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Reimagining English Language Teaching under the New Education Policy: Challenges, Opportunities, and Pedagogical Transformations

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Abstract

The National Education Policy (NEP) 2020 has ushered in many changes in the Indian education system, focusing on learner-centred pedagogy, multilingualism, experiential learning, and skill-based education. They have paved the way for rethinking English Language Teaching (ELT) and especially the use of literature as an instrument of teaching and learning. This paper reviews how literature has played a crucial role in revolutionizing the English language education under the umbrella of NEP 2020. It examines the role of literary texts (novels, poetry, drama and short stories) in language learning, communicative competence, critical thinking, creativity and cultural awareness. The study also examines how pedagogy in the textbooks is aligned with the main principles of NEP 2020 such as student engagement and interdisciplinary education, and holistic learning. The results show that literary texts not only offer meaningful contexts for language learning, but also facilitate interactive, reflective and experiential classroom practices. Meanwhile, the paper points out the main obstacles to the NEP orientation in literature teaching, such as exam-oriented teaching, teacher training deficiencies, the multi-lingual problems of the classroom, the digital gap and the fixed curriculum. The findings of this study reveal that literature is still a powerful tool for the development of linguistic, intellectual and cultural aspect. Implementing NEP-driven reforms will, however, not be possible without: Continuing teacher training, Flexibility in the Curriculum, Assessment reform and Institutional support to make English classes inclusive and communicative.

Keywords: ***English Language Teaching (ELT), National Education Policy 2020, Literature-Based Pedagogy, Multilingualism, English Literature, Communicative Competence, Experiential Learning.***

Introduction

English education has always played an important role in the Indian educational system due to the importance of English as a language of higher education, literary discourse, professional development and global communication. English education in the Indian context has undergone a slow change from a dogmatic approach centered on grammar to an interdisciplinary approach of English studies including language acquisition, literary interpretation, communication skill and cultural understanding since the colonial era. English is no longer considered solely a language of foreignness but is also seen as a language that helps students to gain access to global knowledge, research and intellectual exchange. The recent rollout of the National Education Policy (NEP) 2020 has added fuel to the fire of the debate for the change in the English Language Teaching (ELT) in India. The policy is learner-centred, considers multilingualism, flexible and holistic in its approach to education, and thus calls for a significant reform of education (Aktar 302–06). English teaching today must thus break away from the basis of rote learning and grammatical teaching and develop into a teaching model with more interaction, creativity and literature teaching.

Literature in ELT has become more and more academically significant, due to the fact that Literatures provide meaningful contexts for language learning. Literature is used to create opportunities for students to experience real life forms of language, emotional expression, imagination and cultural diversity; students are able to gain interpretative and communication competence. The engagement of language and literature is essential to the study of English, as the study of literature improves students' sense of stylistic awareness, understanding of discourse, and linguistic creativity, according to Carter (322–32). Students learn the vocabulary, grammar, critical thinking, emotional intelligence, and interpretative reasoning through literature. Literary texts, then, can be considered as dynamic didactic materials that can enrich language skills and thoughts. The role of novels, poetry, drama and short stories in the acquisition of language and understanding of literature varies in the English classroom. Novels foster large quantities of reading, narrative understanding, word development and cultural interpretation via characters and social contexts. Poetry nurtures sensitivity to images, symbolism, rhythm and figurative language, which helps students to appreciate the aesthetic aspects of English. Drama encourages classroom dialogue, performance, pronunciation and group participation, creating a more interactive and communicative classroom. Short stories are short pieces of writing that allow students to practice inference, interpretation, and comprehension skills in a manageable amount of text. Lazar views literature as a support for language teaching as it arouses imagination, interpretation, creativity, and interaction in the classroom (Lazar 468-82). Likewise, Maley points out, literature offers rich linguistic input, and personal involvement, very effective for English language learning (Maley 299-317). The perspectives indicate that literature-based pedagogy is an important factor in enhancing communicative competence and analytical thinking of learners.

Moreover, literature has also been incorporated to language teaching and backed by both empirical and pedagogical research in ELT. Paran argues that literature has a significant and important role for ILL when teachers use learner-based methodologies and learner-oriented learning processes in the classroom (Paran 465–96). Literature-based activities (group discussion, analysis of text, role play, dramatization, creation of text, reflective analysis) provide opportunities for students to interact with language, rather than just memorize isolated grammatical structures. The strategies are in line with the overall vision of NEP 2020 for competency and experiential learning in education. Gupta and Chatterjee believe that the policy opens up new avenues to

transform the EFL classroom through skill-based approaches, flexibility, and student-centered pedagogical strategies (Gupta and Chatterjee 11–17). Therefore, literature becomes an important pedagogical tool in the new educational landscape that NEP is envisaging.

Multilingual education and inclusive learning practices is another important aspect of NEP 2020. In a nation as diverse as India, English classrooms often have students from other regions and ethnic groups. Mahapatra and Anderson believe that the multilingual language-in-education policy in India should promote language-in-learning instead of language-in-learning boxes (Mahapatra and Anderson 102-22). This is particularly important for the teaching of literature, as students tend to read English literary texts in light of their own cultural experiences, regional narratives and language identities. This multilingual and multicultural engagement could enrich the classroom of literature in its engagement of the multiplicities of language and culture in ways which make it more inclusive, more dialogic, more contextually meaningful.

Policy changes are not the only drivers of the change in ELT in India. Research in the international context shows that educational policies have a profound effect on pedagogical practices, curriculum design and language learning practices in the classroom. Changes in Turkish policies impacted English language teaching practices by introducing a more communicative approach, a learner-centred approach, and a more integrated approach, while simultaneously conservation issues persisted (Kirkgoz 216–28). Likewise, Darasawang and Todd point out how education policies in Thailand had a transformative impact on secondary school English teaching and how there are disconnects between policy visions and classroom practice (207–20). The experiences in these countries have shown that educational reform is not only about the need for policy innovations but also for effective teacher preparation and institutional support and pedagogical adaptation. It is essential to bring in such comparative perspectives to comprehend the opportunities and constraints of NEP influenced ELT reforms in India.

While NEP 2020 is progressive in its vision, there are a number of challenges that are still present in the implementation of literature-based pedagogy in the English classroom. Numerous educational institutions continue to adopt the practice of exam-centered education, lecture teaching, and curriculum (subject) stagnation, which limits student participation and imagination. In the classroom of literature, digital tools, multilingual strategies and learner-centred methodologies are often hard to incorporate. The problems that prospective teachers of English often face are pedagogical competence, preparedness for classrooms and professional training as highlighted by Suar et al. (Suar et al. 10). They suggest that achieving a successful transformation of ELT requires not only effective policy frameworks but also a focus on developing teachers, institutional resources, and innovative pedagogical approaches.

Hence, the current study explores the shift of English Language Teaching (ELT) in the context of the National Education Policy 2020 with a particular focus on literature-based pedagogy. It delves into the importance of novels, poetry and drama in building language proficiency, critical thinking, creativity and communicative competence of learners. The paper also explores the implications of NEP's emphasis on multilingualism, experiential learning, and flexibilities in the learning process for the nature of EL in India as well as the challenges that lie in its implementation.

1. Literature and English Language Teaching

Role of Literary Texts in Language Learning

In English Literature from a long time it has been recognised that literature is part and parcel of English Language Teaching, which allows the student to experience language in imaginative, cultural and communicative forms as opposed to being learnt in isolation of grammatical structures. Literary texts bring to the students the authentic expression, variety of vocabulary, emotional expression, and situational usage of language. Brumfit and Carter state that literature and language teaching are so intricately linked that

literature is a source of linguistic input for students and can lead to an interpretation of the text because it is meaningful (Brumfit and Carter 5). Literature also serves as a medium for the learners to gain linguistic competence and intellectual and emotional sensitivity to language.

Vocabulary development is one of the most essential contribution of literature in ELT. Reading passages provide words and phrases in realistic and emotional contexts, allowing students to learn the meaning, tone, and usage at the same time. Hışmanoğlu notes that literature offers real data that can enhance the language skills, motivation and involvement of language learners (Hışmanoğlu 53–66). Literary language encourages learners to see the same words again and again, in the context of story, dialogue, and description, as opposed to memorized word lists. This method of contextual learning enhances memory and understanding.

Novels are especially important for language learning as they offer prolonged opportunities for the student to read narrative structures, characterisation, dialogue, and description. Learners acquire reading fluency, interpretive skills and analytical thinking through the novels. Beach et al. state that literature teaching is intended to "actively involve students in the reading process by interpreting, discussing, and responding to literature" (42). Novels also introduce students to other social realities and cultural experiences, allowing students to relate language to human situations. Novels, therefore, in the ELT classroom, can serve as a means to enhance vocabulary, comprehension, critical interpretation and communication skills at the same time.

Drama helps the language learning process by creating a communicative space in the classroom. Students learn pronunciation, fluency, listening, and expressive speaking through dialogue reading, role play, dramatization and performance. Literature can be used in TESL programmes because it gives the learners the chance to acquire language and culture, says Povey (40-46). Drama does this well as students interact and communicate socially and through speech. Collaborative learning, confidence building, and interpretative participation are integral components of modern pedagogy that focuses on the learner and are also promoted in the dramatic texts.

Poetry is used to foster ELT, and offers an introduction to figurative language, rhythm, symbolism, imagery, and emotional expression. Poems enable students to see that language has other than the literal meaning, aesthetic and suggestive. In McRae's idea of “literature with a small ‘l’” (42), literary learning should foster thinking skills and cultural freedom rather than study of the canon. Poetry cultivates the ability to read closely because the reader must identify metaphors, symbols, sound patterns, and emotions. Interpretative engagement fosters analytical skill and language awareness.

Short stories are particularly helpful in language classes due to their brevity, ease of comprehension, and the fact that they are complete in themselves structurally. They can be read, discussed, and analyzed by the students within a reasonable time period of teacher instruction. McKay states that literature in the ESL classroom helps to foster cultural awareness, language development, and student participation (McKay 529–36). Short stories provide teachers the flexibility to provide effective comprehension activities, thematic discussions, vocabulary tasks, and reflective writing activities. They are also short enough to be discussed and interpreted in the classroom setting.

Communication skills are also developed through literary texts, which prompt students to discuss themes, characters, conflicts, and cultural ideas. Hossain discusses how the literature classroom is made meaningful through active participation, and how interpretative dialogue enriches the classroom. (Hossain 64). Discussions in the classroom using literature texts enhance confidence in speaking, argumentation and critical thinking. Students are taught to make interpretations, respond to other interpretations and express personal reactions within the English language.

It is thus seen that the language-literature connection has become an important issue in contemporary ELT teaching. Ali claims that integration should be accomplished by means of a pedagogical model where the learning of language and literature are

intertwined (Ali 30–39). This integration allows students to see grammar and words in context and to learn about communication. Literature also teaches empathy and culture awareness as pupils read in texts different societies, values, traditions and feelings.

Ghosn additionally suggests that literature is supported by the literature that supports emotional development, imagination, motivation and intercultural understanding in the language classroom (Ghosn 172-79). They are needed because now the goal of ELT is not only to make students correct in their grammar but also to help them communicate, be creative, and competent in interpretation. Literature teaching in the current educational environment also demands flexible pedagogical approaches that can adapts to the changing needs and classroom situation of the learners (Muller 140-51). Thus, literary texts remain relevant in the process of English language learning because it includes language learning, imagination, communication and interpretation of culture.

Major Authors and Texts

The exposure of varied linguistic styles, facts of history and culture, makes major literature and authors important in ELT. The works of authors like William Shakespeare, R. K. Narayan, Rabindranath Tagore, Charles Dickens, and Jane Austen are talked about in ELT classrooms primarily for their pedagogical and literary value. These writers facilitate learners' development of vocabulary, interpretation, communicative skills, and cultural understanding through engagement with narrative and/or dramatic texts.

William Shakespeare is still one of the most influential writers in Drama based ELT pedagogy. His plays include students in rhetorical language, characterization, emotional conflicts, and dramatic dialogue. A lot of the texts foster interpretative thinking as it is important for students to discuss themes of ambition, morality, uncertainty, revenge and psychological conflict. An entertainment practice of Shakespearean drama also enhances oral communication as it will involve using languages actively in the process of classroom performance, dialogue reading and dramatization. The literature was a subject that has been, and continues to be, interpreted differently based on the changing educational and cultural views (Williams 355-70). Hence, Shakespeare continues to be pedagogically relevant as a resource for discussion, interpretation and communicative engagement.

R. K. Narayan, of course, is significant to the Indian ELT context because his fiction is written in English, which is to Indian society as accessible and culturally familiar as possible. In Malgudi Days, the authors describe normality, social relations, jest and feeling of emotions in the context of India. Goswami argues that the relationship between language, culture and identity is what Narayan's fiction represents. (Goswami 5) Narayan's stories show an ability of the English language to convey local realities and culture to Indian learners. Students who read Malgudi Days enhance their understanding, vocabulary and cultural interpretation and also connect literature to familiar social situations.

Rabindranath Tagore's short stories are also important in the field of ELT owing to their simplicity in narration and their emotional and philosophical depth. The stories of Tagore have themes like family, social inequality, morality, gender and human relationship etc. (Tagore 62). These stories inspire students to consider the psychology of characters, internal and external conflicts, and cultural values. Tagore’s literary style also enables reflection and interpretation, facilitating his works in classroom activities using communication.

Pride and Prejudice by Jane Austen is an especially significant book for the study of dialogue, irony, character and social style. Austen's novels and letters are still the subject of reinterpretations, which are held to be culturally and critically important, notes Hopkins (1-15). Students learn conversational English, manners, class structure and gender roles through Austen's fiction. Kostadinova also covers the lives and identities of women in Pride and Prejudice (Kostadinova 312). Students study how literary language connects to social hierarchy, relationships and cultural expectations

through Austen.

Charles Dickens also makes an important contribution to the field of ELT, his novels being rich in storyline and also pointing out social criticism. Dickensian fiction engages students with descriptions, character, moral struggle and imagery of Victorian society. His works aid the comprehension of poverty, industrialization, childhood and social injustice using emotionally engaging stories. The texts reinforce critical thinking, as students analyze works of literature as more than just entertainment, but as social commentary as well.

Ultimately, the use of these authors in the ELT classroom helps with vocabulary, critical thinking, communication skills and cultural understanding. Students are encouraged to explore language in literary texts in detail, to discuss ideas with confidence and to understand societies different to their own. Thus, literature is still vital in the English Language Teaching field since it will make the language learning process imaginative, communicative and intellectually meaningful.

2. NEP 2020 and English Literature Teaching

The National Education Policy 2020 has put in place many significant reforms in the Indian education system and has advocated for various aspects such as interdisciplinary learning, skill-based education, experiential learning, digital classrooms, communicative approaches, and flexible curriculum structures. The significance of these reforms for English literature teaching is great, since literature can no longer be considered a subject of memorization and examination. Rather, literary texts are becoming more and more seen as communication, interpretation, creativity and cultural understanding tools. Literature used in EFL/ESL class helps students learn the language because it is used in a real way, express feelings and convey social truths. Khatib, Rezaei and Derakhshan claim that literature serves as a very valuable tool for language education because it has a positive impact on language development, learners' motivation and cultural awareness (201–08). It resonates well with the goals of NEP that focus on all-round and learner-centred education.

Multidisciplinary learning is one of the significant changes in education which is emphasized by the NEP. The interdisciplinary understanding is validated through English literature since literature is intricately linked to language, history, psychology, philosophy, culture and society. Novels, poetry, short stories and drama allow students to discover human emotions, ethical issues, gender issues, social differences and cultural identity. When students read literature with a critical and contextual approach, rather than simply passively reading it, then literature teaching has meaning, Bibby and McIlroy explain (Bibby and McIlroy 19–21). So, under NEP, the external language classrooms may be made the classroom where the students relate the study of language with wider intellectual and social awareness.

The policy also advocates skill-based education being given special attention and this is particularly relevant in teaching literature. Literary texts are used to enhance vocabulary, reading comprehension, interpretation, communication and analytical skills among students. Learners do not study grammatical rules in isolation but are presented with language in context (through dialogues, characterization, structure of the narrative, symbolism and thematic interpretation). Literature in foreign language teaching helps to develop language competence and imagination (Babaee and Wan Yahya 80-85), as literature requires readers to respond to the text and interpret it. Literature helps in building up the communication skills, creativity, and critical thinking, which are the primary objectives of NEP 2020.

The other significant feature of NEP which can literally change English literature classes, is experiential learning. Students are given opportunities for engaging in role play, dramatic performance, storytelling, group discussion, creative writing and textual interpretation, enabling literature learning to be more interactive and participatory. Students will gain more value from literature if they experience it instead of just memorizing the summary. Lütge and Bland state that in language learning literary

engagement makes a valuable contribution to imagination, emotional learning and interpretative participation in L2 learning (1-224). These hands-on approaches foster student engagement in the learning experience.

In conjunction with NEP, digital classrooms further enhance the teaching process of literature by enhancing its portability and activity. Students can also use e-books, audio books, movies, online discussion, and multimedia presentation to aid in their comprehension of literary texts. Collaborative learning and communicative interaction is also facilitated through digital methods. Thus, the need of NEP 2020 is to make the process of English literature teaching flexible, communicative, skill-oriented and learner-centred, which will enable the development of language skills and cultural and intellectual growth.

3. Pedagogical Transformations in ELT

The pedagogical process has been transformed in the context of the contemporary English Language Teaching (ELT) as a result of the changing needs of education, the technological development and the learner-centered approach. The traditional teaching model relying on rote learning, teacher-centered explanation and examination-oriented learning is slowly being replaced by interactive and interpretative teaching models. Literature has become an important pedagogical resource in this transformation, as literary texts are useful in communication, creativity, critical thinking and understanding of culture. Savvidou believes that an integrated approach to teaching literature in the EFL classroom allows students to relate the learning process to their own interpretation and communicative interaction (Savvidou 1–6). Today, therefore, text-based instruction does not just involve the presentation of literary summaries, but active involvement with meaning, language and interpretation.

In today's teaching practice interactive learning has taken a key role in ELT. Increasingly, literary texts are being taught in a role-playing, pair working, collaborative task, group discussion, story-telling and interpretative manner. These techniques help students to be active rather than passive participants in the learning process, thereby enhancing active involvement and communication skills. According to Shin, the strategies that encourage students to be engaged and focus on activities make for more effective and motivating language classrooms (Shin 2–13). In the classroom of literature, interaction facilitates students to discuss themes, analyze characters, debate ideas and express their own responses in English, thus improving their ability to speak and think at the same time.

Literature has also been revolutionized by digital tools in today's ELT classes. Students are able to read literary works in a more dynamic way, through e-books, online annotations, digital platforms for storytelling, audiobooks and multimedia presentations. Technology allows literature to be accessible and interactive, particularly for students who are not able to learn from texts. Herron et al. concluded that story-based instructional methods using video can better enhance language comprehension and learner engagement compared to traditional methods of language instruction based on text (Herron et al. 281–307). Thus, digital pedagogy can be used as an auxiliary tool in teaching literature, where the visual, auditory and textual learning experiences are integrated together.

Nowadays, it is very effective to translate novels and literary texts into film in ELT. Film adaption of texts enables students to gain a clearer understanding of plot, characterization, setting, and expression of emotion. According to Ismaili, the films create motivation and enhance comprehension due to both the language acquisition and classroom engagement: "Because of the language acquisition and the classroom engagement, the films create motivation and enhance comprehension" (Ismaili 121–32). Likewise, King suggests that feature films in the EFL classroom can be a tool for improving listening skills, expanding the vocabulary, and cultural understanding (King 509-23). Film adaptations can therefore facilitate learners to relate literature to actual

communication and visual interpretation.

Interpretation is also a significant part of modern ELT pedagogy as is classroom discussion. With the help of the literature classroom, learners are more willing to think about themes, make interpretations about symbols, compare, and consider literature in relation to social realities. This type of learning fosters self-learning and confidence in communication. As language always operates in social and cultural settings, so language instruction is inherently linked to cultural awareness (Kramsch 204). As a result of creative interpretation in literature classes, students are able to learn English, and gain a deeper understanding of culture, identity and human experience.

4. Challenges in Implementing NEP in Literature Classrooms

Despite the transformative vision of NEP 2020, the implementation of literature-based pedagogy in English classrooms faces several academic and practical challenges. One of the major challenges is the continued dominance of examination-oriented teaching. In many institutions, literary texts such as novels, poems, dramas and short stories are still taught mainly through summaries, author backgrounds, important questions and fixed interpretations. This reduces literature to a memory-based subject and limits its potential for language development, communication, creativity and critical interpretation. Although NEP 2020 encourages learner-centred, flexible and holistic education, classroom practices often remain dependent on rote learning and teacher-centred explanation (Aktar 302–06; Gupta and Chatterjee 11–17).

Another important challenge is the lack of adequate teacher preparation. Literature-based English Language Teaching requires teachers to use discussion, dramatization, role play, creative writing, textual interpretation and multilingual classroom strategies. However, many teachers may not be sufficiently trained to integrate literature with language teaching in an interactive and skill-based manner. Suar et al. highlight that prospective English teachers often face issues related to pedagogical competence, classroom preparedness and professional training. Therefore, without continuous teacher development, the objectives of NEP 2020 may remain limited to policy vision rather than becoming effective classroom practice (Suar et al. 10).

Multilingual classrooms also create both opportunities and difficulties. NEP 2020 supports multilingualism, but English literature classrooms in India include students from different linguistic, regional and cultural backgrounds. Some learners may find literary English difficult because of unfamiliar vocabulary, symbolic meanings, figurative expressions and cultural references. Teachers therefore need to balance English language development with students' mother-tongue identities and regional experiences. Mahapatra and Anderson argue that multilingual education in India should support languages for learning rather than keeping languages in separate compartments. This idea is useful, but its classroom implementation requires careful planning and teacher sensitivity (Mahapatra and Anderson 102–22).

Digital integration is another significant challenge. NEP encourages digital and flexible learning, and literature teaching can benefit from e-books, audiobooks, film adaptations, online discussions and multimedia presentations. However, all institutions do not have equal access to digital infrastructure. Rural colleges, under-resourced schools and economically weaker students may face problems related to internet access, devices and digital literacy. As a result, the gap between policy vision and classroom reality becomes visible. Digital literature pedagogy can become effective only when technological access, teacher training and institutional support are properly ensured.

Curriculum and assessment patterns also create obstacles in implementing NEP-oriented literature teaching. Many English literature syllabi still depend heavily on canonical texts, fixed interpretations and written examinations. If the curriculum remains rigid or overloaded, teachers may not get enough time to conduct activities such as group discussion, performance, reflective writing and creative response. Similarly, if examinations continue to test only memory-based answers, students and

teachers will naturally focus on memorization rather than interpretation, communication and creativity. Policy reforms in other countries also show that there is often a gap between educational policy and classroom implementation (Kirkgoz 216–28; Darasawang and Todd 207–20).

Thus, the successful implementation of NEP 2020 in literature classrooms depends on a balanced transformation of pedagogy, curriculum, assessment, teacher training and institutional support. Literature has strong potential to make English learning more meaningful, communicative and culturally inclusive. However, this potential can be achieved only when the teaching of novels, poetry, drama and short stories moves beyond lecture-based explanation and becomes interactive, experiential and learner-centred.

5. Result and Discussion

The analysis reveals that NEP 2020 has provided a solid platform for the English literature education to become learner-centred, skill-based and communicative. Literature as a topic is not only something to analyze but an important tool for improving language proficiency, creativity, critical thinking and cultural awareness. Novels enable pupils to develop reading fluency, vocabulary, narrative knowledge and sensitivity to social realities. Poetry cultivates sensitivity with regard to imagery, rhythm, symbolism and figurative language. Drama provides practice and reinforcement for pronunciation and dialogue, as well as role play, classroom interaction; short stories offer opportunities to develop comprehension, inference, and reflective interpretation (Carter 322–32; Lazar 468–82).

Another point raised in the discussion is that literature-based pedagogy is very much in tune with the goals of NEP 2020. The policy promotes experiential learning, flexibility, multilingualism and a holistic approach. Group discussion, dramatization, storytelling, creative writing, reflective response and text-based interpretation are some of the activities that can be utilized in English literature classrooms to realize these aims. The learning practices enable students to engage actively rather than to sum up and rehearse fixed answers.

Another important finding of this analysis is that of multilingualism. Students from various linguistic and cultural backgrounds are present in Indian English classrooms. Literature learning, however, can be more inclusive and meaningful if teachers relate literary texts with students' experiences based on their region and their mother-tongue knowledge (Mahapatra and Anderson 102–22).

Literature instruction can also be fostered by digital means, for instance e-books, audiobooks, film adaptations, online discussion and multimedia presentations, making the texts more accessible and engaging. But teacher training, curriculum flexibility, assessment reform and institutional support are required for successful implementation. For this reason, it can be concluded that English literature teaching in the context of NEP 2020 could be more communicative, creative and inclusive provided the teaching of literature is done in the learner-centred and experiential manner using novels, poetry, drama and short stories as literature sources (Gupta and Chatterjee 11-17).

6. Conclusion

The study emphasises the importance of literature in the context of the National Education Policy (NEP) 2020 in the context of English Language Teaching (ELT). The results show that literary genres of novels, poetry, drama, and short stories not only help in language development but also in critical thinking, creativity, communication abilities, and cultural awareness. NEP 2020 opens new avenues to make the classrooms of literature more interactive and meaningful through the use of experiential learning, multilingualism and learner-centred pedagogy.

Based on the analysis, it is concluded that literature-based teaching can be used to guide students to learn and use language without being restricted by the concept of

"rote memorization" and "examination-oriented learning". However, these reforms need to be implemented effectively, which requires good teacher training, curriculum flexibility, assessment reforms, and institutional support. To fully harness the potential of NEP-inspired reforms, issues of multilingual classroom, digital accessibility and pedagogical readiness must be addressed.

Overall, literature continues to be a strong pedagogical tool that can facilitate the holistic learning of English and can help to develop competent, creative and culturally sensitive learners in today's English classrooms.

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