



Centre for English Language Studies,
University of Hyderabad
and
HELE-India Group

2ND HELE INDIA CONFERENCE

Hyderabad, 12-13 December 2023

CONFERENCE THEME

"History of English Language Education in India:
Theory and Practices"

VENUE

University of Hyderabad Campus,
Gachibowli, Hyderabad. 500046.

CONFERENCE PROGRAMME



Institute of Eminence
University of Hyderabad



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Background of the Conference

The English language has had a complex and intricate history in India. Starting from the late eighteenth century, it has impacted Indian life, culture, and knowledge production systems in a way that demands study and attention. The coming of English was not limited just to the addition of a language to the multiple languages available across the subcontinent but also brought in its wake markers of a 'modern' consciousness and altered/ engaged with existing ways of thinking and perceiving. It impacted ways of 'knowing' and consequently the way society structured and ordered itself.

Given the diverse nature of Indian cultures, English impacted regions differently across different communities. Colonial modernity was itself shaped in various ways just like it determined the multiple trajectories that regional cultures often took. English played very different roles in defining and moulding this landscape. As a natural corollary to this, the educational pedagogy that was employed was equally diverse. The teaching /learning of vernaculars went hand in hand with English education. This often had a substantial impact on the shaping of modern education as well as on defining 'vernacular' modernities. Added to this complex network, were the various institutional agencies through which English or 'modern' education was offered. Important among them were the role of the missionaries, the influential elite, various education boards, state-led institutions and the East India Company.

This conference aims at exploring aspects of English teaching pedagogy within this complex network as it continued to evolve from the colonial era (19th-20th centuries) through the post-independence period in different parts of the country. It also endeavours to look at ways in which it has been influenced and impacted by the social-cultural-political fabric of regions.

Some areas of historiographical interest the conference hopes to focus on are:

- Policy documents, debates, and discussions regarding (English) Language education.
- Modern education and colonial/'vernacular' modernity.
- English language textbooks and curriculum.
- Aspects of language planning.
- Bilingual and multilingual education.
- Historiographical research and education in ELE in India

About the HELE India Group

It is a voluntary, informal and open group of academics and researchers interested in the history of English language education (HELE) in India. The group, which aspires to evolve into a vibrant community of people interested in HELE, aims at promoting historiographical research in ELE, documenting and conserving valuable historical resources, encouraging and supporting dissemination, sharing and development of knowledge base in HELE in India. Anyone with a serious interest in HELE is welcome to join the group. HELE-India organised the First HELE Conference in Delhi on 5-6 December 2022. For the past two years it has been working on compiling an annotated bibliography and a comprehensive survey of historical studies and resources on textbooks of English from colonial India. Plans are also underway to launch a society for HELE studies in India, to set up a digital archive of HELE resources and to promote research and publications in HELE.

Conference Team

Prof. Amol Padwad, CELE, Dr. B. R. Ambedkar University Delhi (Convener)

Prof. Sunita Mishra, CELS, University of Hyderabad (Convener)

Prof. P. Sailaja, CELS, University of Hyderabad, Hyderabad

Prof. Atanu Bhattacharya, CELS, Central University of Gujarat, Gandhinagar

Dr. Krishna Dixit, CELE, Dr. B. R. Ambedkar University Delhi

Dr. Prithviraj Singh Thakur, Dept. of English, G. S. College, Khamgaon (Mah)

Dr. R. Vennela, Department of HSS, NIT Warangal

Prof. Padmini Boruah, Dept. of ELT, Gauhati University & President, AINET

Nadeem Khan, NK Junior College, Bhandara (Mah) & Secretary, AINET

Tanmay Naik, Research Scholar, VN South Gujarat University

Advisors

Prof. Richard Smith, Professor in ELT & Applied linguistics, University of Warwick

Prof. Shreesh Chaudhary, Department of HSS, IIT Madras (Retd.)

Acknowledgement

The conference team and HELE India group are grateful to A. S. Hornby Educational Trust, Institute of Eminence, University of Hyderabad and AINET Association of English Teachers for their generous support to the conference.

Conference Programme

Tuesday, 12 December 2023		
10.00 - 10.30	Inaugural Session	Auditorium
10.30 - 11.30	First Plenary – PROF. RICHARD SMITH <i>Beyond methods, beyond myths – histories of ELT/ELE practice</i>	Auditorium
11.30 - 12.00 Tea Break		
12.00 - 01.30	Paper Presentations – 1	Auditorium & Conference Room
01.30 - 02.30 Lunch Break		
02.30 - 04.00	Paper Presentations – 2	Auditorium & Conference Room
04.00 - 04.30 Tea Break		
04.30 - 05.30	Second Plenary – DR. PARIMALA RAO <i>The Origin and the Growth of English Language Teaching in India</i>	Auditorium

Wednesday, 13 December 2023		
10.30 - 11.30	Third Plenary – PROF. M. SRIDHAR <i>Narratives of the History of Language Education in Colonial India: Vernacular Perspectives</i>	Auditorium
11.30 - 12.00 Tea Break		
12.00 - 01.30	Paper presentations – 3	Auditorium & Conference Room
01.30 - 02.30 Lunch Break		
02.30 - 03.30	Panel discussion <i>Promoting HELE in academia</i>	Auditorium
03.30 - 04.30	Fourth Plenary – PROF. SHREESH CHAUDHARY <i>Why do we speak differently...?</i>	Auditorium
04.30 - 5.00	Valedictory	Auditorium
5.00	High Tea	

First Plenary

Day 1: 10.30 – 11.30



PROF. RICHARD SMITH

Beyond Methods, Beyond Myths – Histories of ELT/ELE Practice

In this keynote paper I advocate and provide both examples of and suggestions for historical research which focuses on contexts of actual language learning and teaching practice, not just abstract theory. Different possible areas of focus for contextualized histories of practice will be delineated and different kinds of source indicated, along with attendant advantages and limitations of each. The usefulness of revised, more practice-oriented accounts will be emphasized via comparison with the method parades and otherwise progressivist myths and paradigms which tend to dominate western ELT and applied linguistic theorizing. Overall, historical research into ELT/ELE practices and the effective dissemination of such research are viewed as not only interesting and worthy in themselves but as allies of a decentring movement vis-à-vis impositions of theory which is now underway and in need of more support, having long been overdue.

Richard Smith (Professor of ELT & Applied Linguistics, University of Warwick) is known internationally for his research leadership in the fields of History of English Language Teaching/Education (HELT/HELE), History of Applied Linguistics (HoAL) and History of Language Learning and Teaching (HoLLT). His most recent publications are *Innovation in the History of Language Learning and Teaching: Historical Perspectives* (2023; ed. with Tim Giesler) and *Policies and Practice in Language Learning and Teaching: 20th-Century Historical Perspectives* (2022; ed. with Sabine Doff). He is the founder/curator of the Warwick ELT Archive and founder/co-convenor of the international research network HoLLT.net. He is also a former Trustee and Deputy Chair of the Hornby Trust and is a long-standing supporter of the HELE-India initiative. For further information, see <http://warwick.ac.uk/richardcsmith>

Second Plenary

Day 1: 4.30 – 5.30



DR. PARIMALA RAO

The Origin and the Growth of English Language Teaching in India

Contrary to popular belief, English Language teaching was not first introduced by the colonial state. In fact, it vehemently resisted its introduction. Notwithstanding the lone Education Minute of Macaulay, the colonial officials wrote nearly 100 Education Minutes during 1810-1852 opposing the introduction of the English language in India. Even after establishing the universities, the colonial state continued to starve the English teaching schools and colleges by denying, limiting and discontinuing grant-in-aid. The English language teaching spread through informal and private initiatives. The informal route began in the late eighteenth century and continued well into the twentieth century. The Scots were preeminent in supporting the teaching of the English language to empower Indians against both feudal and state oppression. This paper discusses the geopolitics of the colonial state's resistance to introducing the English language in India, the role of Scots, and the informal routes of English language learning in India.

Parimala V. Rao is a historian and teaches History of Education at Jawaharlal Nehru University. She was a Visiting Fellow at the Institute of Education in London during 2011, 2014. She has written extensively on education in colonial India, and is the author of *Beyond Macaulay: Education in India 1780-1860*, Routledge UK, 2020. She has edited *New Perspectives in the History of Indian Education*, (2014, paperback 2016) and co-edited *Encyclopaedia of Modern Asian Educators* (Routledge, 2021) co-edited with Shin'ichi Suzuki, Gary McCulloch, Mingyuan Gu, and Ji-Yeon Hong. Her forthcoming book is *Routledge Companion to History of Education in India*. She is an Editorial Board member of *Paedagogica Historica*, *History of Education*, London, and *History of Education Quarterly*, the USA. She is the founding Member and Co-ordinator of Research Interest Group, History of Education of Comparative Education Society of India

Third Plenary

Day 2: 10.30 – 11.30



PROF. M. SRIDHAR

Narratives of the History of Language Education in Colonial India: Vernacular Perspectives

Though it was agreed by both the Orientalists and the Anglicists that ultimately the "vernaculars" of India had to carry the burden of transmitting useful European knowledge to the Indian masses, both felt that these "vulgar" languages were not adequate to the task. While the Orientalists felt that the Classical languages of Sanskrit and Arabic were equal to this task, the Anglicists argued that English would do in India what the Classical languages in Europe did to modernize their vernaculars. Post-colonial scholarship has tried to establish that the British policy of supporting English education in India was in fact shaped, not so much by the contending claims of the Orientalists or the Anglicists, but by the contingencies of the economic interests of trade between England and India. In this process of framing an education policy in colonial India, there developed a hierarchy of languages with English at the top, followed by Sanskrit and Arabic, with the lowly vernaculars at the bottom. How did the vernaculars respond to these challenging times? Had they been passive recipients of the government policy? Have there been accounts of British administrators empathising with the natives? Have the natives displayed any signs of resilience? In this presentation I endeavour to understand through some HELE narratives various strategies by which the vernacular languages responded to various challenges they had encountered.

M. Sridhar took voluntary retirement from the Dept. of English, University of Hyderabad, to pursue personal research interests and to get more involved in the activities of *The Alladi Memorial Trust* catering to the educational, medical and legal needs of the disadvantaged. He has published extensively on Criticism, Language, Literature and Translation. He also writes poetry in Telugu and English. He has been translating for 30 years jointly with Alladi Uma between Telugu and English. Among his books in English are: *Colonial Encounter: Telugu-English Literary and Cultural Interface* (with C. Vijayasree and Mahasweta Sengupta, Routledge, 2018), *Language Policy and Education in India: Documents, Contexts and Debates* (with Sunita Mishra, Routledge, 2016), *Reception of English: Cultural Responses in Telugu Documents* (CUP, 2008) and *Telugu: The Best Stories of Our Times* (with Alladi Uma, HarperCollins, 2022).

Fourth Plenary

Day 2: 3.30 – 4.30



SHREESH CHAUDHARY

Why do we speak differently...?

India writes English just as educated people do elsewhere, but it speaks English differently. This has been attributed to the influence of the speakers' mother tongue. But that explains only a small portion of the data. Some historical and cultural factors seem to have a greater role in this matter. The British in India hardly ever spoke to Indians in English. Their business in India made them write more than speak to Indians. The British spoke some English mostly only with their domestic servants who spoke a sort of pidgin. In offices, nearly all communication, except perhaps abuse and reprimand, was done in written English. That is why writing in English was taught at the cost of all else. Most Indian speakers of English had no or little contact with the speakers of standard non-Indian English. Indians spoke "English" without actually having heard it. The gap was filled in by native phonology and by using spelling as a clue to pronunciation. Both of these helped create a different accent. In India, speaking rapidly, *dhaaraa prawaah*, "flowing like a river", has been seen as a mark of proficiency in any language. This has also had a significant influence upon Indian accents of English. The paper will present data also from history of English in India to show how a unique accent of English evolved in India.

Shreesh Chandra Chaudhary now teaches at Paanchajanya Centre, Pindaruch, Bihar. Until 2020, he taught at GLA University Mathura. As a Managing Trustee of the Paanchajanya Trust, he has since 2014 led a project of creating a health care and learning centre at Pindaruch. After nearly 30 years of service, Shreesh retired as professor from IIT Madras in March 2015. Earlier, he was at Ranchi University. Shreesh has researched learning, use and structure of English in India. His most recent book on *Accents of English in India* is likely to appear soon. Important among his other books are *Some Aspects of the Phonology of Indian English* (Jayaswal), *Better Spoken English* (Vikas), *Foreigners and Foreign Languages in India : A Sociolinguistic History* (CUP), *English for the World* (Macmillan), etc. Currently, he is researching use of language by multilingual children. He has studied in Shimla, Salzburg, Lancaster, Hyderabad, Darbhanga, and, under a tree on the bank of the Bagmati at Pindaruch near Indo-Nepal border, where he was born in 1950.

Panel discussion

Day 2: 2.30 – 3.30 pm

“Promoting HELE in Academia”

CONCEPT NOTE

Though history of education in general is quite a vibrant and active domain in the Indian academic world, it does not offer adequate attention and space to the history of teaching-learning English in India. That HELE deserves and urgently needs more substantial academic attention can be asserted for at least two reasons – firstly, it has been a long, rich, diverse and unique history, in many ways different from other branches of the colonial education enterprise, and secondly, developing a deeper and clearer understanding of the history is critical for the success and relevance of the current ELE enterprise that continues to be central to Indian education. In this panel some leading academics will bring together their ideas and experiences on how HELE has been and can further be promoted academically, particularly in such ways as academic courses and programmes, research and publication, academic communities, collaborative projects and so on. It is hoped that the panel discussion will generate collective brainstorming leading to some concrete proposals for the promotion of HELE.

PANELISTS

Prof. P. Sailaja, CELS, University of Hyderabad, Hyderabad

Dr. Parimala Rao, Zakir Husain Centre for Educational Studies, JNU, Delhi

Prof. Richard Smith, Professor in ELT & Applied linguistics, University of Warwick

Prof. Atanu Bhattacharya, CELS, Central University of Gujarat, Gandhinagar

Dr. Santosh Mahapatra, Department of HSS, BITS-Pilani, Hyderabad Campus

MODERATOR

Prof. Sunita Mishra, Centre for English Language Studies, University of Hyderabad

Paper presentation plans

Tuesday, 12 December 2023 – 12.00 to 1.30 pm		
Auditorium		Chair: Dr. Krishna Dixit
1	Prof. Atanu Bhattacharya	Translating Modernity: Textbooks in Colonial Gujarat
2	Dr. G. Govindaiah & Mr. Inzamul Sarkar	The Untold Advocacy for Vernaculars: Revisiting Language Discourse in 19th Century Colonial India
3	Dr. Mahananda Pathak	Assamese - Bangla Language Controversy: A Revisit
4	Ms. Monsumi Saikia	Moral Pedagogy and Colonial Society: An Exploration of 19th century Assam through Children's Literature
Conference Room		Chair: Prof. Ravinarayan Chakrakodi
1	Dr. Prithvirajsingh Thakur	HELE in Curriculum: An Overview of PG Courses in Maharashtra
2	Dr. Amol Padwad	Episodes as microhistories of HELE in India: Implications and insights
3	Prof. Sunil Sagar	English the Most Effective Medium of Indian Illumination' Revisiting Alexander Duff's Ideas on English
4	Ms. Harshitha H.	Evolving Role of Language Teachers in the Age of No-Code Platforms: From Users of Technology to Creators of Context-Specific Tools

Tuesday, 12 December 2023 – 2.30 to 4.00 pm		
Auditorium		Chair: Dr. Joy Anuradha
1	Prof. Lina Mukhopadhyay	ESL Assessment in Higher Education in India: A historicocritical analysis
2	Ms. Lalremruati	Missionaries to Medium: A Brief History of English Language Education in Mizoram
3	Dr. R. Vennela	Freeing the Eastern Sisters: A review of female education in the 19th century colonial Madras presidency
4	Dr. Dhara K. Chotai	English Education: The Language of Modern Sciences

Conference Room		Chair: Dr. Jasti Appa Swami
1	Dr. Jagdish Sonawane	Educational Policy of Colonial Government and Social Change in Bombay Presidency
2	Ms. Iqra Mehboob & Ms. Rini Singh	Evolution of English Language Teaching in Post-Independence India: A Historical Analysis of Educational Policies
3	Dr. Sadananda Meher & Ms. Sukanya Mishra	Flexibility in Three-language Formula: Possibilities and Concerns
4	Ms. C. Bhargavi	Unravelling Attitudes towards English from a study of India's Education Policies
5	Ms. Muthyalu Ashwini	Historiography of Medium of Instruction Policies and Practices in India

Wednesday, 13 December 2023 – 12.00 to 1.30 pm		
Auditorium		Chair: Prof. Atanu Bhattacharya
1	Dr. Nutan Kumari	History of English Language Teaching in India : Repercussions and Ramifications
2	Mr. Tanmay Naik	Developments in ELT in India: Books, policies and practices
3	Ms. Hamda Hanan	English Language Textbooks: Differed understandings of "Language" and "Communication."
4	Dr. Krishna K Dixit	Self-study materials in ELE: A historical overview
Conference Room		Chair: Dr. Sanotsh Mahapatra
1	Prof. Ravinarayan Chakrakodi	The Saga of RIESI: An Institutional Narrative
2	Mr. Vignesh Harshavardhan	Between Institutional History and Individual Identity: An Account of the State Institute of English, Tamil Nadu
3	Mr. Akshay Kumar	Short-Lived or Lost in History? : A Call for Cogitation on the Teacher's Sense of Plausibility
4	Ms. D. Jenifer	Reconstructing Bilingual Histories of ESL Classroom Pedagogy through Oral Narratives

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2.	BHARGAVI, C. Unravelling Attitudes towards English from a study of India's Education Policies	Day 1: 2.30-4.00 Conference Room
3.	BHATTACHARYA, ATANU Translating Modernity: Textbooks in Colonial Gujarat	Day 1: 12.00-1.30 Auditorium
4.	CHAKRAKODI, RAVINARAYAN The Saga of RIESI: An Institutional Narrative	Day 2: 12.00-1.30 Conference Room
5.	CHOTAI, DHARA K. English Education: The Language of Modern Sciences	Day 1: 2.30-4.00 Auditorium
6.	DIXIT, KRISHNA K. Self-study materials in ELE: A historical overview	Day 2: 12.00-1.30 Auditorium
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10.	HARSHITHA H. The Evolving Role of Language Teachers in the Age of No-Code Platforms: From Users of Technology to Creators of Context-Specific Tools	Day 1: 12.00-1.30 Conference Room
11.	JENIFER, D. Reconstructing Bilingual Histories of ESL Classroom Pedagogy through Oral Narratives	Day 2: 12.00-1.30 Conference Room
12.	KUMAR, AKSHAY Short-Lived or Lost in History? : A Call for Cogitation on the Teacher's Sense of Plausibility	Day 2: 12.00-1.30 Conference Room
13.	KUMARI, NUTAN History of English Language Teaching in India : Repercussions and Ramifications	Day 2: 12.00-1.30 Auditorium

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15.	MEHBOOB, IQRA & RINI SINGH Evolution of English Language Teaching in Post-Independence India: A Historical Analysis of Educational Policies	Day 1: 2.30-4.00 Conference Room
16.	MEHER, SADANANDA & SUKANYA MISHRA Flexibility in Three-language Formula: Possibilities and Concerns	Day 1: 2.30-4.00 Conference Room
17.	MUKHOPADHYAY, LINA ESL Assessment in Higher Education in India: A historicocritical analysis	Day 1: 2.30-4.00 Auditorium
18.	NAIK, TANMAY Developments in ELT in India: Books, policies and practices	Day 2: 12.00-1.30 Auditorium
19.	PADWAD, AMOL Episodes as microhistories of HELE in India: Implications and insights	Day 1: 12.00-1.30 Conference Room
20.	PATHAK, MAHANANDA Assamese - Bangla Language Controversy: A Revisit	Day 1: 12.00-1.30 Auditorium
21.	SAGAR, SUNIL English the Most Effective Medium of Indian Illumination' Revisiting Alexander Duff's Ideas on English	Day 1: 12.00-1.30 Conference Room
22.	SAIKIA, MONSUMI Moral Pedagogy and Colonial Society: An Exploration of 19th century Assam through Children's Literature	Day 1: 12.00-1.30 Auditorium
23.	SONAWANE, JAGDISH Educational Policy of Colonial Government and Social Change in Bombay Presidency	Day 1: 2.30-4.00 Conference Room
24.	THAKUR, PRITHVIRAJ SINGH HELE in Curriculum: An Overview of PG Courses in Maharashtra	Day 1: 12.00-1.30 Conference Room
25.	VENNELA, R. Freeing the Eastern Sisters: A review of female education in the 19th century colonial Madras presidency	Day 1: 2.30-4.00 Auditorium

Abstracts of the Presentations

1.

Historiography of Medium of Instruction Policies and Practices in India

Ms. Muthyalu Ashwini

Day 1: 2.30-4.00
Conference Room

Ms. M. Ashwini is a Ph.D.
student at BITS Pilani
Hyderabad Campus. Her
research area is
Language Policy and
Planning.

Medium of instruction (MOI) is a historically contested space worldwide, especially in multilingual countries like India that are linguistically and culturally diverse. Despite the significant impact of MOI policies on students' educational outcomes and professional careers, MOI has not been an adequately investigated area. This article adopts a historiography approach to systematically review the debates and developments related to MOI policies and practices in India from Macaulay's time to recent times. The broader goal here is to establish MOI historiography research to achieve linguistic and socio-educational harmony. In this pursuit, first, the article will delve into the sociopolitical, economic, and cultural factors that shaped MOI policy-making and the corresponding practices during the period. Then, it will delineate how the policies impacted different sections of people living in different parts of India. While doing so, an attempt will be made to examine the demand for English. After that, the focus will be on the loss and preservation of minority and tribal languages used by smaller groups of people through MOI policy-making. Finally, the article will highlight gaps in the research that need further investigation.

2.

Unravelling Attitudes towards English from a study of India's Education Policies

Ms. C. Bhargavi

Day 1: 2.30-4.00
Conference Room

Ms. C. Bhargavi is a
research scholar at
CELS, University of
Hyderabad, specializing
in language attitudes. Her
interests span language
in society, the history of

Language Attitudes research is inherently linked with history in post-colonial nations as it shapes present-day complex language dynamics and education policies. This research proposes to delve into India's educational policy frameworks to explore "official language attitudes" expressed through policy and unravel the language dynamics woven into language policy and language promotion in the nation by critically examining policy documents from 1854 till 2009 through Document Analysis and Contentious Politics Analysis. Historical education policies often reflect the societal norms and attitudes of the era in which they were formulated; policies favouring a specific language as the medium

English in India, and
language economics.

of instruction can indicate societal attitudes towards that language. This data will offer indirect insights into evolving attitudes and priorities, enabling us to triangulate and comprehensively explain the roots of contemporary language attitudes and provide insights into future policy design by assessing the gap between the attitudes of the people and the policies proposed.

3.

Translating Modernity: Textbooks in Colonial Gujarat

Prof. Atanu Bhattacharya

Day 1: 12.00-1.30
Auditorium

Dr. Atanu Bhattacharya is
Professor in the Centre
for English Studies at
Central
University of Gujarat,
Gandhinagar. His
research interests are
focused on the interaction
between technology
studies, English language
studies and
cultural studies.

The paper explores textbooks that were published in the state of Gujarat during the colonial period (though during the period under consideration, the state was geo-politically very different from its present boundaries). Textbooks that were used for teaching of English in Gujarat often followed a bilingual (sometimes multilingual) mode and were often prefaced with interesting pedagogic instructions for teachers. The paper will investigate some of these nineteenth-century textbooks and how such textbooks negotiated the nature of 'modernity' that colonial form of education brought in its wake. The paper will specifically analyse the 'prefaces' of these textbooks, often meant as pedagogic tools, to understand the complex interactions that were initiated between English education and other forms of imaginaries that I have designated as 'translating modernity'. Finally, the paper would draw out implications of such imaginaries in the current context of English language education.

4.

The Saga of RIESI: An Institutional Narrative

Prof. Ravinarayan Chakrakodi

Day 2: 12.00-1.30
Conference Room

Dr. Ravinarayan
Chakrakodi is a Professor
and Academic Head at
Regional Institute of
English (South India),
Bangalore, and
Chairperson, ESL
Textbooks Committee of
Govt. of Karnataka. He

The Regional Institute of English South India (RIESI) was established in 1963 as a natural follow-up of the Madras English Language Teaching (MELT) campaign. MELT (1959-60) was an ingenious programme, to train 25,000 teachers to teach English in Grade V. Inspired by the success of this programme, the other south Indian states wanted to train their primary teachers, which resulted in the setting up of RIESI in Bangalore. The RIESI training programmes, based on the structural syllabus and structural-oral-situational teaching, were led by British and Indian teachers and supported by the British Council. The Institute had active support from the British Council in terms of men and material during the early decades. Since its establishment in 1963, RIESI has grown

has vast experience of teacher training and education, and is an active researcher and publisher.

into a major ELT centre conducting a variety of short-term and long-term teacher training programmes, promoting development of communities of learning, and helping teachers to update their knowledge and skills. RIESI has played a pivotal role in English language education in India over the last 60 years.

5.

English Education: The Language of Modern Sciences

Dr. Dhara K. Chotai

Day 1: 2.30-4.00
Auditorium

Dr. Dhara K. Chotai is working as Assistant Professor with the Centre for English Studies, Central University of Gujarat, Gandhinagar, Gujarat.

The Anglo-Oriental controversy in the Bombay presidency in the Western India took a different shape; unlike Calcutta Presidency, it made a case for the vernacular to be used as medium of instruction in school. The present paper intends to revisit this debate, in part, with a purpose to understand how the English education, on one hand, though, is said to have aroused the desire to know the modern sciences of Europe, but on the other hand, is founded on undesirability of English as a language to be used to impart that modern sciences of Europe, by the English officials like Mountstuart Elphinstone and Colonel Jervis, and by the natives, in the Bombay Presidency. Further, it intends to see the advancement of English in the Presidency in the context of the larger discourse that is set in by the subjects like Science, Natural History, History, Geography, Arithmetic, etc. The paper, through Stuart Hall's theory of Representation, aims at reading the meaning of English as common referent to two distinct phenomena: English as language; and English as modern sciences of Europe.

6.

Self-study materials in ELE: A historical overview

Dr. Krishna K Dixit

Day 2: 12.00-1.30
Auditorium

Krishna K Dixit is working as Associate Professor at Dr. B. R. Ambedkar University, Delhi. He is interested in critical theory, teacher motivation, and history of English in India.

This paper aims to analyse the bilingual self-study English learning material published in the Bombay Presidency. The earliest example is a book 'Acquiring A Knowledge of the English Language designed for the benefit of those in this country who wish to study the English language and science' (3rd edition) (1846), published by the American Mission Press, Bombay. The key content of such material includes speech sounds presented with Marathi equivalent sounds, sounds combining vowels and consonants, lessons with a focus on introducing words, and immediately followed using them in longer utterances, and grammar. The paper considers a few such books published

before the Independence and proposes that such material set the foundation for the Indian English in terms of pronunciation and syntax. They also contributed to strengthen the grammar translation method of teaching and largely succeeded in producing the general impression that such material is more helpful than formal ELE in schools and colleges. It would not be altogether incorrect to note that such material also facilitated the acquisition of English in general.

7.

The Untold Advocacy for Vernaculars: Revisiting Language Discourse in 19th Century Colonial India

Dr. G. Govindaiah & Mr. Inzamul Sarkar

Day 1: 12.00-1.30
Auditorium

G. Govindaiah is an Assistant Professor, Dept. of English, School of Languages, Linguistics and Indology, MANUU, Hyderabad. He has published and presented research papers in International and National Conferences.

Inzamul Sarkar is an Assistant Professor in the Department of HSS, MLR Institute of Technology, Hyderabad, with a PhD from Aligarh Muslim University. His research interests include Humour studies, Indexicality of Urdu and Ideological realism of Minorities in India.

The NEP 2020, advocating linguistic democracy, reflects the Woods' Despatch of 1854, which endorsed vernacular language as the medium of instruction in Indian schools. Lord Bentinck's 1835 decree favored English, sidelining vernaculars and overshadowing advocates like William Adam and Frederick Shore who contested English's perceived superiority in disseminating knowledge. While these crucial interventions were largely overlooked, they stood in stark contrast to Macaulay's dismissive views on vernacular capabilities. Although English was chosen for its administrative edge, moral considerations also played a role. This paper delves into the history of British colonial language policy, examining the complex dynamics of colonialism, education, and linguistic choice. It highlights key interventions by figures like Campbell, Shore, and Adams, exploring their epistemological stances and interpretations of modernity. The paper also analyses the content and consequences of Macaulay's scheme in India and in other British colonial contexts.

8.

English Language Textbooks: Differed understandings of "Language" and "Communication"

Ms. Hamda Hanan

Day 2: 12.00-1.30
Auditorium

The genesis of ELE in Kerala is historically linked to the establishment of the CMS College, Kottayam in 1815. The

Ms. Hamda Hanan is a PhD scholar at Farook College, Calicut University, working on undergraduate English curriculum Reforms in Kerala (2009-2021).¹ She has published papers in reputed journals and presented papers at national and international conferences.

curriculum, architected by Benjamin Bailey was primarily aimed at training educators and labourers to meet the administrative needs of the Travancore government, with translation serving as the principal method of instruction. Calicut University, established in 1968, did not distinguish explicitly between English language and literature during the early years. However, by the 1990s, efforts to separate language and literature teaching began aligning with demands for a workforce with language skills, leading to the teaching of literature and language as two different subjects. This paper studies how the English language textbooks of Calicut University have offered *differed* understandings of "language" and "communication" since the introduction of Choice Based Credit Semester System (CBCSS) in 2009 to the introduction of the National Education Policy (NEP) in 2020 through an analysis of UG textbooks, and traces the evolution of English textbooks over four decades from the inception of Calicut University in 1968.

9.

Between Institutional History and Individual Identity: An Account of the State Institute of English, Tamil Nadu

Mr. Vignesh Harshavardhan V.

Day 2: 12.00-1.30
Conference Room

Vignesh Harshavardhan V is a Ph.D. Scholar in English at the Department of Humanities and Social Sciences, Indian Institute of Technology Madras.

This paper attempts a brief history of the State Institute of English, Tamil Nadu within the larger historical account of ELT in Tamil Nadu narrated in Chaudhary (2002). In the late 1950s, English Language Teaching (ELT) started receiving special attention in Tamil Nadu. The Madras English Language Teaching (MELT) campaign was started with the support of the British Council and the CIEFL (EFLU). ELT was thus born as a specialised area of study in Tamil Nadu (Chaudhary 2002). The discipline reached its zenith when the Government of Tamil Nadu established a State Institute of English in 1993 to assist in the teaching of English in higher educational institutions. This Institute, however, was closed in 2004. Using primary data collected through semi-structured, recorded interviews with two former Directors and a Special Officer of the State Institute, the paper constructs a historical account of the Institute focusing on the relationship between its institutional history and the professional identities of the three former professors that are constructed "in talk" (Antaki and Widdicombe 1998). This paper will contribute to an understanding of the influence of language teacher identities on the workings of the very institutions that shape their field.

10.

Evolving Role of Language Teachers in the Age of No-Code Platforms: From Users of Technology to Creators of Context-Specific Tools

Ms. Harshitha H.

Day 1: 12.00-1.30
Conference Room

Harshitha H is a Junior Research Fellow, pursuing PhD in ELE at The English and Foreign Languages University, Hyderabad. She is also a Teaching Assistant who teaches various language skills at the University.

A recent phenomenon that can transform the role of language teachers with reference to technology use is the advent of no-code platforms. These allow individuals to create applications or solutions without the need for traditional programming skills. This paper will first trace the trajectory of technology in language education from the code-dependent systems of the 1950s to the 1990s. These only allowed teachers to use readily available tools that bring several issues to the fore, such as accessibility, suitability, and reliability. We will then place the advent of no-code platforms in this timeline and explain how teachers were empowered to create their own context-specific tools. This marks a paradigm shift in the democratisation of technology in language education. Thus, this paper highlights a promising trend in currently available no-code platforms where language teachers are poised to transition from second-hand users of technology to creators of tech-enabled language learning experiences.

11.

Reconstructing Bilingual Histories of ESL Classroom Pedagogy through Oral Narratives

Ms. D. Jenifer

Day 2: 12.00-1.30
Conference Room

Jenifer D is a PhD scholar working in the area of bilingual language assessment. She studies the use of L1 in English vocabulary assessment. She is also interested in studying the historiography of bi/multilingual education in India.

This article attempts a historical account of bilingual practices in ESL classrooms in Tamil Nadu. It documents first-person oral narratives of in-service ESL schoolteachers in Tamil Nadu. The narratives, in the form of recordings of semi-structured telephonic interviews with 50 English language teachers of Government and Government-aided schools across Tamil Nadu provide teachers' experiences of having been taught English through Tamil, when they were students in school and college. Using this data, the paper records the existence of a robust tradition of using L1 i.e. Tamil, to teach English as a second language across all levels of learners. This paper will contribute to the reframing of language policy against the existing dominant trend that advocates an English-only approach to ESL teaching. Thus, the collected oral narratives and their analysis will serve to further the argument for a pedagogy of English that is 'rooted in multilinguality' (Agnihotri 2009).

12.

Short-Lived or Lost in History? : A Call for Cogitation on the Teacher's Sense of Plausibility

Mr. Akshay Kumar

Day 2: 12.00-1.30
Conference Room

Akshay Kumar is a Doctoral Fellow at the School of ELE, EFL University. He has presented at conferences across India, UK, US and South Korea, and published articles in leading journals. His recent publications includes book chapters published by the EFL University Press and Cambridge Scholars Publishing.

The 1970s are marked by the rise of the Communicative Language Teaching (CLT) movement in India, leading to several debates, discussions and projects. One such prominent work was the 'Bangalore Project', which emphasised the CLT, communicative competence and the teacher's sense of plausibility (TSOP). This paper aims to investigate the TSOP and its 'resurgent' status since its conception in 1987. Beginning with a brief discussion of major trends in ELT between 1970s and early 2000s, the paper attempts to map major developments of TSOP from theory and praxis perspectives. The theoretical perspective(s) comprises viewing theoretical investment from several ELT experts while the praxis perspective(s) will shed light on the experimentations and their reporting, which may aid in presenting a demonstrative model of TSOP, its contemporary understanding and its mechanism. Attempts will be made to arrive at potential reasons why TSOP 'was' left behind in history. Lastly, the paper calls for more work on TSOP with suggestions for research and practice.

13.

History of English Language Teaching in India : Repercussions and Ramifications

Dr. Nutan Kumari

Day 2: 12.00-1.30
Auditorium

Dr. Nutan Kumari is the Asst. Director and Associate Professor, English with Amity Patna, currently working on a research project funded by ICHR. She has published two books and numerous articles, stories and poems. She is an empanelled English Expert with Airport Authority of India and other organisations.

This paper is aligned with my ongoing Research Project funded by ICHR entitled "History of English Language Teaching in India: Repercussions and Ramifications in Colonial and Post-Colonial India". The study aims at critically examining the content and intent of some major documents and resources like 'On the Education of India' by Trevelyan, Macauley's Minutes, Letter to Lord Amherst by Raja Ram Mohan Roy etc to investigate into the reasons which replaced the then existing system of education. With the National Education Policy 2020 on floor, the debate of 'mother tongue versus other tongue' has further been stirred. The study will dive deep into the factors instrumental in introducing English in the Pre-colonial India and its visible impact in the post-colonial India. The study will also investigate into the constitutional framework to gauge the journey of English language from an 'alien language' to a 'library language' to the second language in India.

14.

**Missionaries to Medium: A Brief History of
English Language Education in Mizoram**

Ms. Lalremruati

Day 1: 2.30-4.00
Auditorium

Lalremruati is a research scholar in the School of ELE at The EFL University, Hyderabad. Her doctoral research focuses on examining the implementation of English language policy measures at the grassroots level in Mizoram

English language education in Mizoram began with the establishment of written language and formal education by colonial forces in the late 19th century. This paper traces its history from colonial times to present times where English is a widely used medium of instruction. It first presents the inception of English language education in the early 20th century, by English Baptist missionaries in the south and Welsh Presbyterian missionaries in the north of Mizoram which was then a district of Assam, each shaping English education in their respective areas. It moves on to the post-independence period in the 1980s when Mizoram gained statehood, examining policies that promoted English language in education, including the conversion of multiple regional medium schools to English medium in the late 2000s, while discussing the challenges it posed. Through this historical overview, this paper seeks to contribute to a better understanding of English language education in Mizoram.

15.

**Evolution of English Language Teaching in Post-Independence India:
A Historical Analysis of Educational Policies**

Ms. Iqra Mehboob & Ms. Rini Singh

Day 1: 2.30-4.00
Conference Room

Iqra Mehboob is a Ph.D. student in English Language Education at EFL University. Rini Singh is a Ph.D. student in English Language Education at EFL University.

India's journey as a post-colonial nation has witnessed a series of educational policies, each with its distinct perspective on the role and relevance of English in the curriculum. This paper meticulously traces these policies, from the initial years of nation-building with the first educational policy, the National Policy on Education 1968 followed by the National Policy on Education 1986, the subsequent Programme of Action 1992, and culminating in the National Education Policy 2020. It scrutinises the motivations, objectives, and strategies that underpinned these policies and how they have contributed to shaping the discourse on English Language Teaching. By critically analysing the policies that have guided English Language Education in India, this paper aims to shed light on the broader socio-political and cultural forces that have influenced the perceptions of English as a medium of instruction. It also highlights the consequences of these policies on access to quality English education, linguistic diversity, and the socioeconomic dynamics of the nation.

16.

Flexibility in Three-language Formula: Possibilities and Concerns

Dr. Sadananda Meher & Ms. Sukanya Mishra

Day 1: 2.30-4.00
Conference Room

Dr Sadananda Meher, a doctorate from the EFL-University, Hyderabad, is an assistant professor (Teacher Education) in English at Govt. B.Ed. Training College, Kalinga, Odisha. He has 9 years of teaching experience. Ms Sukanya Mishra is an Assistant Professor in English at Centurion University of Technology and Management. She has 7 years of teaching experience in schools and university.

Teaching of English and English as medium of instruction (Mol) have been through many changes in India since 1948 when Radhakrishnan Commission wanted an Indian language to replace English as Mol. However, English was imposed as a compulsory language when Kothari Commission (1964), and Education policies of 1968 and 1986 included it as a part of three-language formula. Even though the implementation of the formula across India has been rather uneven, English has been a compulsory language since then. The National Education Policy of 2020 retains the formula with greater flexibility which allows a state and a child to choose any three languages including two Indian languages. The paper, with data collected from linguists, policy makers, teachers and learners through interviews and questionnaire, explores the possible future of English and bilingual teaching of English in school education in the context of open language choices as claimed by NEP document and looks at possible problems working against the formula.

17.

ESL Assessment in Higher Education in India: A historicocritical analysis

Prof. Lina Mukhopadhyay

Day 1: 2.30-4.00
Auditorium

Dr. Lina Mukhopadhyay is Professor, Department of Training and Development, School of ELE at The EFL University, Hyderabad, India. She currently researches in multilingual education and assessment and reading development.

From colonial times the system of language assessment in Higher Educational institutions (HEI) in India has been externally driven through the summative model. Such assessments have increasingly focused on evaluating the standards of language education at national and state levels rather than concentrating on individual ESL learning outcomes. This assessment framework continues to be mirrored in the recent NEP 2020 where the National Testing Service is the most prominent agency to assess and certify learner performance and thereby establish ESL teaching standards of HEIs. However the framework needs to be critically interpreted to understand the ramifications for ESL teacher-as- assessors. As in the classroom context teachers have scope to use assessments *for* learning, they need to be made aware that summative and formative language assessments are not dichotomous in nature but can be aligned to help learners achieve immediate and life-long goals of ESL learning.

18.

Developments in ELT in India: Books, policies and practices

Tanmay Naik

Day 2: 12.00-1.30
Auditorium

Mr. Tanmay Naik, an Assistant Professor at GSFC University, Vadodara, has over 12 years of teaching experience. Currently pursuing a PhD at Veer Narmad South Gujarat University on English Textbooks in Colonial Times. With a keen interest in ESL and Post-Colonial implications in education, he actively contributes to both teaching and scholarly pursuits.

This paper delves into the historical development of ELT in India, tracing the evolution of educational books reflecting a shift from colonial perspective to more inclusive and diverse curriculum with a view of Indian history, culture and tradition moving away from Eurocentric approach of colonial era textbooks. It also attempts to explore how changes in curriculums and educational policies, like NEP 2020, NCF 2005 or reports of educational committee like Kothari Committee (1964-66) influenced the content and structure of English language textbooks with more inclusive approach that considered the linguistic diversity of India. The paper explores the acceptance and integration of Indian literary traditions within the ELT curriculum, analyzing the impact of various educational reforms and their implications for the Indian education system. The paper will draw on historical data, educational policies, committee recommendations, to provide some understanding of how the ELT landscape in India has evolved and adapted over time, embracing the rich tapestry of Indian literary heritage.

19.

Episodes as microhistories of HELE in India: Implications and insights

Dr. Amol Padwad

Day 1: 12.00-1.30
Conference Room

Amol Padwad is a professor in ELE at Ambedkar University Delhi and an executive member of AINET. He has been involved in teaching, training, teacher development, ELT consultancy and research for over 35 years.

This presentation aims to describe some episodes from colonial Maharashtra as micro-histories and to discuss how these episodes may contribute to making sense of larger trends or issues in ELE in India from a historical perspective. These episodes date from the second half of the nineteenth century. It is often seen that the contribution of such microhistories to mapping the larger historical picture is not immediately apparent, as their links to key historical events or trends may appear insignificant or incidental. In this presentation I propose to narrate two or three episodes, hypothesise about their possible role in the evolution of some larger ELE issues/ trends and argue for the need of in-depth explorations of these and many other microhistories. I will also discuss some implications of collecting and examining microhistories for building historical knowledge base of HELE in India.

20.

Assamese - Bangla Language Controversy: A Revisit

Dr. Mahananda Pathak

Day 1: 12.00-1.30
Auditorium

Dr. Pathak teaches English language teaching courses at the English and Foreign Languages University, Hyderabad, India. His research interests focus on teacher education and teacher training, curriculum development, and creating bi/multilingual resources.

The formal English language teaching in Assam started in 1885. However, very little research has been undertaken to trace the events and record the spread of English in Assam. An attempt will therefore be made in this paper to revisit one of the most important developments in the 19th century Assam, the Assamese-Bangla language controversy (1836 - 1873) in the light of the recommendations for the mother-tongue based primary education in NEP 2020 and recently drafted NCF 2023. It is hoped that such attempt will also help us understand how this language controversy impacted English education in Assam.

21.

English the Most Effective Medium of Indian Illumination' Revisiting Alexander Duff's Ideas on English

Prof. Sunil Sagar

Day 1: 12.00-1.30
Conference Room

Prof. Sunil Sagar is Professor in English at Centre for English Studies, Central University of Gujarat. Prof. Sagar has worked extensively on history of 19th century translations.

Alexander Duff (1806-1878) was the first official missionary of Church of Scotland to India and one of the key figures of the colonial discourse on English vs. vernacular education. His ideas on English range from justification of withdrawing support for native institutions, to the comparative merit of English as a medium of instruction vis-à-vis Sanskrit and/or other native languages, from the efficacy of English as a gateway to European literature and science, to the larger role English can play, as argued in *India and India Missions*, as "the most effective medium of Indian illumination". He also dwells sceptically on how English without religion and education with Christianity may spell trouble for the Empire. The paper seeks to critically analyze Duff's ideas on "the English Fountainhead" contained in the texts titled *India and India Missions* and "New Era of the English Language and Literature in India" in the context of policy debates around English and the larger civilization project.

22.

**Moral Pedagogy and Colonial Society: An Exploration of
19th century Assam through Children's Literature**

Ms. Monsumi Saikia

Day 1: 12.00-1.30
Auditorium

Research Scholar, Centre
for English Studies,
Central University of
Gujarat

Education for children is frequently connected with moral values. Not only in educational institutions but also in the works of literature produced for children are considered to be adhered to teach moral values to them. During the 19th century, while Assam was under the British colonial rule and the people of Assam were facing the issue of 'identity crisis' due to the introduction of the Bengali language in the offices and educational institutions; there was an uproar of the production of children's literature to inject the moral values to the Assamese children by some Assamese writers. This paper tries to explore how the moral values were being injected into the mind of the children of Assam and what was considered as ethical or moral with the help of a few articles from the book *Asamiya Larar Mitra* (1846)(Assamese Child's Friend) by Anandaram Dhekial Phukan.

23.

**Educational Policy of Colonial Government and
Social Change in Bombay Presidency**

Dr. Jagdish Sonawane

Day 1: 2.30-4.00
Conference Room

Professor and Research
Guide in History, Member
Board of Studies in
History, Savitribai Phule
Pune University Pune. 16
Research Papers
published in UGC Care
Listed and Peer Reviewed
Journals. Author of 3
books

English Education, introduced by the British, played an important role in bringing social change, though was primarily introduced to meet the need of day-to-day administration. Mountstuart Elphinstone, who introduced modern English education in Maharashtra, adopted a policy of appeasement of the traditional caste-elite. The then education policies attempted to keep lower castes and untouchables away from education, though theoretically education was made open to all irrespective of caste, class and gender, etc. English Education brought modern concepts like liberty, equality, justice, scientific temperament etc., leading to the emergence of socio-religious reform movements in Maharashtra in the second half of the nineteenth century, though for long the reforms were confined to the high caste Hindu Family. Later, modern education played a vital role in the awakening of the Indians and in the social change propelled by the revolutionary struggle of Mahatma Phule, Shahu Maharaj and Dr. Ambedkar between 1848 and 1956. This paper discusses the role of the colonial education policies in the social change movements of the nineteenth century Maharashtra.

24.

HELE in Curriculum: An Overview of PG Courses in Maharashtra

Dr. Prithvirajsingh Thakur

Day 1: 12.00-1.30
Conference Room

Prithvirajsingh Thakur is an Associate Professor of English in G S College, Khamgaon. He is a part of the HELE-India research group. His areas of interest are ELT, Translation and Shakespearean Studies.

In this presentation, I propose to talk about the status of HELE as an area of study and research in the PG curricula in the universities of Maharashtra. The presentation will survey the syllabi of PG courses in English and Education in state universities in Maharashtra. It will highlight the status of the historical explorations in ELE in the syllabi of PG courses in English as well as in Education. As of now, HELE is almost absent not only from the curricula of courses in Education, but also from the PG courses in English. In most of the universities in Maharashtra, ELT is offered as an optional course in the PG programmes in English. However, little space is devoted to HELE in these courses. The aim of this presentation is to highlight the importance of inclusion of HELE in syllabuses of English (and Education) mainly to encourage the development of an Indian/Asian perspective towards the theories and practices in ELT.

25.

Freeing the Eastern Sisters: A review of female education in the 19th century colonial Madras presidency

Dr. R. Vennela

Day 1: 2.30-4.00
Auditorium

Vennela is an Assistant Professor in English at the Department of HSS, National Institute of Technology, Warangal. She received her PhD from CELS, University of Hyderabad in the field of history of bilingual English language learning and teaching in India.

Female education was one of the main aspects of colonial education. This paper will provide a review of the origin and development of female education in the Madras presidency. Education reforms for colonial women were first undertaken in the 1840s by the Christian Missionaries. Missionary women and wives of Church-men led this reform; they disseminated the information about the way female education was planned and implemented in the form of letter, reports and pamphlets. This paper will present evidence from such documents to showcase how colonial female education and its forms of implementation have built discourses of female emancipation, shaped the colonial female student and founded the ideal of the western educated femininity.