Chapter 1

English Language Teaching in India

The introduction of English language in India dates back to the beginning of the seventeenth century. English language in India was introduced by the Missionaries “their effort started in 1614 and became marked after 1659, when they were allowed to use the ships of the East India Company for propagating their religious and cultural ideas”. At that time English was just an alien language in India.

The Constitution of India confers on English the status of the Associate Official Language of the Union of India. Till this day it largely remains, “the language of administration, business and commerce; the language of higher level jobs in public and private sectors; and language of law courts in India. In this multilingual country, English also acts as the link language between the Union and the states and among the educated elite of the country.” Since English performs multiple functions it may continue to be not only taught in India in the present times, but the desirability to learn English may see a boost in the future too.

Yet Agnihotri and Khanna (1997) say “English could never become the lingua franca in India. It started as a language of the elite and has been kept so ever since.”
The statement may be partially true as many centuries of cultural and other exchanges with English have given way to the birth of Indian English with a flavour of its own (which includes words like hookah, charpoy, nawabsaab, bandobast, bakhshish etc). Ever since pre-independence days people's interest in English language has been growing.

After the arrival of the British there came about gradual though a "drastic change in the Indian Linguistic situation" English started to perform the role that Persian had performed hitherto. It became the language of the elite and a kind of an inter-regional lingua franca. During the Mughal rule Persian was the language of Judiciary, academia, religious fraternity and the elite, while Urdu remained the lingua franca of the country.

Mohanty (1987) points out that "The saying 'Flag follows the trade' soon became true and by the Regulating Act of 1773 the British Parliament recognized for the first time the political importance of the East India Company. Till then the company had restricted its educational activities amongst European and Anglo-Indian children. But after this it tried to do something for the education of the Indian people." The Company started to build some institutes of higher learning in India.
The Fort William College at Calcutta was a landmark in imparting good English education to Indians. This college was ‘the pioneering institution’ in imparting Western type of secular, collegiate education.

Convent schools, Public schools or English medium schools too are a fallout of missionary activities in India which date back to the pre-independence days of the country.

The Charter Act of 1813 renewed “East India Company’s charter for a twenty year period, which provided for an annual sum of one lakh rupees for the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of knowledge of sciences among the inhabitants of British territories in India.”

“English in India was initially motivated by a missionary zeal to 'improve' the manners and customs of the 'natives' and open the doors of knowledge and faith (read as Western knowledge and Christian faith) to them so that they could come out of the darkness of ignorance and superstition.”

With the culmination of missionary work the seeds of English education were sown in the Indian soil. And with the establishment of ‘The East India Company’ the roots of English language took a firm ground in India.
The "English-medium schools started crystallizing as early as 1819" in India; hence "it was decided to establish schools in 'circles' consisting of five Bengali and one 'central' school for the teaching of English". These English-medium schools were the result of a number of endeavours on the part of the British.

According to Mehta (1950) "In 1830 a missionary institution Duff’s English College was established." Mayhew and James (1998) have recorded that "English education was already an existing institution in Bengal and Bombay in 1835."

However, the Charter Act of 1813, to quote Krishnaswamy and Sriraman (1995), did not specify "which literature was to be promoted, Oriental or English?" The Charter Act probably did not even consider the vernacular literature worth promoting. Prior to Macaulay's Minute "in reaction to the establishment of the Calcutta Madarsah by Warren Hasting, the Governor General, and that of the Banaras Sanskrit College, some Britishers like John Owen, Wilberforce, Charles Grant and Mountsturat Elphinstone had already taken the initiative in defence of English education" in India. Keeping in view the best interests of the 'learned natives' the conflict was resolved by Macaulay in 1835. Macaulay wanted to develop an elite English
speaking class from amongst the Indians. Citing Sharp, Sareen (1991) points out that Macaulay wanted to create "a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect".\(^{13}\)

Referring to Sharp, Sareen (1991) makes an enlightening remark that Macaulay's Minute of 2\(^{nd}\) February, 1835 elicited a quick response from Prinsep in his note dated 15\(^{th}\) February, 1835. Prinsep emphasized in his note that "Latin and Greek were to nations of Europe what Arabic and Persian are to the Mooslims and Sanskrit to the Hindoos of the present population of Hindoostan and if a native literature is to be created it must be through the improvements of which these are capable."\(^{14}\) But contrary to the suggestion of Prinsep, with the recommendations of Macaulay, "English became the language of government, at once a symbol of Imperial rule and of self improvement."\(^{15}\) Though some voices favoured the use of Indian vernaculars like Bengali, Tamil and Hindi, there were others who favoured the use of classical languages like Sanskrit, Persian, Arabic and Sanskrit.

Mayhew and James (1998) further observe that Macaulay had no difficulty in proving the following points:

1. That English is the key to more useful knowledge than Sanskrit or Arabic;
2. That there was already an effective demand for 
   English.....

3 That many natives of India in Calcutta had already a 
   remarkable command of English, so that there could be 
   no doubt of their being able to master English 
   sufficiently. ^®

Sareen (1991) notes that "Macaulay recommended English 
   as a proper medium of higher education. He questioned the 
   usefulness of Oriental languages and literature and 
   considered expenditure on them wasteful."^7 Except for H.T. 
   Prinsep's argument none seemed to question the 
   authenticity of Macaulay's Minute. Macaulay was supported 
   by Bentinck and the British too were unanimous in their 
   opinion about the supremacy of English over the 
   vernaculars.

   From 1837 onwards Urdu replaced "Persian in the 
   subordinate courts and offices, as English did in the higher 
   official sphere."^8 The same year, a missionary institute got 
   started in Madras which was popularly Known as the 'Madras 
   Christian College'. There were some famous English 
   Education institutions that already existed in India, such as 
   Duff's English College, Hindu college in Calcutta, Elphistone 
   institution in Bombay and English education institutions in 
   Bengal and Bombay. With the passage of time the number of
English institutions kept on growing in India. Raja Ram Mohan Roy's and David Hare's Hindu college was also one such institution.

The Wood's Dispatch as it is popularly known was the report of Sir Charles Wood presented by him in 1854. According to Krishnaswamy and Sriraman (1995), the aim of the Wood's Dispatch was to impart "selective higher education for training future administrators", through English medium exclusively. Sir Charles Wood in his Dispatch made it very clear that, "it is neither our aim nor our intention to substitute English for vernaculars." In his Minute of 24th November 1839 Lord Auckland embarked "additional funds for the development of both the Oriental and the English education."

In the due course of time English became the medium of instruction in a number of high schools and universities due to educational and political reasons. In 1857 'universities at Calcutta, Bombay and Madras' got established. According to Krishnaswamy and Sriraman (1995), "these universities imparted education through English medium only."

English literature was prescribed in universities and colleges with a view to give students an intense power of critical judgement and a capability of speculative thought. It
went along with the objective of enabling the learners to learn language. Mayhew and James (1998) note that "the Commission of 1882 had been content to record the fact that only in Madras was there a separate training institution."\(^{23}\)

The British appreciated the act of having a training institution for English teachers. Though much was not done at that time to have trained English teachers in India yet the British realized that trained English teachers would definitely be better than the untrained ones at imparting English education to the natives.

"The Indian Universities Act (1904) fixed the area of jurisdiction of universities",\(^{24}\) hence provided the university authorities with a clear purview with reference to educational policies which could be adopted by the universities. Krisnaswamy and Sriraman (1995) further point out that "The Resolution on Educational Policy (1913) assigned distinct spheres of activities to universities and high schools, released the universities of the responsibility of granting recognition to high schools and placed the latter under the case of provincial governments."\(^{25}\) The Resolution on Educational Policy relieved the universities of the responsibility of administration and running of schools, the universities could then fully concentrate on best possible ways of imparting higher education.
Just after five years of The Resolution of Educational Policy (1913) the report of the Calcutta University Commission (1919) came. The Calcutta University Commission (1919) also 'recommended the separation of intermediate classes from the universities.'\(^{26}\) Mehta (1950) emphasized that the Calcutta University Commission Report (1919) declared English to be the lingua franca of India. He further adds in connection to the report that it considered English as a means of "intercommunication necessary for the maintenance of the unity of India – for promotion of interprovincial relations-commerce and industry."\(^{27}\) With the help of English teaching the British aimed at providing a link between various states and provinces in India. It was hoped that knowledge of English would bring to India "materials and models for the formation of a national literature."\(^{28}\) Even during the Imperial rule reforms were being carried out for better learning and teaching of English. Krishnaswamy and Sriraman (1995) say, "The Abbot-Wood Report (1936-37) advocated basing primary and middle school Education on children's natural interest and environment."\(^{29}\) Also the Sargent Committee Report (1944) "suggested the conduct of refresher courses for all teachers, particularly for those in remote rural areas."\(^{30}\) Even in the 1940's and 1950's measures were being taken for teaching through English medium in better ways.
Mehta (1950) notes that the Indians assimilated "the lessons of independence and freedom which English literature taught." The first struggle for independence took place in 1857 and finally India achieved independence on 15th of August 1947. After India achieved independence, Maulana Abdul Kalam Azad, the first Education Minister of free India stated in the Interim Government press conference:

"One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India".

English at that time performed three main functions in India. Firstly, it was the medium of instruction in many schools, colleges and universities. Secondly, it provided a link between different Indian states and provinces. And lastly, it was the language of communication between India and the other (particularly western) countries. Maulana Abdul Kalam made it very clear in the Interim press conference that English had come to India to stay. And soon India was to produce her own brand of English savoured with the flavours of Indianness, now largely regarded as Indian English.
Agnihotri and Khanna (1997) have pointed out that the leaders of the freedom movement had used "English to decode the attack of colonial designs."\(^{33}\) They also say that English, "became strongly entrenched in the domains of administration and the judiciary."\(^{34}\) English was used so extensively in India that it could not be abdicated. Even the thought of doing without it was considered impossible. English in post-independence India was used in a prolific manner by the leaders such as Tilak, Nehru, Gandhi and Bose. They "used it extensively in their discussions and writings."\(^{35}\)

At that time English was understood and spoken by a small percentage of the privileged ones from amongst the Indian masses, as English was not accessible to all and sundry. Still the echoes of creative English voices could be heard in India. These were the voices of the natives. And the most prominent innovative voices (writers) of the times were, "Mulk Raj Anand, R.K. Narayan and Raja Rao."\(^{36}\) To this day, the Indian writers writing in English are fairly popular all over the world. Arunadhati Roy, Upamanyu-Chaterjee, Rohinton Mistri, Khushwant Singh, Amitav Ghosh etc are some of the most conspicuous names among them. English was also deeply assimilated by some sections of Indian society. Krishnaswamy and Sriraman (1995) have laid thrust on the fact that "Language studies in India had been
based on the Kavya (literature) –vyakaran (grammar) tradition, and the grammar translation method had been the means of studying classical languages.\textsuperscript{37}

The Grammar Translation Method was used extensively and exclusively for the teaching of English in India for almost a century. Indians who wanted to have a fair knowledge of English did so by interpreting literary texts with the help of a dictionary. They did this in order to interpret the meaning of the 'roots'. And the rules of grammar were taken into consideration when problems regarding inflection and syntax cropped up. The Grammar Translation Method ignored the spoken aspect of English and laid stress on the accuracy of grammar rules in translating or building sentences.

The use of Grammar Translation Method was advocated by such pioneers as 'Franz Ahn (1796-1865) and H.G.Ollendorff (1803-1865).\textsuperscript{38} The grammar-translation method was not much of a success in enabling Indians to learn English language in the sense of mastering the four skills as it was basically a memory test resting on the rigid rules of grammar. Translation in India began with the teaching of English in this country and the same method continues to date in many schools and colleges.
Gautam (1998) feels that "the pace of progress in the direction of modernizing English could not remain steady because of two significant events- The Second World War and The Independence of India."³⁹

These two historical events brought with them such problems as needed to be tackled immediately. Hence much work was not done in the area of ELT during the 1930's and the 1940's. English began to be used in India as a result of a 'histro-political accident'.⁴⁰ It is considered to be the language of 'opportunity' now.

The first Education Commission to be appointed just after the independence of India was the Radha Krishnan Commission (also known as the University Education Commission). The report of the Commission was submitted in 1949.

Krishnaswamy and Sriraman (1995) have pointed out in connection with the Commission that there was "a certain vagueness about the recommendation regarding the medium of instruction."⁴¹ So, the role of English remained obscure and it could not be easily determined through the Radha Krishnan Commission report.

The Secondary Education Commission (1952-53) was perhaps the first in India in giving importance to the methods of teaching, materials for teaching and the
evaluation system. The Secondary Education Commission "was of course dealing with the teaching and evaluation of all the subjects but its observations and recommendations had, and still have, particular relevance for the study of English."\(^{42}\)

The Commission also advocated a complete change in the methodology of English teaching. The Secondary Commission insisted that "the emphasis should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose the principles of 'Activity Method' and 'Project Method' should be assimilated in school practice."\(^{43}\) But what was stated so clearly in theory was not put much into practice. After being used for many decades the grammar translation method paved way for the Direct Method to achieve the ELT objective. To quote Krishnaswamy and Sriraman (1995), "from 1915 to the fifties.....the grammar translation method (which was not a method but a kind of bi-lingual work with a focus on grammar and literature) had made way for the Direct Method."\(^{44}\)

The extensive use of the Direct Method brought gradual decline in the teaching of formal grammar. The Direct Method weakened the teaching of 'grammar as well as literature'\(^{45}\) in India. Yet the 1950's had brought about a
welcome change in the ELT scenario of India, as during this period experts felt the need "for the improvement of materials and methods of teaching English at all levels." During this period an awareness about imparting the language skills started building up. It was realized that goals of ELT are to provide the learners with working knowledge of four skills (listening, speaking, reading and writing). Therefore, the identification of definite ELT goals made the ELT experts focus on these goals in a more result oriented manner.

Efforts were being made in the 50's to improve the ELT scenario in India. The 50's led to the establishment of many English Language teaching institutions in India. Krisnaswamy and Sriraman (1995) point out that "the English language teaching Institute (ELTI) was established in Allahbad in 1954...the Central institute of English(now known as the Central Institute of English and Foreign languages CIEFL) got established in Hyderabad in 1958". Around the same time The regional institutes of English at Banglore and Chandigarh also got established."
on the school syllabi. The Structural Approach for ELT came up in the 60's. It was based on the Principles of:

(a) Structural grading,

(b) Vocabulary Control,

(c) Oral Situation Presentation, and

(d) Repeated practice for establishment... of the systematic organization of language materials. The structural approach to language teaching lays too much thrust on structures. Hence, it is not suitable for language teaching because it ignores the serious treatment of language as discourse. Antony (1993) says,"It was believed that the Structural approach would solve the problems in teaching English as a second language. Three hundred graded structures and three thousand controlled vocabulary items were taught to give the learner a sound knowledge of English. Many countries came under the influence of this movement. But soon the over-enthusiasm faded. The main reason for this failure was the absence of properly trained teachers. It was an effective method to teach army personnel. But with school children this method was not effective as it did not take care of the creative use of the language and the interest of the learners."
After the independence of India in 1947 a decision was taken to give the place of official language to Hindi for the convenience of administrators and professionals as they were under the pressure of using English. In the words of Quirk (1962), "It was then intended that English should cease to be one of the official languages in 1965." But in 1961 the three language formula got implemented in India. "In 1961, The Guardian announced that quarrels over the relative status of Hindi, Assamese and Bengali had been settled by the intervention of the of the Indian Home ministers".

Hence, the Chief ministers decided to adopt the three language formula in all schools all over India. According to Krishnaswamy and Sriraman (1995) this meant that three languages could be used. These are as follows:

1. The regional language or the mother tongue when different from the regional language;

2. Hindi or any other Indian language in Hindi speaking areas; and

3. English or any other European language

That is to say, English language, the mother tongue (of states) and the Official language, Hindi, were to be
taught. If the mother tongue was Hindi itself then English and Hindi were to be taught in schools.

"The three-language formula was however reiterated by the Khotari-Commision (1966)." The government of India took several measures to improve the quality of education in India. Mohanty (1987) says, "Under Article 246 schedule 6 there has been division of educational responsibility between Government of India and the States."

Various academic bodies were formed for spreading knowledge and also from the point of view of improving the quality of education in India. These academic bodies like UGC and NCERT worked for the qualitative improvement of education (including English education).

From the historical point of view the 1970's were not so eventful for the same reason. The National policy on Education and the programme of Action(1986) could not clearly define the status of English as medium of instruction. " The Acharya Ramurti Commission, appointed to review 1986 National policy on Education, submitted its report in 1990." The report made an objective analysis of the problems that were the result of three-language formula. Yet it was mentioned in the report that the three language formula had
'stood the test of time' and it was not 'desirable or prudent to reopen it'.

The CDC Report on English proposed "a new undergraduate curriculum which comprises a General English course and a Special English course." Hence, the late 80's and 90's saw redefining of syllabi, search for authentic instructional material and other such constructive steps.

Earlier the syllabus designers did not give much importance to the 'principles associated with the pioneering work of Jesperson, Palmer, West and their successors.' The teaching methods adopted by the teachers of those times were not apt enough to make students understand English literature and learn English language through Literature in an appropriate manner. Language experts like Krishnaswamy and Sriraman (1995) disapprove of the 'unhealthy reliance' on the foreign institutions for the achievement of ELT objective in India. The workings of foreign institutions cannot be demeaned in any way. But the techniques and methods which might be fruitful for improving the language skills of native learners may not be so fruitful for the second language learners in enabling them to learn or teach English as every society has different requirements.
English has gained wide acceptance in the Indian society. English is now the language of the Indian intellectual make up. To quote Sood (1995) "Since independence there has been a rapid growth in the higher education. In 1983-84 there were 5,246 colleges........In 1988-89 the number of colleges increased to 6912 (including 4,6000 affiliated colleges)........in the country.(Employment news 14-20 August 1993 )." But the growth of the colleges does not mean that the quality of English education provided by these colleges is up to the mark.

Sood (1995) also laments over the plight of Indian students. He says, “Our average undergraduate cannot speak a correct sentence in English, write his curriculum vitae or even read an English daily. This is no exaggeration. Complaints such as these are voiced all over the country. Parents, teachers, examiners and employers complain of our learners’ poor achievement levels.” Complaints about the poor achievement levels in English are common not only with reference to the undergraduates but also in relation to the primary and graduation level students. Even their spoken expression is marked by typical mistakes of usage and grammar. Their accent also betrays right pronunciation, intonation and stress patterns. At times their fluent expression is not more than a crude translation of mother tongue expression. The majority of Indians seeking jobs or
engaged in jobs are also not proficient enough in English. The growing population of the country has increased the demand for educational institutions in rural and urban areas simultaneously. Still the poor achievement levels in English are common due to multifarious reasons that range from untrained/imperfect teachers, to faulty system of examinations (which seem to be a test of memory rather than the test of ability); inappropriate instructional materials; lack of infrastructural facilities and above all lack of proper theoretical and methodological support to ELT within the Indian context. Syllabuses are not prepared keeping in mind the mental level of the students.

In the context of the history of ELT in India, Gautam (1998) says, "The development in the field of foreign language teaching that took place during the forties in USA and U.K. had far reaching influence on ELT in India in the following decades" but he didn't specify the effect of the development of foreign language teaching on ELT in India.

Four skills (listening, speaking, reading and writing) are expected to be mastered to achieve the objective of English language learning in India. But before 60's much attention was not paid to enable the students to master these four language skills. Some efforts were; however, made by Indian
English language experts to improve the ELT scenario in India. (Below we will consider some of them:)

Kaushik for the first time in 1967 experimented on large classes at upper primary stage by teaching them English through group leader method. He divided the entire class into 5-6 groups and made an intelligent student the leader of each one such group “to help average and dull students in the subject. The seating arrangement was also done group-wise. He found this method useful for recapitulation, correction work and follow up work.” Just a year after that “Venkataramaiah (1968) applied a tried out remedial method of teaching English on underachievers of a Gujarati school... He gave them a remedial programme, consisting of word games, language exercises, etc.” The remedial method was found useful to a certain extent as the interest of the students started developing in the subject through this method.

Rathore (1971) carried out a 12 week experiment on 14 year old pupils of class 10th to improve their reading and enable them to acquire functional vocabulary. “Every pupil was required to read two abridged novels/story books every week. Pupils were also required to write at least five new words or phrases along with their dictionary meaning in the Book Review Forum.” The programme not only improved
their vocabulary but also helped them acquire the art of summarizing. Chawla (1973) tried to improve the pupil's spoken English, poems and rhythmic lines were given to students "to improve their pronunciation specially"\textsuperscript{65}, the vowel sounds and diphthongs, stress, intonation and rhythm. This programme was also quite useful at that particular time.

"Aggarwal (1974) applied various techniques in different classes (8\textsuperscript{th}-11\textsuperscript{th}) to teach and improve English spellings."\textsuperscript{66} He used some language exercises and games to inculcate the correct spellings in the mind of the students. Similar kind of work was done by Khachroo in 1979 to improve English spellings of the students and the efforts resulted in the desired effect. Salami in 1974 conducted an experiment on teaching English to the elementary classes. Instead of teaching alphabets to the beginners, he began with "showing pictures and actual things, illustration, conversation and dramatisation."\textsuperscript{67} The method developed the interest of students in English language.

Acharya Jawedkar Adhyapak Mahavidhya, Gangotri Maharashtra (1979) tried out scheme of homework, library study and supervised study by which it could "complete the work relating to acquisition of the four language skills."\textsuperscript{68} Through this scheme students cultivated the habit of self-study and home assignment completion.
"Annama's (1998) experiment on 'Learning English without the textbook' proved that when class 'Vth' students were taught through environment approach, the students benefitted from it. Annama provided an environment in which they learnt new words and enhanced their communication skills, they showed a lot of improvement in their vocabulary, reading and writing competency. In 1990 Kumar used forty seven language games for three months to enable the pupils to improve their vocabulary. The students not only learnt many new words but also many sentences without cramming the rules of grammar.

So in the 1960s some constructive developments took place in the field of ELT in India. Yet a major difference could not be brought to the particular ELT scenario in India. English literature has been taught in India for a considerable period of time. But it remains a common fallacy that a loud reading of the text followed by some critical analysis of the text will enable the students to learn English language.

Sood (1995) brings to focus the real problem in India which is the lack of "uniformity in language teaching policy in India". The Article 256 of the Constitution of schedule 7 has divided the responsibility of division of education between the central government of India and the state governments.
Every state government has its own educational policy. Chopra (1993) says “In Maharashtra, teaching of English starts from standard Vth.” In Punjab after independence the Khalsa schools also adopted English as the medium of instruction.

Mayhew and James (1998) talk about two kinds of schools; 'government aided' and 'non government aided'. In government schools teaching of English starts from 6th standard. Chorpa (1993) too feels, “Apart from many factors that are responsible for poor performance of students in English in higher classes,” one basic reason of poor performance in language learning activities in government aided schools is the teaching of English which begins in VIth standard.

It can be said that there is a lack of uniformity in India’s language teaching policy. Another factor on which an individual’s grasp of English depends is the kind of family background he/she comes from. Sood (1995) points out, “those who come from English medium public schools” belong to the upper middle class families. These children have educated parents; they get enough reading material such as newspapers, magazines, digests, journals etc in English at home itself. They regularly watch English language programmes (movies, serial, quizzes etc) on
television and read English novels and stories. Thus, these children have a better grasp of English language. However, the point must be noted that their grasp of English mostly remains confined to spoken English and they are usually deficient in written English; mostly marked by mistakes of spellings, grammar and idiom. Enjoying a fable sense of pride they do lack proper writing capabilities. In our undergraduate classes learners with a very wide spectrum of abilities are found; those who come from highly expensive English medium schools and those who come from regional language schools maintained by local bodies. As a result, the school leaver's command of English to a large extent depends upon the kind of school he/she comes from.

Krishnaswamy and Sriraman (1995) have pointed out that, "Chaucer, Bacon, Addison, Steele, Shakespeare, Milton, Dryden, Pope, Johnson, Wordsworth, Shelley, Keats, T.S.Eliot" only such names are included in the syllabus. But the approach of critical analysis of the literary text is a self defeatist kind of an approach and the examinations based on stereotyped questions can at least be called memory tests; having little to do with their grasp of English.

When English was promoted by Macaulay in India's educational system, there was no rift between language and literature. However, the 1950's saw the bifurcation of
English as a subject into two areas; ELT (English Language Teaching) based on the assumptions of linguistics and English literary works to be taught on the principles of literary criticism. But in 1990's English literature again started to be used for language learning experience.

According to Agnihotri and Khanna (1997) the Forum of English language teachers community etc consider "English Literature to be an intrinsic part of the curriculum." Therefore the need of the hour is "to bring together the two disciplines 'language' and 'literature'" and use them for ELT purpose keeping in focus the goals of ELT. Hence, the goals of ELT in India need to be redetermined too.
References:


8. Ibid., p. 22.


14. Ibid.


25. Ibid.

26. Ibid.


28. Ibid., p. 5.

30. Ibid., p.3.


32. Ibid., p. 3.


34. Ibid.

35. Ibid., p. 30.

36. Ibid.


38. Ibid.


40. Ibid., p.1.


42. Ibid., p. 37.
43. Ibid.

44. Ibid., p. 39.

45. Ibid.


51. Ibid., p. 17.


53. Ibid.


56. Ibid., p. 42.

57. Ibid.


60. Ibid, p., 167.


63. Ibid., p. 106.

64. Ibid., p. 97.

65. Ibid.,pp. 100-101.

66. Ibid., p. 103.

67. Ibid., p. 96.
68. Ibid., p. 105.

69. Ibid.


75. Ibid., p. 45.

76. Ibid., p. 22.