive works of Indian English literature. It has expanded these authors' fictional concerns from simply Indian to international and transnational. Indian writing in English and Indian English have their own distinct identities nowadays. Significant books have been written by several Indian writers in recent years, leaving their imprint on the literary world.

There has also been a noticeable change in the literary works of several contemporary Indo-English fiction authors. Through the display of multi-cultural realities, their works demonstrate global issues rather than educating the viewer about a typical Indian cultural background and conventional Indian cultural ethos. Their audience has been steadily growing as a consequence of their issues changing. Their invention of new forms of expression and broadening of their subject concerns have earned them several significant international awards, including V.S. Naipaul's Nobel Prize. Their works have received widespread praise. These authors focus on diverse living forms related to other civilizations rather than presenting the traditional Indian socio-cultural setting and typeface.

Similarly, the lives and experiences of the wealthy and, to a large degree, socially emancipated individuals have taken the place of the depiction of conventional Indian middle-class society and all of its complexities. Their paintings do more than only depict the epistemic reality that the impoverished and socially marginalized face on a daily basis.

THE INDIAN TRENDS

The latest developments in English instruction in India have not taken hold. The rigorous curricula and extensive syllabus for pupils who know regional languages yet like performing exceptionally well in English continue to terrify the students. Indian students were instructed by British instructors before to independence. Their teaching approach was comparable to that of English-speaking nations. However, the English language's flavor gradually disappeared in India when they went. Language specialists are working extremely hard these days to put the greatest teaching methods for English into practice.

MORDERN TRENDS OF TEACHING ENGLISH

Deena Boraie identifies eight tendencies in English instruction, which are covered in more detail below. According to Boraie, "the goal of teaching English is change." "I think the goal of teaching English has changed in two significant ways. First, rather than mimicking native speakers, the objective is to create totally proficient English-speaking bilinguals, as Penny Ur (2009) pointed out. Since we are already native English speakers, the goal is to emphasize English as a communication tool rather than to strive to become native English speakers. Second, English is seen as a tool for learning subjects like science and math rather than as a goal unto itself.

INTERNET RESOURCES

Given that smartphones, laptops, tablets, and smartphones have become the most important aspects of our everyday lives in recent years and that references to everything are readily available thanks to rapid internet connection everywhere, it is reasonable to believe that textbooks will soon become obsolete.

A new form of writing Novels:

Every time a new writing style appears, societal shifts have a significant impact on it. For instance, the "novel" form, which first appeared in the literary canon in the eighteenth century, represented a large number of individuals who shared the viewpoints of the book's "realistic" protagonist. As more and more women and members of the lower classes began to read, the epics in Britain progressively gave way to novels. This could have something to do with the expanding economy, which allowed women to have more free time as they were no longer required to make the items at home. Reading was also regarded as a luxury, and aristocratic men allowed their ladies plenty of leisure time to flaunt their money. It gradually evolved into a status symbol. But the books had to be about something that the working class and women could relate to when they first began reading. They need more common language and more simpler information, free of fancy words and methods. Novels emerged as a result of these many political and social developments. The authors now used a more straightforward

style and wrote about ordinary people. "The Life and Opinions of Tristram Shandy, Gentleman" is one example of this.

THE RECENT TRENDS

It appears that student-centered English language teachers throughout the world have understood that the days of professors controlling their class with monopolies and having the students remain docile are over. The increased interest in putting the fundamental educational aims into practice is being reconsidered. Realizing the urgency of the situation, English instructors organize various conferences and seminars to build a platform, learn about the emerging philosophies in ELT, and advance their careers. According to Larsen Freeman (2007), it is the sixth language ability that makes it possible to employ grammatical structures accurately and efficiently. There are several different approaches to teaching English. Every instructional strategy is acknowledged as an advancement of the others. There is still no appropriate approach to solving the issues with teaching English.

DEVELOPMENT OF ENGLISH STUDIES IN INDIA

Discussions about the social and cultural roles of English studies in India began with the release of Gauri Viswanathan's *Masks of Conquests: Literary Study and British Rule in India* (1990), which addresses the philosophy and practice of English studies in British India. Two seminars held in Delhi and Hyderabad in 1988 and 1991, respectively, under the auspices of the UGC and the British Council, gave this tendency a boost. *Rethinking English: Essays in Literature, Language, History* (1994) by Svati Joshi, *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, and *Subject to Change: Teaching Literature in the Nineties* (1998) by Susie Tharu were some of the foundational works that followed. With the exception of a few articles in *The Lie of the Land*, these widely debated volumes—which are critical analyses of English studies in India—primarily focus on postgraduate (PG) teaching experiences in prestigious universities in Indian cities like Delhi, Mumbai, and Hyderabad. These texts don't focus much on the undergraduate (UG) teaching-learning environment in rural India. However, many volumes continue to concentrate only on literary studies. A newcomer to the discipline could believe that English studies and literary studies are interchangeable. Additionally, nearly every author to these volumes is an English professor at a university. As a result, these publications cannot be regarded as authoritative sources for English studies in India (for outsiders' opinions on these volumes, see Perry 2005). This study looks at the syllabus modifications in the first decade of the twenty-first century since the final decade of the twentieth century saw a significant endeavor by Indian academics to challenge the value of teaching British literature in post-colonial India.

ROLE OF ENGLISH STUDIES

The issues brought up with literary criticism instruction also apply to other fields. Two topics that are examined here as examples are the teaching of linguistics and

women and English studies.

1. The lack of qualified instructors and linguistics instruction
2. English studies and women

RECENT TRENDS OF ENGLISH STUDIES IN INDIA

English is currently one of the most widely accepted languages in the world. Both the figures and expectations of literary pieces are significantly influenced by electronic media. Poetry is used in a wide range of movie songs, TV news commercial jingles, and daily soap operas, which indicates that the poetic presentation of any idea is easier for viewers to understand and take into consideration. As speakers adapt to situations where English is not their first language, English is now said to have emerged in many flavors around the nation. This is how Indian English is. Westernization in literature is to blame for the rise of contemporary tendencies. The Indian educational system also took the initiative to implement cutting-edge, interactive learning tools including interactive language laboratories, online chat rooms, and smart classrooms.

Conclusion

According to the findings of this study, digital platforms have been used to evolve literature. The cultural shifts that have occurred in recent years have had a major influence on literature. Due to social distancing efforts and the present COVID-19 epidemic, there is now more literature accessible through technology platforms, which has led to a rise in this. Regardless of writing skill, more literary pieces than ever before are being posted on online venues, expressing opinions and feelings on the worldwide pandemic. Our approach to studying literature has changed. This includes our perspective, since social media has a significant impact on us and is mirrored in contemporary literary forms. The technical platforms that are affecting modern literature, such as social media, blogging, videos, mobile applications, and e-books, are the source of the present literary trends. Although both good and negative impacts have been considered, there is currently insufficient data to establish the complete influence of social media trends on literature. Thankfully, contemporary literature still provides opportunities for literary encounters to inspire

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