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RECONFIGURING ENGLISH LANGUAGE AND LITERARY PEDAGOGY IN INDIA UNDER NEP 2020: DIGITAL TRANSFORMATION, DECOLONIAL FRAMEWORKS, AND INCLUSIVE LITERARY FUTURES

*Prof. Y.S. Sharada¹, Dr. J. Reddy Pavani²

¹ Department of English Language & Literature, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

² Assistant Professor, Dept. of BS & H, School of Engineering & Technology, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

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Corresponding Author: Y.S. Sharada
(email)

ABSTRACT

The National Education Policy (NEP) 2020 represents a transformative shift in India's educational landscape, with significant implications for English language and literary studies. While existing research has focused on pedagogical reforms and digital integration, limited attention has been given to the intersection of multilingualism, modernist traditions, diasporic narratives, and Fourth World literatures. The current paper addresses this gap by critically examining how NEP 2020 reshapes English pedagogy through inclusive literary frameworks, digital tools, and decolonial approaches. Drawing on experiential learning, critical pedagogy, and postcolonial theory, the study argues that NEP 2020 facilitates a shift from canonical rigidity toward a pluralistic and critically engaged model of English education (Government of India; Roy and Sharma). At the same time, structural inequalities such as the digital divide and institutional resistance complicate its implementation (Kaur and Ahuja). The paper proposes an integrated pedagogical model and a process-oriented framework to conceptualize this transformation.

Keywords: NEP 2020; English Language Teaching; Digital Pedagogy; Diasporic Literature; Modernism; Multilingualism; Postcolonial Theory

1. INTRODUCTION

English language and literary studies in India have historically been shaped by colonial epistemologies that privileged Western canonical traditions. The dominance of authors such as William Shakespeare, John Milton, and T. S. Eliot reflects a curriculum deeply rooted in Eurocentric frameworks (Ashcroft, Griffiths, and Tiffin). While these authors remain foundational, their dominance has often restricted the inclusion of diverse literary voices and alternative pedagogical approaches.

Modernist literature, particularly the works of T. S. Eliot such as *The Waste Land*, introduced themes of fragmentation, alienation, and cultural dislocation. These thematic concerns resonate strongly with contemporary diasporic and postcolonial experiences. However, traditional pedagogical practices often isolate modernist texts from broader global contexts, thereby limiting their relevance to contemporary learners.

The introduction of the National Education Policy 2020 marks a significant turning point in this trajectory. The policy emphasizes flexibility, interdisciplinarity, multilingualism, and digital integration, aiming to align Indian education with global standards while preserving local cultural contexts (Government of India). In the context of English studies, this shift involves moving beyond rote memorization and canonical rigidity toward a more inclusive and dynamic framework.

This paper argues that NEP 2020 enables a reconfiguration of English language and literary pedagogy by integrating modernist, diasporic, and indigenous literary traditions with digital and multilingual pedagogies. It further contends that this transformation is both enabling and contested, shaped by structural inequalities and institutional constraints.

2. LITERATURE REVIEW

2.1 NEP 2020 and Pedagogical Transformation

Recent scholarship identifies NEP 2020 as a transformative policy that redefines educational practices in India. Studies highlight its emphasis on communicative competence, experiential learning, and interdisciplinary approaches (Sharma, Gupta, and Verma). According to Roy and Sharma, the policy promotes hybrid learning environments that combine digital tools with traditional pedagogical practices.

2.2 Digital Pedagogy and ELT

The integration of digital technology has emerged as a central theme in contemporary educational

research. Studies indicate that digital platforms enhance student engagement and accessibility, particularly in language learning contexts (Bond et al.). However, the uneven distribution of technological resources remains a significant challenge (Kaur and Ahuja).

2.3 Multilingualism and Translanguaging

Multilingual pedagogy plays a crucial role in language acquisition. Research by García and Wei demonstrates that translanguaging practices improve comprehension and foster inclusivity. NEP 2020's emphasis on mother tongue instruction aligns with these findings (García and Wei).

2.4 Postcolonial and Diasporic Studies

Postcolonial theory, particularly the work of Homi K. Bhabha and Gayatri Chakravorty Spivak, provides a critical framework for understanding cultural hybridity and marginalization (Bhabha; Spivak). Diasporic literature, represented by authors such as Jhumpa Lahiri and Salman Rushdie, explores themes of migration, identity, and belonging, thereby expanding the scope of English literary studies beyond national boundaries.

2.5 Research Gap

Despite extensive research, there remains limited integration of digital pedagogy with expanded literary frameworks, particularly in relation to modernist and Fourth World literatures. This paper addresses this gap by proposing an interdisciplinary model that bridges these domains.

3. THEORETICAL FRAMEWORK

This study is grounded in an integrative theoretical framework that draws upon experiential learning, critical pedagogy, and postcolonial theory. Together, these perspectives provide a comprehensive lens for rethinking English language and literary pedagogy in India in alignment with the objectives of NEP 2020 (Ministry of Education, 2020).

3.1 Experiential Learning Theory

David A. Kolb's experiential learning theory emphasizes the centrality of experience in the learning process, where knowledge is constructed through a cycle of experience, reflection, conceptualization, and application (Kolb, 1984). This approach foregrounds active learner participation and meaningful engagement with content. In the context of NEP 2020, experiential learning supports activity-based and learner-centred pedagogies that move beyond rote memorization, enabling students to connect theoretical knowledge with real-life

contexts and develop practical understanding.

3.2 Critical Pedagogy

Paulo Freire's concept of critical pedagogy highlights the importance of dialogue, reflection, and the questioning of dominant knowledge systems (Freire, 1970). It challenges traditional teacher-centred models by positioning learners as active participants in the construction of knowledge. This perspective aligns with NEP 2020's emphasis on fostering critical thinking, creativity, and independent inquiry, encouraging students to engage with texts and contexts in a reflective and analytical manner.

3.3 Postcolonial Theory

Postcolonial theory provides a crucial framework for examining the historical and cultural dimensions of English language and literary studies in India. Thinkers such as Ngũgĩ wa Thiong'o (1986), Homi K. Bhabha (1994), and Gayatri Chakravorty Spivak (1988) critique the dominance of colonial epistemologies and emphasize the need to recover indigenous voices, identities, and cultural expressions. Concepts such as hybridity, subalternity, and linguistic decolonization offer important insights for reimagining curricula that are more inclusive, context-sensitive, and reflective of diverse lived experiences.

3.4 Integrative Theoretical Perspective

Taken together, these theoretical perspectives support a shift towards a more holistic, inclusive, and learner-centred approach to pedagogy. Experiential learning emphasizes engagement and application, critical pedagogy fosters reflection and inquiry, and postcolonial theory foregrounds cultural relevance and epistemic diversity. This integrated framework aligns closely with NEP 2020's vision of transforming education through experiential, critical, multilingual, and culturally responsive practices (Ministry of Education, 2020), thereby enabling a more meaningful and contextually grounded approach to English language and literary education in India.

4. METHODOLOGY

This study adopts a qualitative, interpretive research design, focusing on conceptual and analytical examination rather than empirical data collection. The methodology is grounded in theoretical synthesis and critical analysis, aiming to explore the intersections between policy, pedagogy, and literary studies.

4.1 Research Design

The research is exploratory and theoretical in nature, seeking to synthesize insights from policy documents, scholarly literature, and foundational theoretical texts. Rather than testing hypotheses, the study aims to develop a conceptual framework that can guide future research and pedagogical practice.

4.2 Data Sources

The study draws upon multiple sources, including:

- The National Education Policy (2020) as the primary policy document
- Peer-reviewed journal articles published between 2020 and 2025
- Foundational theoretical works in education and literary studies

This multi-source approach ensures a comprehensive understanding of both contemporary developments and theoretical foundations.

4.3 Analytical Method

A thematic analysis is employed to identify key patterns and trends across the selected literature. The analysis focuses on four major themes:

- Pedagogical transformation
- Digital integration
- Multilingualism
- Literary diversification

By organizing the analysis around these themes, the study provides a structured and coherent interpretation of the data.

4.4 Limitations

The study is limited by its reliance on secondary sources and the absence of empirical data. While this allows for a broad conceptual analysis, it does not capture the complexities of classroom implementation.

Future research could address this limitation by:

- Conducting classroom-based studies
- Interviewing teachers and students
- Analyzing institutional practices

Such empirical investigations would provide valuable insights into the practical challenges and opportunities associated with NEP 2020.

5. REORIENTATION OF ENGLISH LANGUAGE TEACHING UNDER NEP 2020

The introduction of the National Education Policy 2020 marks a decisive and paradigmatic shift in English Language Teaching (ELT) in India. Moving away from rigid, examination-oriented practices that prioritize rote memorization and grammatical accuracy, the policy foregrounds communicative

competence, multilingualism, and skill-based learning as central pedagogical goals (Government of India). This transition reflects a broader reorientation of education toward learner autonomy, functional language use, and real-world applicability.

More significantly, NEP 2020 situates ELT within a global pedagogical framework, aligning Indian language education with contemporary trends in applied linguistics and second language acquisition. At the same time, it attempts to reconcile global standards with local linguistic realities, thereby creating a hybrid pedagogical model that is both internationally relevant and contextually grounded.

5.1 From Grammar-Translation to Communicative Teaching

Traditional ELT in India has long been dominated by the grammar-translation method, which emphasizes grammatical rules, textual translation, and written accuracy. While this method contributes to the development of formal linguistic knowledge, it often fails to equip learners with practical communicative skills required in academic, professional, and social contexts.

NEP 2020 advocates a transition toward Communicative Language Teaching (CLT), which prioritizes language as a tool for interaction rather than a system of rules. CLT emphasizes:

- Meaningful interaction and dialogue
- Real-world communication contexts
- Functional and situational language use

This pedagogical shift aligns with global theories of language acquisition, particularly those emphasizing communicative competence as a core objective of language learning (Cummins). Communicative competence extends beyond grammatical accuracy to include sociolinguistic discourse, and strategic competencies, enabling learners to navigate diverse communicative situations effectively.

Furthermore, CLT encourages the integration of task-based learning, where students engage in problem-solving activities that simulate real-life scenarios. Such practices not only enhance linguistic proficiency but also develop critical thinking, collaboration, and adaptability—skills that are essential in contemporary knowledge economies.

5.2 Multilingual Pedagogy

One of the most transformative aspects of NEP 2020 is its emphasis on multilingualism as a foundational principle of education. The policy advocates the use of the mother tongue or regional language alongside English, particularly in early stages of learning, thereby recognizing the cognitive and cultural

significance of linguistic diversity (Government of India).

Research in bilingual education demonstrates that strong proficiency in the first language facilitates second-language acquisition by providing a robust cognitive and linguistic foundation (García and Wei). Translanguaging practices—where learners fluidly move between languages—enhance comprehension, creativity, and engagement.

Multilingual pedagogy promotes:

- Cognitive flexibility and metalinguistic awareness
- Cultural sensitivity and identity affirmation
- Inclusive and equitable learning environments

However, the implementation of multilingual approaches, particularly in higher education and English-dominated academic spaces, remains complex. Institutional preferences for English, coupled with the lack of standardized multilingual teaching materials, pose significant challenges. Additionally, there exists a tension between the global utility of English and the preservation of local languages, which requires careful pedagogical negotiation.

5.3 Skill-Based and Outcome-Oriented Learning

NEP 2020 marks a clear departure from content-heavy curricula toward a skill-based and outcome-oriented educational model. In the context of ELT, this shift emphasizes the development of:

- Speaking and listening skills
- Academic and creative writing abilities
- Critical reading and interpretive competence

Outcome-based education ensures that learning is measurable, transferable, and aligned with real-world applications. It also redefines assessment practices, moving away from standardized testing toward continuous and formative evaluation methods.

Importantly, this approach aligns with the demands of the global workforce, where communication skills, adaptability, and critical thinking are highly valued. By integrating language learning with practical skills, NEP 2020 positions English not merely as a subject but as a functional and professional resource.

From a literary perspective, skill-based learning encourages interpretive flexibility, enabling students to engage with texts analytically and creatively. It also supports interdisciplinary learning, where literature intersects with history, sociology, and cultural studies.

5.4 Role of the Teacher

Under NEP 2020, the role of the teacher undergoes a significant transformation from that of a knowledge

transmitter to a facilitator, mentor, and co-learner. This shift reflects broader changes in pedagogical philosophy, emphasizing student-centered learning and collaborative knowledge construction.

Teachers are expected to:

- Encourage active student participation and dialogue
- Integrate digital technologies into teaching practices
- Foster critical thinking and independent inquiry
- Adapt pedagogy to diverse learner needs

However, the successful realization of this role depends on adequate teacher training and institutional support. Many educators face challenges due to limited exposure to digital tools, lack of professional development opportunities, and infrastructural constraints (Kaur and Ahuja).

Moreover, the transition to learner-centered pedagogy requires a fundamental shift in classroom dynamics, which may encounter resistance from both teachers and students accustomed to traditional methods. Addressing these challenges is essential for the effective implementation of NEP 2020.

6. DIGITAL TRANSFORMATION IN ENGLISH PEDAGOGY

Digital technology constitutes a central pillar in the reconfiguration of English pedagogy under NEP 2020. The integration of digital tools and platforms has expanded the scope of teaching and learning, enabling more flexible, interactive, and personalized educational experiences.

6.1 Digital Learning Environments

Digital platforms have transformed traditional classroom boundaries, giving rise to hybrid and blended learning models that combine online and offline instruction. Such environments facilitate:

- Asynchronous and synchronous learning
- Access to diverse educational resources
- Collaborative and peer-based learning

Studies indicate that digital learning environments enhance student engagement and accessibility, particularly in language learning contexts (Bond et al.). They also support differentiated instruction, allowing teachers to tailor content to individual learning needs.

6.2 Digital Tools in ELT

The use of digital tools has become integral to contemporary ELT practices. Applications such as Grammarly, Duolingo, and Zoom facilitate various aspects of language learning, including writing, vocabulary acquisition, and oral communication.

These tools:

- Provide instant feedback and error correction
- Enhance learner autonomy
- Support interactive and gamified learning experiences

However, their effectiveness depends on pedagogical integration rather than mere technological adoption. Teachers must critically evaluate and adapt these tools to align with learning objectives.

6.3 Digital Pedagogy in Literature

Digital technology has also transformed the teaching of literature by enabling multimodal and interactive approaches. Literary texts can now be explored through:

- Audio-visual adaptations
- Digital annotations and hypertexts
- Online discussion forums and collaborative platforms

For example, the works of T. S. Eliot can be supplemented with multimedia resources that provide historical context, critical interpretations, and performative readings. Such approaches enhance student engagement and deepen textual understanding.

Moreover, digital pedagogy encourages participatory learning, where students actively contribute to the interpretation of texts through blogs, podcasts, and digital storytelling.

6.4 Challenges of Digital Integration

Despite its transformative potential, digital pedagogy faces several challenges that complicate its implementation. The most significant of these is the digital divide, which creates disparities in access to technology and internet connectivity, particularly in rural and marginalized communities (Kaur and Ahuja).

Additional challenges include:

- Limited access to digital devices and infrastructure
- Inadequate teacher training in digital pedagogy
- Over-reliance on technology without pedagogical grounding

These issues highlight the need for a balanced and inclusive approach to digital integration, ensuring that technological advancements do not exacerbate existing inequalities.

7. RECONFIGURING LITERARY PEDAGOGY UNDER NEP 2020

One of the most significant contributions of the National Education Policy 2020 lies in its potential to

fundamentally transform literary pedagogy in India. Traditionally, English literary studies have been structured around a relatively fixed canon dominated by Western authors, often disconnected from the lived realities and sociocultural contexts of Indian students. This canon-centric approach, while historically influential, has limited the scope of literary engagement and marginalized alternative voices (Ashcroft, Griffiths, and Tiffin).

NEP 2020's emphasis on inclusivity, interdisciplinarity, and cultural diversity opens up new possibilities for rethinking literary curricula. It encourages a shift from a hierarchical and exclusionary model toward a more pluralistic and dialogic framework, where multiple literary traditions coexist and interact.

This section argues that literary pedagogy under NEP 2020 must move toward a multi-layered, globally interconnected framework integrating:

- Classical canonical texts
- Modernist experimentation
- Diasporic narratives
- Indigenous and Fourth World literatures

Such an approach not only broadens the scope of literary studies but also aligns it with contemporary concerns of identity, globalization, and cultural plurality.

7.1 Modernism as a Transitional Framework

Modernism occupies a crucial position in the evolution of English literary studies, serving as a bridge between classical canonical traditions and contemporary global literatures. Writers such as T. S. Eliot, James Joyce, and Virginia Woolf revolutionized literary form through experimentation with narrative structure, temporality, and subjectivity (Eliot; Joyce; Woolf).

Fragmentation and Cultural Crisis

In *The Waste Land*, T. S. Eliot presents a fragmented representation of post-war European society, reflecting cultural disintegration and existential despair (Eliot). This fragmentation is not merely aesthetic but symptomatic of a broader crisis of modernity, characterized by alienation, loss of meaning, and cultural discontinuity.

Importantly, this sense of fragmentation anticipates the dislocation experienced in diasporic and postcolonial contexts, where identities are fractured across geographical, cultural, and linguistic boundaries. Thus, modernist texts provide a critical entry point for understanding contemporary global experiences.

Stream of Consciousness and Subjectivity

James Joyce's *Ulysses* and Virginia Woolf's *Mrs Dalloway* foreground the interiority of characters through stream-of-consciousness techniques (Joyce; Woolf). These narrative strategies challenge linear storytelling and emphasize the fluidity of time and perception.

Such explorations of subjectivity resonate with diasporic literature, where identity is often constructed through memory, displacement, and negotiation. By foregrounding interior experience, modernist texts anticipate later developments in postcolonial and diasporic writing.

Modernism and Pedagogy

Incorporating modernist texts into NEP-oriented curricula enables students to:

- Understand literary innovation and formal experimentation
- Engage with complex and non-linear narrative structures
- Connect historical crises with contemporary sociocultural issues

More importantly, modernism functions as a pedagogical bridge, linking canonical traditions with emerging literary frameworks. It allows students to trace the evolution of literary form and thought, thereby fostering a deeper and more critical engagement with literature.

7.2 Diasporic Literature: Hybridity, Identity, and Migration

Diasporic literature represents one of the most dynamic and relevant areas of English studies in the context of globalization. Under NEP 2020, its inclusion is essential for fostering cultural awareness, critical thinking, and global citizenship.

Indian Diasporic Voices

Writers such as Jhumpa Lahiri, Salman Rushdie, Amitav Ghosh, and Kiran Desai explore themes of migration, displacement, and identity negotiation (Lahiri; Rushdie; Ghosh; Desai).

For instance, Jhumpa Lahiri's *Interpreter of Maladies* captures the emotional complexities of immigrant life, particularly the tension between assimilation and cultural retention (Lahiri). Similarly, Salman Rushdie's *Midnight's Children* intertwines personal and national histories, reflecting the fragmented identities of postcolonial subjects (Rushdie).

Hybridity and the Third Space

The concept of hybridity, developed by Homi K. Bhabha, is central to understanding diasporic

literature. Bhabha's notion of the "third space" challenges binary oppositions between colonizer and colonized, emphasizing cultural negotiation and fluid identity (Bhabha).

Diasporic texts exemplify this hybridity by:

- Blending linguistic and cultural elements
- Challenging fixed and essentialist identities
- Creating new, hybrid forms of expression

Global Diasporic Expansion

Beyond Indian writers, global diasporic authors further expand the scope of literary studies. Writers such as Chimamanda Ngozi Adichie, V. S. Naipaul, Derek Walcott, and Hanif Kureishi explore race, migration, colonial memory, and multicultural identity (Adichie; Naipaul; Walcott; Kureishi).

These writers demonstrate that diaspora is not merely geographical displacement but a complex cultural, psychological, and historical phenomenon.

Pedagogical Significance of Diasporic Literature

Incorporating diasporic texts into curricula enables students to:

- Engage with global and transnational perspectives
- Understand cultural diversity and identity formation
- Critically analyze issues of belonging, migration, and hybridity

Such texts align with NEP 2020's emphasis on **intercultural competence and global citizenship**.

7.3 Fourth World Literatures: Indigenous Knowledge and Resistance

While diasporic literature expands the global dimension of English studies, Fourth World literatures introduce perspectives from indigenous communities that have historically been marginalized.

Key Authors and Works

Writers such as Thomas King, Leslie Marmon Silko, and Oodgeroo Noonuccal foreground issues of cultural survival, land, identity, and resistance (King; Silko; Noonuccal).

Subaltern Voices and Representation

The inclusion of indigenous literatures resonates with Gayatri Chakravorty Spivak's question: "Can the subaltern speak?" (Spivak). These texts provide a platform for marginalized voices, challenging dominant narratives and epistemic hierarchies.

Epistemic Diversity

Fourth World literatures introduce alternative

knowledge systems that differ significantly from Western epistemologies. They emphasize:

- Oral storytelling traditions
- Community-centered worldviews
- Ecological and spiritual relationships with land

Such perspectives are increasingly relevant in contemporary discussions on sustainability, environmental ethics, and decolonial knowledge production.

7.4 Integrative Literary Pedagogy under NEP 2020

The integration of modernist, diasporic, indigenous, and queer literatures creates a multidimensional literary framework that reflects the complexity of contemporary global realities. This approach moves beyond canonical rigidity and fosters a more inclusive, dialogic, and critically engaged model of literary studies (Ashcroft, Griffiths, and Tiffin).

Such a framework enables comparative and interdisciplinary analysis, allowing students to trace connections between historical literary traditions and contemporary sociocultural issues. It also aligns with NEP 2020's emphasis on inclusivity, critical thinking, and global citizenship (Government of India).

A NEP-oriented literary curriculum can therefore be structured progressively as:

1. Canonical foundation (William Shakespeare, John Milton)
2. Modernist transition (T. S. Eliot, Virginia Woolf, James Joyce)
3. Diasporic expansion (Jhumpa Lahiri, Salman Rushdie, Chimamanda Ngozi Adichie)
4. Indigenous perspectives (Thomas King, Leslie Marmon Silko)
5. Queer and transgender literatures (theoretical grounding in Judith Butler)

This layered structure ensures a balanced progression from foundational literary traditions to contemporary, globally relevant, and critically engaged frameworks. It also encourages students to engage with literature as a dynamic field shaped by multiple voices, identities, and epistemologies.

7.5 Queer and Transgender Literatures: Identity, Embodiment, and Resistance

An inclusive literary pedagogy under the National Education Policy 2020 must extend beyond diasporic and indigenous frameworks to incorporate queer and transgender literatures, which foreground issues of gender identity, embodiment, marginalization, and resistance. These literatures challenge heteronormative assumptions and expand the scope of English studies to include diverse and historically underrepresented gendered experiences.

The theoretical foundations of queer studies are significantly informed by the work of Judith Butler, whose concept of gender performativity reconceptualizes identity as socially constructed rather than biologically fixed (Butler). This perspective destabilizes binary understandings of gender and provides a critical framework for interpreting transgender narratives within literary studies.

In literary contexts, queer and transgender texts interrogate dominant cultural norms and create space for alternative identities and expressions. These works often explore the politics of identity and visibility, experiences of exclusion and resilience, and the negotiation of selfhood within restrictive social and cultural frameworks.

In the Indian context, transgender writing has emerged as a powerful mode of self-representation and resistance. Works such as *The Truth About Me: A Hijra Life Story* by A. Revathi and *Me Hijra, Me Laxmi* by Laxmi Narayan Tripathi offer deeply personal narratives that document lived experiences of marginalization, identity formation, and social struggle. These texts not only challenge dominant representations of gender but also assert agency and visibility within a socio-cultural context that has historically excluded transgender voices.

Such writings frequently engage with intersections of gender, caste, class, and regional identity, thereby enriching the complexity of literary analysis. They also function as counter-narratives to mainstream discourse, foregrounding the voices of communities that have long been silenced or misrepresented.

Globally, queer literature intersects with postcolonial and diasporic studies, highlighting how gender identity is shaped by migration, colonial histories, and transnational experiences. This intersectional dimension aligns with the theoretical contributions of Homi K. Bhabha and Gayatri Chakravorty Spivak, particularly in relation to hybridity, marginality, and voice (Bhabha; Spivak).

From a pedagogical perspective, incorporating queer and transgender literatures enables students to develop sensitivity toward gender diversity, critically examine normative assumptions, and engage with literature as a site of social critique and transformation. The inclusion of Indian transgender texts, in particular, allows learners to connect literary analysis with local realities, thereby enhancing both relevance and engagement.

Thus, the inclusion of queer and transgender texts significantly strengthens the decolonial and inclusive objectives of English pedagogy under NEP 2020, positioning literary studies as a space for critical

dialogue, inclusivity, and social justice.

7.6 Literary Pedagogy as Cultural Transformation

The reconfiguration of literary studies under NEP 2020 is not merely curricular but deeply ideological. It represents a shift toward:

- Decolonization of knowledge systems
- Democratization of literary discourse
- Inclusion of marginalized and subaltern voices

This transformation aligns with global academic movements that emphasize diversity, equity, and inclusion, thereby positioning Indian literary studies within a broader international context.

7.7 Critical Evaluation

Despite its transformative potential, the reconfiguration of literary pedagogy faces several challenges. These include resistance to curriculum change, lack of teacher training, and limited access to diverse literary resources.

Furthermore, institutional inertia and examination-driven systems continue to constrain pedagogical innovation. However, these challenges can be addressed through sustained policy implementation, faculty development programs, and investment in educational infrastructure.

8. TOWARD AN INTEGRATED PEDAGOGICAL MODEL UNDER NEP 2020

The transformations discussed in the preceding sections—pedagogical, technological, and literary—necessitate a comprehensive framework capable of integrating these diverse elements into a coherent and functional structure. While NEP 2020 outlines broad principles for educational reform, its practical realization in English language and literary studies requires a systematic pedagogical model that can translate policy into practice (Government of India).

To address this need, the present study proposes an Integrated Multilayered Pedagogical Model for English language and literary studies under NEP 2020. This model conceptualizes English education not as a linear or hierarchical process but as a dynamic, interactive system in which multiple dimensions—linguistic, technological, theoretical, and literary—interact to produce meaningful and contextually relevant learning outcomes.

Unlike traditional models that treat language, literature, and pedagogy as separate domains, this framework emphasizes **interconnectivity and simultaneity**, recognizing that effective learning emerges from the interaction of multiple pedagogical forces. It also aligns with contemporary educational

theories that emphasize interdisciplinarity, learner-centered approaches, and epistemic diversity.

8.1 Structure of the Model

The proposed model consists of four interconnected layers, each representing a crucial dimension of English pedagogy under NEP 2020. These layers are not rigidly hierarchical but function as mutually reinforcing components within an integrated system.

8.1.1 Multilingual Foundation Layer

At the base of the model lies multilingualism, reflecting NEP 2020's emphasis on linguistic diversity and inclusivity. This foundational layer recognizes that language learning is deeply embedded in cultural and cognitive contexts, and that the use of multiple languages enhances both comprehension and expression (Government of India).

This layer includes:

- Mother tongue-based instruction
- Translanguaging practices
- Cultural contextualization of learning materials

Research demonstrates that multilingual competence enhances cognitive flexibility, metalinguistic awareness, and second-language acquisition (García and Wei). Translanguaging, in particular, allows learners to navigate between linguistic systems, thereby facilitating deeper understanding and creative expression.

From a pedagogical perspective, this layer challenges the dominance of monolingual English instruction and promotes a more inclusive approach that values linguistic diversity. It also aligns with decolonial perspectives that advocate the recognition of indigenous and regional languages as legitimate mediums of knowledge production.

8.1.2 Digital Pedagogical Layer

The second layer incorporates digital tools and platforms that support innovative teaching and learning practices. In the context of NEP 2020, digital pedagogy is not merely an auxiliary component but a central mechanism for expanding access, engagement, and flexibility in education (Bond et al.).

This layer supports:

- Interactive and student-centered learning environments
- Collaborative and peer-based engagement
- Development of multimodal literacy skills

Technologies such as Google Docs, Zoom, and Grammarly enable students to actively participate in learning processes, receive immediate feedback, and engage in collaborative knowledge construction.

Moreover, digital pedagogy facilitates the integration of diverse media formats—text, audio, video, and interactive content—thereby enhancing the accessibility and appeal of both language and literature. It also supports personalized learning pathways, allowing students to progress at their own pace.

However, as scholars have noted, the effectiveness of digital tools depends on their pedagogical integration rather than mere technological adoption (Bond et al.). Thus, this layer must be supported by appropriate teacher training and infrastructural development.

8.1.3 Critical-Theoretical Layer

The third layer integrates critical and theoretical frameworks that enable students to engage with language and literature at a deeper analytical level. This includes perspectives such as:

- Postcolonial theory
- Feminist criticism
- Subaltern studies

The works of Homi K. Bhabha and Gayatri Chakravorty Spivak are particularly significant in this context, as they foreground issues of hybridity, representation, and marginalization (Bhabha; Spivak).

This layer encourages students to:

- Critically analyze texts in relation to power structures
- Question dominant narratives and ideological assumptions
- Engage with issues of identity, gender, class, and culture

By incorporating critical theory into pedagogy, the model moves beyond surface-level textual analysis and fosters a more reflective and socially aware form of learning. It also aligns with the principles of critical pedagogy, which emphasize dialogue, inquiry, and transformation (Freire).

8.1.4 Literary Diversity Layer

The top layer represents the inclusion of diverse literary traditions, reflecting NEP 2020's emphasis on cultural plurality, inclusivity, and global engagement. This layer integrates multiple literary traditions to create a comprehensive and interconnected framework for literary studies.

It includes:

- Canonical texts (e.g., William Shakespeare)
- Modernist literature (e.g., T. S. Eliot)
- Diasporic narratives (e.g., Jhumpa Lahiri)
- Indigenous literatures (e.g., Thomas King)
- Queer and transgender literatures (theoretical)

grounding in Judith Butler)

This inclusive structure ensures that students are exposed to a wide range of literary voices and perspectives, enabling comparative and intersectional analysis across different cultural, historical, and ideological contexts. It also reflects a shift from a canon-centric model to a more democratic and pluralistic literary framework.

8.2 Conceptual Diagram

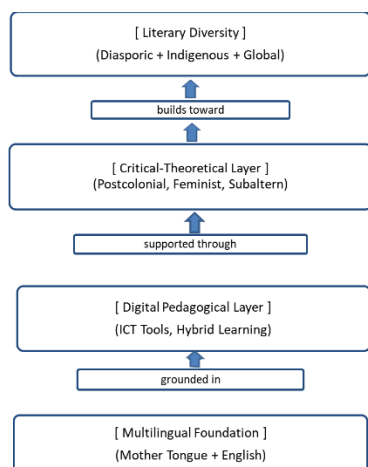


Figure 1: Integrated Multilayered Pedagogical Model

Figure 1 illustrates the integrated pedagogical framework proposed in this study, highlighting the dynamic interaction between multilingualism, digital pedagogy, critical theory, and literary diversity. The upward structure signifies the progressive enrichment of learning, while the interconnected layers emphasize the non-linear and interactive nature of pedagogy under NEP 2020.

9. PROCESS FLOW MODEL OF PEDAGOGICAL TRANSFORMATION

While the conceptual model outlined in the previous section explains the structural dimensions of pedagogical reform, a process-oriented framework is necessary to understand how such transformation unfolds in practice. Educational change, particularly at the systemic level envisioned by the National Education Policy 2020, is not instantaneous but iterative, dynamic, and context-dependent (Government of India).

The proposed Process Flow Model of Pedagogical Transformation conceptualizes this change as a cyclical and evolving process, where policy directives, pedagogical practices, and classroom realities continuously interact. This model emphasizes that transformation in English language and literary pedagogy is not a linear progression but

a recursive cycle involving implementation, evaluation, and refinement.

9.1 Process Flow Explanation

The transformation of English pedagogy under NEP 2020 can be understood through the following interconnected stages:

1. Policy Framework (NEP 2020)

The process begins with the formulation of NEP 2020, which provides the ideological and structural foundation for educational reform. The policy emphasizes flexibility, inclusivity, multilingualism, and digital integration, thereby setting the direction for pedagogical transformation (Government of India).

Importantly, the policy functions not merely as a guideline but as a **normative framework**, shaping institutional practices and pedagogical priorities.

2. Pedagogical Shift (Experiential and Communicative Approaches)

The next stage involves a shift from traditional, teacher-centered methods to learner-centered pedagogies grounded in experiential learning and communicative competence. Drawing on the work of John Dewey and Paulo Freire, this stage emphasizes interaction, dialogue, and critical engagement (Dewey; Freire).

This shift redefines the classroom as a space of active participation, where students construct knowledge through experience rather than passive reception.

3. Integration of Digital and Multilingual Practices

At this stage, pedagogical innovation is operationalized through the integration of digital tools and multilingual strategies. Technologies such as Zoom and Google Docs enable collaborative and flexible learning environments, while translanguaging practices enhance comprehension and inclusivity (Bond et al.; García and Wei).

This integration reflects the hybrid nature of contemporary education, where technological and linguistic diversity intersect.

4. Classroom Implementation

The transformation becomes tangible at the level of classroom practices, where teachers adapt pedagogical strategies to specific contexts. This stage involves:

- Interactive teaching methods
- Use of digital resources
- Inclusion of diverse texts

However, classroom implementation is often shaped by local constraints, including infrastructural limitations and institutional norms.

5. Curriculum Expansion (Diasporic and Indigenous Texts)

A key outcome of pedagogical transformation is the expansion of literary curricula to include diasporic and indigenous texts. This shift aligns with postcolonial and decolonial perspectives, as articulated by Homi K. Bhabha and Gayatri Chakravorty Spivak (Bhabha; Spivak).

Such curricular diversification enables students to engage with multiple cultural perspectives, thereby enhancing critical awareness and global understanding.

6. Learning Outcomes

The cumulative effect of these transformations is reflected in learning outcomes, which include:

- Improved communicative competence
- Enhanced critical thinking skills
- Greater cultural and linguistic awareness

These outcomes align with NEP 2020's vision of holistic and competency-based education.

7. Challenges

Despite these positive developments, the implementation process is mediated by various challenges, including technological disparities, teacher preparedness, and institutional resistance (Kaur and Ahuja).

These challenges highlight the gap between policy aspirations and practical realities.

8. Feedback Loop and Policy Refinement

The final stage involves a feedback mechanism, where insights from classroom experiences and institutional practices inform policy refinement. This cyclical process ensures that educational reforms remain responsive and adaptive.

Such feedback loops are essential for sustaining long-term transformation and addressing emerging challenges.

9.2 Process Diagram

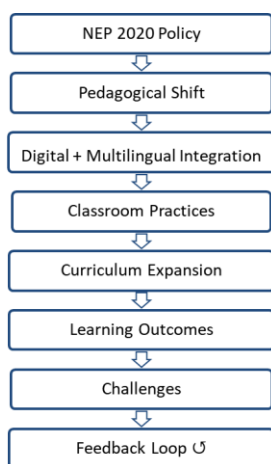


Figure 2: Process Flow Model

Figure 2 illustrates the cyclical process of pedagogical transformation under NEP 2020,

emphasizing the dynamic interaction between policy, pedagogy, and practice. The inclusion of a feedback loop highlights the importance of continuous evaluation and refinement in achieving sustainable educational change.

10. CHALLENGES IN IMPLEMENTATION

Despite its transformative potential, the implementation of NEP 2020 faces several structural, institutional, and pedagogical challenges that complicate its realization. These challenges must be critically examined to ensure that policy objectives translate into meaningful educational outcomes.

10.1 Digital Divide

One of the most significant barriers to effective implementation is the digital divide, which creates disparities in access to technology and internet connectivity. This issue is particularly pronounced in rural and economically disadvantaged regions, where students often lack the necessary resources for digital learning (Kaur and Ahuja).

The digital divide not only limits access to educational content but also exacerbates existing inequalities, thereby undermining the inclusive goals of NEP 2020.

10.2 Teacher Preparedness

The shift toward digital, multilingual, and critical pedagogies requires significant changes in teacher competencies. Many educators, however, lack adequate training in:

- Digital tools and platforms
- Student-centered teaching methods
- Critical and theoretical approaches

Without sustained professional development programs, the effectiveness of pedagogical reforms remains limited.

10.3 Institutional Resistance

Institutional structures, particularly rigid curricula and examination systems, often resist change. Traditional assessment methods that prioritize rote learning and standardized testing are incompatible with the experiential and competency-based approaches advocated by NEP 2020.

Such resistance can slow down or even obstruct the implementation of innovative pedagogical practices.

10.4 Multilingual Complexity

While multilingualism is a central pillar of NEP 2020, its practical implementation poses significant challenges. Balancing regional languages with English proficiency requires careful curriculum

design, teacher training, and resource development. Moreover, the sociolinguistic status of English as a global language creates tensions between local linguistic identities and global aspirations. Addressing this complexity requires a nuanced and context-sensitive approach.

10.5 Bridging Policy and Practice

A broader challenge lies in bridging the gap between policy formulation and classroom practice. While NEP 2020 provides a visionary framework, its success depends on effective implementation at institutional and grassroots levels.

This requires:

- Investment in infrastructure
- Continuous teacher training
- Flexible and adaptive curricula

Only through such measures can the transformative potential of NEP 2020 be fully realized.

11. DISCUSSION

The transformation of English language and literary pedagogy under the National Education Policy 2020 represents a significant convergence of global educational trends and local sociocultural realities. By foregrounding multilingualism, digital integration, and inclusive literary frameworks, NEP 2020 redefines English studies as a dynamic and interdisciplinary field that extends beyond its traditional colonial and canonical boundaries (Government of India).

This transformation reflects broader shifts in global education toward learner-centered pedagogies, competency-based learning, and technological integration. At the same time, it remains deeply embedded in the Indian context, where linguistic diversity, cultural plurality, and historical inequalities shape educational practices. The resulting pedagogical model is therefore hybrid in nature—simultaneously global in orientation and local in application.

However, as this study has demonstrated, the transformation envisioned by NEP 2020 is neither linear nor uniformly implemented. Rather, it is negotiated through a complex interplay of policy directives, institutional structures, and classroom realities. While the policy seeks to democratize knowledge and promote inclusivity, its implementation is constrained by structural inequalities such as the digital divide, uneven resource distribution, and disparities in teacher training (Kaur and Ahuja).

The integration of multilingual pedagogy, for instance, represents a progressive step toward

linguistic inclusivity, yet it also raises practical challenges related to curriculum design, assessment, and institutional acceptance. Similarly, digital pedagogy expands access and engagement but risks reinforcing existing inequalities when technological resources are unevenly distributed (Bond *et al.*).

From a literary perspective, the inclusion of diasporic and indigenous literatures marks a significant epistemic shift. By moving beyond a narrowly defined Western canon, English studies become a site for exploring issues of identity, migration, cultural hybridity, and resistance. The works of Homi K. Bhabha and Gayatri Chakravorty Spivak provide critical frameworks for understanding these shifts, particularly in relation to hybridity and subaltern representation (Bhabha; Spivak).

This expansion of the literary canon aligns with global academic movements toward decolonization and epistemic justice. It enables students to engage with diverse cultural perspectives and fosters a more critical and reflective approach to literary studies. At the same time, it challenges entrenched academic hierarchies and necessitates a rethinking of curriculum design and pedagogical practice.

The Integrated Multilayered Pedagogical Model and the Process Flow Model proposed in this study provide conceptual tools for understanding and operationalizing these transformations. By emphasizing interconnectivity, adaptability, and feedback mechanisms, these models address the gap between policy formulation and classroom implementation.

Ultimately, the discussion highlights that the success of NEP 2020 depends not only on its visionary framework but also on its ability to navigate the tensions between innovation and constraint, inclusivity and inequality, and global aspirations and local realities.

12. CONCLUSION

The National Education Policy 2020 marks a profound paradigm shift in the conceptualization and practice of English language and literary pedagogy in India. By moving beyond colonial legacies and rigid, examination-oriented frameworks, the policy reimagines English studies as an inclusive, interdisciplinary, and critically engaged field that responds to the complexities of the contemporary world (Government of India).

This study has demonstrated that the transformation of English pedagogy under NEP 2020 is multifaceted, encompassing shifts in language teaching methodologies, digital integration, and literary frameworks. The move from grammar-translation

methods to communicative and experiential pedagogies reflects a broader emphasis on learner autonomy and real-world applicability. Similarly, the integration of digital technologies expands the possibilities of teaching and learning, while also introducing new challenges related to access and equity.

Perhaps most significantly, the reconfiguration of literary pedagogy through the inclusion of modernist, diasporic, and indigenous literatures represents a fundamental epistemic shift. This transformation not only broadens the scope of literary studies but also aligns it with contemporary concerns of identity, globalization, and social justice. By incorporating diverse voices and perspectives, English studies become a space for critical inquiry and cultural dialogue.

The Integrated Multilayered Pedagogical Model proposed in this study offers a comprehensive framework for understanding and implementing these changes. By combining multilingualism, digital pedagogy, critical theory, and literary diversity, the model provides a holistic approach to English education that is both theoretically grounded and

practically adaptable.

However, the realization of this vision depends on several critical factors. Effective implementation requires sustained institutional support, investment in infrastructure, and continuous professional development for educators. It also necessitates a commitment to addressing structural inequalities, particularly those related to technological access and linguistic diversity.

Looking forward, future research should focus on empirical studies that examine the implementation of NEP 2020 in diverse educational contexts. Classroom-based research, teacher perspectives, and student experiences can provide valuable insights into the practical challenges and opportunities associated with pedagogical transformation.

In conclusion, NEP 2020 offers a transformative vision for English language and literary pedagogy in India. Its success, however, will depend on the extent to which this vision is translated into practice through innovative, inclusive, and context-sensitive approaches. By embracing this challenge, English studies in India can evolve into a more dynamic, equitable, and globally relevant discipline.

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