

International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor 7.9 www.ijesh.com ISSN: 2250-3552

Viksit Bharat 2047: Global Visions in English Literature

Pro. Lalita Santosh Kannor

Asst. Prof., A.Y.K.K. Sanchalit , Art's Mahila Mahavidyalaya, Dhule, Anmol Nagar, Deopur,
Dhule

E-Mail: lalitaskannor@gmail.com

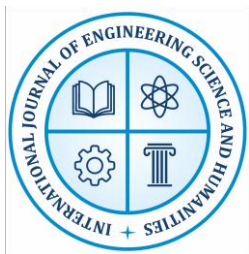
ABSTRACT

Viksit Bharat 2047 envisions an India that is economically resilient, socially inclusive, culturally self-assured, and actively connected with the world. English literature can make a significant contribution to this vision because it links Indian realities with global perspectives. Literary works introduce readers to varied cultures, historical experiences, moral conflicts, and universal human values, thereby strengthening critical thought and international awareness. Indian Writing in English brings local concerns including caste, gender, migration, and environmental issues to readers across the world, whereas global literature in English familiarizes Indian learners with experiences and ideas from other societies. In this way, literature encourages a continuing dialogue between tradition and modernity and between local realities and global developments. By improving communication abilities, ethical awareness, and intercultural understanding, English literature also contributes to the development of human capital. Within the framework of Viksit Bharat 2047, it promotes informed citizenship, cultural diplomacy, and global competence and therefore serves as an important intellectual resource for nation-building in a globalized age.

Keywords: English Literature, Global Perspectives, Indian Writing in English, Cultural Dialogue, Postcolonial Literature, Global Citizenship, Education, Human Values, Nation-Building.

Introduction:

The vision of Viksit Bharat 2047 seeks to build India into a developed country that is economically powerful, socially inclusive, and globally connected, while continuing to remain anchored in its cultural values. The realization of such an ambitious goal depends on citizens who are intellectually receptive, ethically conscious, and able to interact with global ideas without becoming detached from their cultural identity. From this perspective, English literature becomes an influential means of expression and understanding. Because English functions both as a global language and as a wide literary tradition, it enables Indian experiences, histories, and values to engage with international viewpoints. Literary texts acquaint learners with different cultures, social conditions, ethical conflicts, and common human concerns. They also cultivate reflection, empathy, and critical inquiry by encouraging individuals to question accepted assumptions and recognize diversity. At the same time, the study of English literature improves



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor 7.9 www.ijesh.com **ISSN: 2250-3552**

communication abilities and global competence, both of which are indispensable in an interconnected world. Thus, by creating a meaningful link between the local and the global, English literature supports India's comprehensive development and strengthens the intellectual and cultural foundations required to achieve Viksit Bharat 2047.

1. English Literature and Critical Thinking:

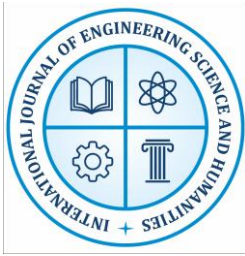
English literature has an important function in cultivating analytical and critical thought, abilities that are essential for developing informed and responsible citizens. Rather than presenting only fixed or final meanings, literary works encourage readers to interrogate social conventions, study structures of power, and interpret the complexities of human conduct. Close reading and textual interpretation train learners to form independent judgments, consider different viewpoints, and respond thoughtfully to moral dilemmas. Literature further refines reasoning by requiring readers to understand the relationship of a text with its historical, social, and cultural context.

William Shakespeare's *Hamlet*, for instance, examines conscience, authority, and moral responsibility and thereby encourages serious reflection on leadership and ethical decision-making. In a similar manner, George Orwell's *Animal Farm* offers a strong criticism of political power, ideology, and systems of governance. Reading such works enables learners to recognize the ways in which power functions and to understand why citizens must remain alert, questioning, and thoughtful. Since these intellectual abilities are central to democratic participation and informed citizenship, English literature becomes a valuable resource for advancing the objectives of Viksit Bharat 2047.

2. Global Awareness and Intercultural Understanding:

By introducing readers to different histories, cultures, and social conditions from around the world, English literature significantly promotes intercultural understanding and global awareness. Literary narratives allow people to encounter traditions, lives, and experiences unlike their own. This contact broadens their outlook, nurtures empathy, and helps them move beyond cultural stereotypes toward a more respectful understanding of diversity.

Chinua Achebe's *Things Fall Apart*, for example, portrays African responses to colonialism and helps readers understand the resistance and cultural disturbance experienced by indigenous communities. Likewise, Khaled Hosseini's *The Kite Runner* considers relationships, guilt, and redemption against the background of political upheaval and social transformation in Afghanistan. Engagement with these narratives allows learners to connect emotionally with international concerns and common human struggles. By fostering respect for cultural difference as well as sensitivity to shared human values, English literature equips learners for constructive global participation and responsible global citizenship both essential to the fulfilment of Viksit Bharat 2047.



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor 7.9 www.ijesh.com ISSN: 2250-3552

3. Indian Writing in English: Local Voices, Global:

Indian Writing in English occupies an important place in connecting local Indian experiences with readers across the globe. Through English, Indian authors present the realities of Indian society to an international audience while simultaneously addressing universal concerns such as belonging, memory, inequality, and identity. This body of writing enables regional and local voices to take part in worldwide cultural and intellectual exchanges.

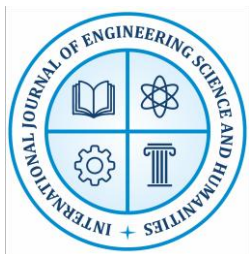
R. K. Narayan, for instance, depicts both the simplicity and the layered nature of small-town life in India, giving local experiences a universal appeal. Arundhati Roy's *The God of Small Things* critically examines social hierarchy, caste-based discrimination, and gender inequality, connecting Indian realities with international debates on justice and human rights. Amitav Ghosh's *The Shadow Lines* similarly explores nationalism, borders, and identities that extend across nations. By means of such literary works, Indian experiences enter global discourse, enhance India's cultural visibility, and contribute to the realization of Viksit Bharat 2047.

4. Postcolonial Identity and Cultural Confidence:

Postcolonial literature in English has been instrumental in shaping India's identity after independence, particularly by recovering historical narratives and rebuilding cultural confidence. Following a long period of colonial domination, literature provided Indian writers with a powerful space to dispute colonial stereotypes, challenge histories imposed from outside, and affirm indigenous ways of seeing. By retelling the past through the perspective of colonized people, postcolonial writing enables societies to examine their history critically rather than accepting colonial accounts without question.

Postcolonial literature also strengthens indigenous identities and social self-awareness by representing marginalized lives and regional cultures. It foregrounds the diversity, resilience, and complexity of Indian society and contests the reductive or exotic images produced during colonial rule. Such cultural reaffirmation is indispensable for a developed nation, because development requires not only economic advancement but also psychological freedom and cultural independence.

Salman Rushdie's *Midnight's Children* is a notable illustration of this process. Using imaginative narration and magical realism, the novel reconstructs Indian history by interweaving an individual life with major national events. In doing so, it questions authorized versions of history and affirms the plural nature of India. Works of this kind cultivate intellectual freedom, critical consciousness, and confidence in one's culture. In relation to Viksit Bharat 2047, postcolonial literature reinforces India's capacity for self-definition and allows the nation to participate confidently in global affairs while remaining connected to its historical and cultural foundations.



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor 7.9 www.ijesh.com **ISSN: 2250-3552**

5. Ethical Values and Social Justice:

English literature helps develop ethical values and a commitment to social justice by making readers more responsive to inequality, injustice, and human rights. Literary works place social problems within personal experiences, emotions, and conflicts and therefore stimulate moral reflection. As readers engage with these representations, they acquire greater empathy, a stronger sense of fairness, and a clearer understanding of ethical accountability.

Harper Lee's *To Kill a Mockingbird*, for example, draws attention to racial injustice and moral courage and leads readers to challenge discrimination and prejudice. In the same way, Charles Dickens's novels reveal the poverty, exploitation, and social inequality associated with the industrial age, bringing the hardships of marginalized groups into public view. Such writing motivates readers to think about compassion, human dignity, and justice. This form of ethical engagement corresponds closely with the constitutional ideals of India, particularly liberty, equality, and social justice. By encouraging inclusive thought and moral responsibility, English literature promotes responsible citizenship and advances the wider aims of inclusive development and social equity envisioned by Viksit Bharat 2047.

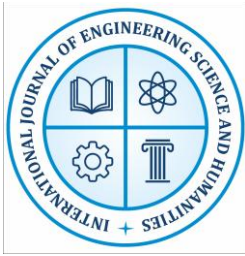
6. Gender Perspectives through Literature:

English literature makes an important contribution to gender awareness by bringing women's voices into focus and questioning patriarchal structures within society. Literary narratives place women's aspirations, experiences, and struggles at the centre of discussion and encourage readers to critically examine gender-based inequality and established social conventions. Literature consequently becomes a field in which women's autonomy, identity, and resistance to oppression can be meaningfully explored.

Virginia Woolf emphasizes women's need for economic and intellectual independence, whereas Toni Morrison represents marginalized women and addresses the interconnected experiences of race, gender, and historical trauma. Within Indian Writing in English, Anita Desai and Shashi Deshpande offer sensitive portrayals of women's emotional lives, inner tensions, and negotiations within family and society. Their writings reveal the complexities faced by women in both private and public spaces. Reading such works cultivates empathy, gender sensitivity, and respect for equality. English literature therefore strengthens social consciousness and supports the goals of gender justice and inclusive development that lie at the heart of Viksit Bharat 2047.

7. English Literature, Education, and NEP 2020:

The National Education Policy 2020 advocates holistic, multidisciplinary, and value-oriented education for the formation of well-rounded individuals. English literature has a meaningful role within this educational framework because it combines the learning of language with insights from history, ethics, philosophy, and the social sciences. Through literary study, learners can



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor 7.9 www.ijesh.com **ISSN: 2250-3552**

strengthen reading, writing, speaking, and critical-thinking abilities at the same time as they engage with moral questions and social realities.

When English literature is taught contextually and critically, students are encouraged to connect literary works with contemporary concerns and their own cultural backgrounds. This method allows them to understand international ideas without becoming separated from local contexts. Comparative reading and classroom discussion also expose students to diverse viewpoints and common human concerns. Literature-based learning thus develops intercultural competence, analytical capacity, and empathy. By combining language proficiency with ethical understanding and social consciousness, English literature advances the aims of NEP 2020 and helps shape learners who are firmly rooted locally while remaining globally aware a crucial requirement for realizing Viksit Bharat 2047.

8. Literature as Soft Power and Cultural Diplomacy:

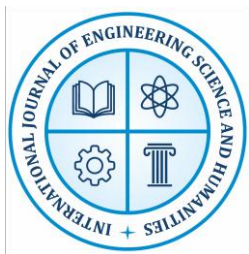
English literature operates as a valuable form of soft power and cultural diplomacy because it presents India's cultural richness and intellectual depth before a worldwide audience. Works composed in English circulate internationally and enable Indian values, experiences, and worldviews to cross national boundaries. Translation and global dissemination further allow Indian literature to influence perceptions of the country as intellectually vibrant and culturally dynamic.

Recognition through major literary awards and readership across nations adds to India's cultural credibility. Academic exchanges, literary festivals, and cross-cultural conversations also deepen people-to-people relationships and strengthen mutual understanding. These forums enable India to interact with the world through storytelling, imagination, creativity, and ideas, in addition to economic and political engagement. Since Viksit Bharat 2047 imagines India as a leader on the global stage, cultural diplomacy rooted in literature can advance this ambition by encouraging respect, dialogue, and cultural influence, thereby enhancing India's soft power within an increasingly interconnected international order.

9. Addressing Global Challenges through Literature:

Contemporary literature in English contributes substantially to discussions of urgent global problems, including climate change, displacement, migration, inequality, and technological disruption. Literature presents these challenges through individual lives and reflective inquiry, helping readers grasp their social, emotional, and ethical consequences. Unlike discussions confined to science or public policy, literary narratives generate empathy and moral urgency and invite people to reconsider their duties as members of a global community.

Amitav Ghosh's *The Great Derangement* provides an important example by critically investigating humanity's inadequate response to climate change. It questions conventional patterns of thought and draws attention to the political and cultural aspects of environmental



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal
Impact Factor 7.9 www.ijesh.com **ISSN: 2250-3552**

indifference. Texts of this nature foster ecological awareness and encourage readers to think in sustainable ways. Literary engagement with global crises makes learners more conscious of interconnected realities and collective futures. It therefore aligns India's national development with international sustainability priorities and supports the Viksit Bharat 2047 vision of environmentally balanced growth, responsible development, and global cooperation.

Conclusion:

By bringing Indian experiences into conversation with global perspectives, English literature performs a deep and multidimensional role in advancing the vision of Viksit Bharat 2047. It develops critical and analytical abilities, cultural self-confidence, ethical sensitivity, and global competence among learners all qualities required for responsible citizenship in a rapidly interconnected age. Exposure to diverse literary works teaches readers to challenge assumptions, acknowledge multiple perspectives, and respond thoughtfully to moral and social concerns.

Indian Writing in English communicates local histories, cultural practices, and social realities to international readers and enables India to establish its voice within global intellectual discussion. At the same time, literature from other parts of the world expands Indian readers' understanding of shared human concerns, including identity, liberty, justice, and environmental responsibility. Literature also contributes to inclusive education by cultivating empathy, gender awareness, respect for diversity, and a concern for social justice. Moreover, it enhances cultural diplomacy and soft power by presenting India's intellectual traditions and humanistic values to the wider world.

As India works toward global leadership without abandoning its cultural inheritance, English literature provides an effective space for dialogue between international and local perspectives. Its meaningful inclusion in education and public discourse is therefore necessary for developing citizens who are informed, ethical, globally engaged, and culturally confident, in harmony with the long-term objectives of Viksit Bharat 2047.

References:

- Narayan, R. K., *Malgudi Days*, Indian Thought Publications, 1943, Pg. No. 17.
- Roy, Arundhati, *The God of Small Things*, IndiaInk, 1997, Pg. No. 39.
- Ghosh, Amitav, *The Shadow Lines*, Ravi Dayal Publishers, 1988, Pg. No. 52.
- Orwell, George, *Animal Farm*, Secker and Warburg, 1945, Pg. No. 92.
- Achebe, Chinua, *Things Fall Apart*, Heinemann, 1958, Pg. No. 29.
- Lee, Harper, *To Kill a Mockingbird*, J. B. Lippincott & Co., 1960, Pg. No. 81.