

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

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**Editor: M. S. Thirumalai, Ph.D.**

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**A. R. Fatihi, Ph.D.**

**Lakhan Gusain, Ph.D.**

## **ENGLISHES IN INDIA**

**Jennifer Marie Bayer, Ph.D.**

**Alok Gupta, Ph.D. Candidate**

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## **INDIAN PANORAMA**

In India, use of languages for education, administration and mass communication differ across linguistic boundaries.

The Constitution of India provides for the maintenance of all Indian languages. Hindi is the Official language of the country. Its 28 States and Six Union Territories have defined their own Official languages.

## **ENGLISH IS PRESENT IN ALL STATES OF INDIA**

English is the Associate Official Language of India. Some States have it as the Official language and a few States have it as the Additional Official language. In spite of this, the status of English in India is in a state of flux. Its role is continuously debated because of political wrangling.

## **EDUCATION AND ENGLISH**

Medium of instruction in school education is determined by the Three Language Formula, a strategy prescribed to promote national integration. Learning the Regional Language, Hindi and English is mandatory for every school going child.

At the grass root level, English is looked upon as the language for upwards socio-economic mobility. This includes rural and urban population. Out of school English tutorials have mushroomed across the length and breath of India.

## **INFLUENCE OF INDIAN LANGUAGES ON INDIAN ENGLISH**

English in India is heavily influenced by the home language. Films, Television, and Print Media play with code mixing and code switching, thus creating Indian Englishes that most often is unintelligible to others. Yet we communicate with each other.

High Tech Industry having multilingual local language workforce is wrestling with the problem of competing in the English-speaking business world from the point of view of productivity and knowledge

## **A SPECTRUM**

The portrait that emerges out of this scenario is a spectrum complete with colour and variation.

This paper will endeavor to encapsulate trends of evolving Indian Englishes and explore implications of power and hierarchy of languages in India.

## 1. INTRODUCTION

India is a nation of complex multiplicities. The complexities are a range rather than a point, from the extreme to the insignificant. We have the distinction of having the highest rainfall, the highest airport, the highest battlefield, the highest road, the highest mountain peak. And at the same time we have the reverse of these kinds, millionaires in mansions to the homeless poor living on the streets

We have several hundred languages, belonging to a number of language families: Indo-European - the Indo-Aryan and Germanic - English, the Dravidian, the Tibeto-Burman, Semito Hamitic -Arabic and the Austro-Asiatic. Bi-lingualism/dialectalism, code mixing and code switching is a norm and mutual unintelligibility an exception. We have several thousand communities, with numbers ranging from several million to under one hundred, pursuing their own style of dress, food habits, rituals and customs, patterns of housing, language, religion and identity. The overall underlying core value still is Indian.

The Constitution has declared Hindi the Official language of India and English the Associate Official Language, till such time Hindi is accepted across the country. This has not yet come to pass and English continues to make inroads into the nerves and veins of the Indian mindset. A few States have English as the State Official Language and a few as Associate Official language.

As a strategy to face challenges life has for the children, three languages are taught in the schools; Regional Language for identity, Hindi for national pride and English to compete in the world of globalization.

Each State has its own approach to decide at what level of primary school the two languages, other than the language of medium of instruction, are to be introduced.

School Education in India can be described as having a stark difference in the standards of physical and intellectual environments. The underprivileged children attend government run primary schools. Situations exist where sometimes, due to lack of space and resources, a single room with a single teacher handles five grades – these are known as the multi-grade schools, latest figures indicate at 75% of rural schools are ‘single room multi-grade’ schools. At the other end of the scale we have schools for the privileged, the high flying private educational institutions, where the student teacher ratio is less than 10.

The all India literacy average is 54% for females and 76% for males. The range being 88% female; 94% male in Kerala to 33.6% female; 63.3% male in Bihar. (1)

What has all this got to do with discussing English in India? And why is the paper titled “Englishes in India”. This is just the introduction to what in a few pages; this paper will try and wrap up to present the miniscule worldview, the range of what Indian English is all about.

## 2. INDIAN ENGLISHES

Prior to discussing the data, it would be in the fitness of things to present a bird's eye view of some nuances of the Indian Englishes.

### Regional language influence

A. When we Indians listen to spoken Indian English we have often this strange knack of identifying the place of origin and the home language of the speaker. The Malayali speaker of English, the Bengali speaker of English, is this really strange? This must be occurring the world over. It is in incredible. And why does it happen? It is because English in India is re-interpreted in terms of the mother tongue. We speak, and even write English influenced by the vowels and consonants in our mother tongues.

The overall results of research on Indian English by Indian scholars, such as Bansal. 1970. Hindistani English, Rubdy 1975, Marathi English, Gokhale 1978 Marathi English, Dhamija, 1976 Rajasthani English, Prabhakar Babu 1974 Telugu English Vijaykrishnan 1978, Tamil English, indicate that Regional Indian Englishes is set apart by

'simplification of consonant clusters,  
retroflexion,  
lack of aspiration of voiceless stops in stressed initial positions,  
lack of inter-dental fricatives and palatal affricates,  
No distinction between /v/ and /w/ monophthongisation of diphthongs and diphthongization of triphthongs.  
Indian English is syllable timed rather than stress timed

In this paper we present data to add perspectives of English evolving amongst Indian languages users who have learned it with insufficient reinforcements so essential for second language learners.

**For the Indian English speaker the issue of presence or absence of 'r' is influenced primarily by the home language unlike in some other places.**

The absence of 'r' in pronunciation is more prestigious for the British, whereas socio-economic status in New York is determined by the full pronunciation of 'r'. (Labov 1966)

Where the 'r' is silent, we pronounce it, as in

Arc	architect	archive
Are	argue	army
Art	bachelor	barber
Bargain	barley	birth certificate
Birthday	burden	car
Cardboard	thirst	government
Reserve	conserve	World market

In parts of India, because of their mother tongues, speakers have difficulty in rendering consonant clusters, for example 'st'.

They either add a vowel before /s/ to produce the word /istation/ for /station/; or add a vowel between the consonant cluster to produce the word /satation/ .

In words such as /worked/ pronounced in English as /workt/, the /r/ being silent, we literally pronounce the word as it is spelled as /work-ed/; /retire-ed/; /retir-ed/

In words such as /walked/ pronounced as /wakt/ is pronounced as /wak- ed/; /develop -ed/; /approach- ed/; and stress the 'ed', etc.

We have a problem producing the distinction between long and short vowels, for example /fud/:/food/; /tuth/:tooth/; /brithe/:/breathe/; /live/:/leave/; /belive/:believe/

Sometimes there is no distinction between some sounds:

/s/ and /sh/	as in /shock/:/sock/; /short/:/sort/;
/dj/ and /z/	as in /leash/:/lease/; /seizures/:/scissors/
/t/ and /th/	as in /tree/: /three-tree/
/w/ and /v/	as in /wheel/:/veal/; /wail/:/veil/; /wine/:/vine/

Some places there is loss of aspiration

/h/	as in /aart/:heart/; /and/:/hand/; /ome/:/home/;
	/bieyind/:/behind/; /eye/:/high/; /yave/:have

In Karnataka, we add /y/ in pronouncing the alphabets

/yf/	:/f/;
/yl/	:/l/;
/ym/	:/m/;
/yn/	:/n/;
/ys/	:/s/;
/yx/	:/x/

So, to orally spell a word like /life/ ~ it is spelled out as /yliyfe/; /money/ ~ as /ymoyney/; /sister/ ~ as /ysiysteyr/ etc. In written form it is could be spelled as 'laif'; 'mony';

Some speakers of Kannada language cannot produce the English diphthong /au/,

/caught/: /caat/; /bought/: /baat/; /sought/: /saat/; /jaay/: /joy/

/ae/ as in /laangwije/: /languge/;

We add the /sh/ sound in words like: /shister/: /sister/; /shtrate forward/: /straight forward/; /shtubees/: /studies/, /sho/:/so/

And of course we have the stress on the wrong ‘onset’ as is /hotel/ in stead of /hotel/, and most often pronounce it as /votel/.

When we code-mix English words in Kannada conversation, we add a vowel. For example, in nouns such as the following /u/ is added as a final sound:

/car+u= caru/; /bus+u=basu); /train+u=trainu/; /court+u=court u/;  
/doctor+u=doctoru/; /bank+u=banku/

The following table presents words as is evolving in spoken English of Kannada speakers

If the base verb ends in one of these sounds:	example base verb*:	example with -ed:	pronounce the -ed:	extra syllable? In English	extra syllable? In Kanglish
Unvoiced - /t/	want	wanted	/Id/	Yes	
Voiced - /d/	end	ended	/Id/	Yes	
Unvoiced - /p/	hope	hoped	/t/	No	/Id/ -Yes
/f/	laugh	laughed	“	“	“
/s/	fax	faxed	“	“	“
/S/	wash	washed	“	“	“
/tS/	watch	watched	“	“	“
/k/	like	liked	“	“	“

### 3. DATA FOR THE PAPER HAS THREE SOURCES

Classroom transcripts as well as spoken English of students who attended a Course in Language and Communication at the CIIL, in Mysore in April-May, 2005.

Letters received from various parts of India.

Language in the Industry

#### Background of the students

Students who attended the course are rural graduates, unemployed for reasons of ineffective communication skills resulting in lack of confidence and therefore fail an interview. They lack confidence even to speak in the Kannada, their home language.

**Exercise:** Students were required to read the following story and write it in their own words.

#### The story:”Master of Indolents”

Summary: Birbal, a wise man, was a minister in Akbar’s Court. Akbar wanted to find out who were the lazy people in his kingdom. He announced a feast in his palace, and found that the palace was crowded. Birbal suggested that they be housed in huts and later in the night the huts be set on fire. The huts when on fire led most of

the people run for their lives, except two men. This way they were able to identify the lazy men in Akbar's kingdom.

The following are two examples of transcripts of students.

### **Example 1**

*“The Master of Indolents” - “One day Akbar wanted to give a party to lazy people. So, he told to birbal to found the lazy people and give them feast. With the help of servents Birbal create hutes and announced that those who are lazy they are come to the hut which is near to palace and have a good feast. When these announcement come out, there are lot of people come to the hut. Akbar saw them and he was interested in that in these groups, how many people are really lazy. So he told his thinks to Birbal. So Birbal told to his soldier to put fire to the huts. When the huts burning in the fire, the people in the huts they are ran away but two people are not ran away they are the real lazy people. Birbal took them in front of Akbar. So Akbar was happy to given them a party.*

Analysis is that the individual is weak in grammar of the language. Use of tense, articles and the structure of sentences falls short of comprehension. But if one looks for the key message, the general idea of the story is conveyed. It may be also pointed out that the student has used words and phrases uncommon in English. For example:

*So he told his thinks to Birbal. Meaning ‘so he conveyed his thoughts to Birbal.  
So Birbal told to his soldier to put fire to the huts. Meaning ‘Birbal instructed his soldiers to set fire to the huts*

Let us look at another rendition of the same story in the same session by another student

*“The lazy a feast today on the Emperor told Birbal Morning. Birbal wish to Sarkar, the Emperor suggested collect all idlers in thatched behand the palace, next Birbal announced the Royal wish and crowds of people. Saw this vast collection of idlers marching this place, these people are really lazy But can one distinguish them find some way.*

*Birbal arrange the ‘guests’ in place they were us comfortable and officers set fire to the roof of camp when crowds and tents on fire, when only two persons remained. Birbal at once brought these lazy bones to the Emperor and Akbar.*

A quick analysis shows that the gist of the story is beyond comprehension.

**Innovation in use of language seems to be the natural outcome of second language learners.** The following are some that the students used.

“birthing place” for birthplace  
‘cropping my village’ – for ‘crops in my village’  
‘enjoyful’ for ‘enjoyed’  
‘childrens’ for children  
‘laayering job’ for ‘lawyer’s profession

'advocating job' for 'to be an advocate'  
My after brothers – younger brothers  
My after sisters – younger sisters  
Beginingly – In the beginning  
*told his thinks*  
*to put fire*  
warmfull

**Thoughts expressed, often mean something different.** For example:

My mother died at the age of ten – When I was ten years of age my mother died.

After one year he is retired. - He retired one year ago.

**Inappropriate use of presence or absence of prepositions, double negative, or even distortion in meanings.**

I suffered by fever. – I suffered from fever.

...that I will be live to see my children – that I will live to see my children

It gives me very happy – It makes me very happy

“I was too much happy” I was very happy

“I am come from village” – I come from a village

I am also played cricket in my college days – In my college days I also played cricket

We went some historical plays – We went to some historical places

I have no any special moments to remember – I have no special moments to remember

I suffering traveling problem – When I travel I get sick

I am studied in Mahajana's college – I studied in Mahajana's college

**Thoughts expressed often have concepts that distort the meaning.** For example:

**Inappropriate use of verbs**

Mechanic *disintegrate* the parts of vehicle for servicing.

- 'disintegrate' in stead of 'dismantle' and plural marker to 'mechanic.'

“We should not *pervert* somebody's goodness. – 'pervert' in stead of 'exploit.



“Many families *get ruined out* because of Tsunami. ‘get ruined out’ instead of ‘were ruined’

### **Inappropriate use of pronouns, tense and preposition**

“The most sad moment *my* have experience because I had lost my close friend.

‘my’ in stead of ‘I’; ‘experience in stead of ‘experienced’; conjunction ‘because’ in stead of ‘was’

my English speaking, talking grunitacally writing I am not well. This are all sad moment

I studi in Kannada mediam From to Village area. There fore in this language only reading no speak and understanding there fore persanelly I am very sad.

This language is very important any feild that’s impartent.

I *do the* play only one game

### **Letters received from various parts of India.**

This section will discuss short bits of texts extracted from letters written to an organization. The organization advertised in the national newspapers the intent to receive applications for a course in learning language. The applicants need to be teachers in schools with specified number of years of teaching. Letters received in the English language were taken for a quick analysis.

Appendix 1 lists a few examples.

The first question to be raised, are the writers conveying their message to receive an application form? The answer is yes, BUT the language used is incorrect in terms of grammar, such as use of tense, articles, pronouns, and the like.

For example

“Myself is a teacher with three years experience. As I am unknown in Kannada language”; “So it will be very thankful, if you send the application form”, (AP)

### **What is also interesting is the use of Victorian style of language, such as:**

With all respects I beg to.

Respectfully it is to say that ... For this act of your kindness I shall be ever grateful to you.

“I have honour and I beg to state

Recepted Sir

Good day to your goodself”

### Examples of creations influenced by the mother tongue:

Myself is a teacher

As I am unknown in Kannada language.

## 4. LANGUAGE IN THE INDUSTRY

The 'pull-push' forces of social engineering has heightened large scale migration across regions, thousands of miles east to the south, south to the north, and the like, thus enabling expanses of change occurring in use of language. Field experiences indicate that a single factory has as many as eight linguistic groups working under a single roof and also a single linguistic group working in an industrial organization. Reasons are not far to perceive, which education is, specialization and product knowledge create such work environments.

High Tech Industry with a multilingual workforce is wrestling with the problem of competing in the English speaking business world. Acquisition of Knowledge is in English, whereas sharing of knowledge could range from only English to processes of code switching and code mixing.

A low standard in competence in English, in spite of college education, renders interaction across the hierarchy in precarious knots. Meaning of messages gets misrepresented, leading to wastage in terms of time as well as quality controlled rejects.

The following table presents written English from the workforce from four regions in India.

Presented below are samples of English culled out from data on language use in the industry. It also presents the home language, region and educational qualification with examples indicating inappropriate use of tense, preposition, pronouns and articles.

Sl. No.	Home language	Region	Educational qualification	Example of inappropriate Use of tense, preposition, pronouns and articles..
1.	Tamil (Elin:EE: 3)	Ghaziabad UP	M.A.	"if we will adopt the frank and open communication it can be better way to improve the employees progress in the factory."
2.	Hindi (Elin:EE: 4)	Ghaziabad UP	B.A.	1."We must be polite in your behaviour and we must be know about of local language. 2. We must be respect our profession"
3.	Maithili (Elin:EE: 5)	Ghaziabad UP	M.A. Economics	"First of all we will use local language will local people. If I

	5)			know. I don't know. I will be try to myself to learn it. Secondly, Hindi is Indians Mother tongue. More than 80% Indians know Hindi. I will use it in our surroundings."
4.	Bengali (WE:8)	Kolkata WB	B.Com	"It is good policy because Employees are used Bengali, Hindi or English"
5.	Bengali (WE:11)	Kolkata	B.Com	"The media of communication to be selected which is more convenient and understandable to the other persons who are working in the area of my performance which caused to do the better job as well as to get the better performance from the others."
6.	Bengali (WE:15)	Kolkata	B.Sc.	"Interaction with three languages among the employees prevents time loss in communication." "Try to listen others first and if not understood it should be informed to proper person and get it informed correctly".
7.	Hindi (SE – 8)	Rampur	Diploma in Engineering	"To improve the communication at all levels, we should be arrange meeting frequently."
8.	Oriya (SE:9)	Rampur	High school	Discussion by shop in-charge and managers
9.	Kumaoni/ Hindi (SE:12)	Rampur	M.A.	"We are used the Hindi & English languages. in the discussed time. Because max. employees are not good in only one languages."
10.	Hindi (SE:13)	Rampur	MA; Dip. In Mech. Engg.	There are many languages except Hindi & English in India or abroad. In any system or company that language shold use by which we can express to ourself and communicate our views." "To improve Communication in the factory, whenever any discussion is done all paints should note down in log book and communicate in written or by telephone, that language should use in communication to which other person can understand betterly.
11.	Bengali (SE:16)	Rampur	Dip. Mech. Engg.	Regional language must be include for better communication. "And should adopt communication technic which takes minimum time

				and better understanding the follower
12.	Oriya (SE: 17)	Rampur	High school	“Every factory members understood that we are give each others our languages and our Sanskruti and belived to each other. Love to each other and all factory members. So that all members better informing in job time own families.”
13	Kannada (MK:29)	Mysore	Dip. Mech. Engg.	Communicator should be honest telling something to top level management and something to low level management it should not be happens
14.	Urdu (ME:3)	Mysore	Dip. Mech. Engg	If some person feel difficulty in one language he can understood from other language like difficult language is Kannada, he can understood from English or Hindi.”
15.	Marathi (ME:29)	Mysore	M.A.	“While Group Discussion who will speak they should know which language Employees can understand better, that language they should talk. At that time Everybody can understand and they can show Performance in their work. While working What Employees have to learn a new job we have to give oppertunities to them to show their Performance and they can also Improve themselves

There are commonalities in the inappropriate use of written as well as spoken English from all three sources of data used for this paper.

We have not missed out in creating SMS messages:

- |                 |   |
|-----------------|---|
| I miss u 2      | - I miss you too.                                 |
| Pls wa8 4 me    | - Please wait for me.                             |
| Cool SMS's 4 u! | - Cool SMS messages for you.                      |
| LOL             | - Laugh out loud.                                 |
| Kpntch          | - Keep in touch.                                  |
| I c, c u,       | - I see, see yu.                                  |
| Gr8, 4 get      | - great, forget                                   |
| :),:),:0,::(,   | - Are symbols for smile, wink, grin and sad faces |

## 5. ENGLISH: THE LANGUAGE THAT EMPOWERS

The status of English in India is changing. From merely being a very important part of the elite educated from the best educational institutions, the vitality of English has permeated the repertoire of the less schooled and uneducated. The idea of learning English is contagious. And why?

English presides over the global empire. Her heart is splintered into a million pieces, each differ from the other. In the spread of English across Asia, its varieties take on the nation's appendage so as to form Malaysian English Philippine English, Chinese English, etc. And within the nation, take India as an example, there are regional varieties of English, it is "Hinglish" Hindi + English"; "Kanglish" Kannada + English' "Tamilish" – Tamil + English"; or "Banglish" Bangla + English, it could go on and on.

The Macaulay Minute of 1835 is the oft quoted statement wherein, Macaulay, at that point of time, wanted to create a class of persons, "Indian in blood and colour, but English in opinions, in morals, and in intellect", to act as interpreters between the rulers and the ruled to revitalize and modernize the large number of languages and dialects.

With time, and the ongoing change in the midst of globalization, this quote "Indian in blood and colour, but English in opinions, in morals, and in intellect", can be re-interpreted in the reverse, "English in blood and colour, but Indian in opinions, in morals and in intellect". We require English to widen our intellectual horizons. We need Indian languages to nurture our Indian ness.

For the elite India, we listen to, watch or read varieties of global English, radio, television, and written professional and non-professional texts. The fact that we are one of the largest English speaking countries, although Britain may have over five million investors transacting shares, India has over 10 million. They reach out through the newspapers, the internet and stock exchange for new shares, transfer old stocks, read company reports, get dividend warrants, etc., etc. All this is through English.

International surveys on practices of reading in English newspapers indicate that the Indian daily broadsheet Newspaper "The Times of India" sells the highest number of copies. The announcement is as follows

*"Curiously enough, the largest selling English newspaper in the world isn't in England, America, Canada or even Australia. It's in your hands.*

"Ah, how civilization turns! Now with 24, 38,115 copies, The Times of India is officially the largest selling English newspaper in the world. A proud achievement for our country and a testimony to the discerning taste of our readers. Keep reading. You know the saying – today India, tomorrow the world.

Earth's largest selling English newspaper

(Times of India, Mysore, June 18, 2005)

## 6. THE THROBBING URGE

The concerns of education in multilingual multicultural India span beyond core objectives of merely teaching learning in a given educational setting. Amidst the drill of testing and evaluation, the key word that is emerging on the scene of acquisition of language is ‘performance’, which is, the ability to control effectively the four basic skills and to effectively communicate. This is what rural graduates, who belong to the underprivileged social groups’ lack.

They are aware that there is quite a wide between them and those who speak and write English to their heart’s content. They yearn from the bottom of their hearts to use and speak English like those who use it with such ease and style. Come to think about why, or how this comes about – the answer is not far to see. Could it be due to social background like ethnicity, caste, poverty? It could be a combination of these as well as standards of education. It is to strike a chord on the instrument of cultural and linguistic relativism, ... Not all Indians control similar capabilities and expressive powers in English. It is determined by social and economic status.

This is further characterized by the fact that English, which generally used to serve the instrumental rather than the integrative motive has now evolved a style and register of its own. English has spread from the formal to the more intimate, at home, in social and cultural events and with friends. And therefore interference is the natural outcome of such networks of use, where misunderstanding, miscommunication and distortion of meaning in the literal sense happen, and at the same time its essence serves the purpose of a speech event.

1. It is like an incident that took place in the Intensive Care Unit of patients who had gone through bypass surgery. The Hospital specializes in Heart diseases and so patients with a strong financial standing utilise this facility.

The scene in the ward is that patients in critical care are positioned depending on the criticality of individuals. One patient dies. His body lies in the ward for some time. The one next to him is worried. He is afraid his turn will be next. He is a powerful personality. He knows his control over English is not up to the mark. But he wishes to throw his weight around. He calls for the nurse. The conversation is as follows:

Patient: “Sister! Come! Come!”

Sister: “Yes Sir, what can I do for you?”

Patient: Pointing to the person dead – asks – Fire! Fire! When?

The Sister (Nurse) who is nervous at the tone of the question – goes to one of the patients in the same ward and seeks assistance in understanding what “Fire! Fire: When? Means?

Since the patient was arrogant and rich – the Nurse understood the query as – he would complain to the Doctor and have her “Fired” from her job.

Whereas what the patient really meant was when will the body be removed for cremation. His control over English was limited. The Nurse did not understand his

language and therefore all he could remember is the word “fire” to indicate “cremation”.

English could amuse some, but for us Indians we ‘get the message’ and life goes on, and evolves in to a style comprehensible depending on the context, and its users.

## **7. CODE SWITCH AND CODE MIX ENGLISH WITH INDIAN LANGUAGES**

It is a common practice to code switch and code mix English words in Indian languages.

1. “Nene modhuvu uutta buffet style ange arrange maadidharu (Kannada)  
The marriage dinner was arranged in buffet style.

2. Naale extra haalu thandh kodi.. Tomorrow bring extra milk

This domain of expression of language is a vast area and therefore the intention is merely to mention that code-mixing and code-switching is itself a vast area for analysis.

## **8. CONCLUSION**

The significance of English has and continues to be debated. Whether to use it as medium of instruction? at which levels of school education? Should it or should it not be introduced? In what domains of administration and at what levels should it be removed? These are topics of ongoing debate and criticism. In the same breath, English is the Associate Official Language of India with Hindi as the Official Language.

“Education for All” promoted by the Government of India enables the poorest of the poor access to education; the latest is the Sarva Shiksha Abhiyan - an effort to universalize elementary education by community ownership of the school system. This facilitates the underprivileged to realise that to learn English is to walk the path to upward economic mobility. This prompts them to look for sources to sharpen their skills in English.

Acquisition of English is also on a range of Competence. Those amongst us, who are schooled in the best of schools, acquire excellent control over the language and those who miss the road for social and economic causes have reason to harness and nurture a dream, if not for them as parents, then it must be accessed by their children. Parents are willing to sacrifice their treasure for the pleasure of seeing their dream come true through their children.

As pointed out, research on English in India shows that the basic rules are followed, the deviance and even innovation is found at the phonological, lexical and stylistic level. What is now emerging on the Indian scene, more particularly from children from the underprivileged background is varieties, ‘Indian in blood and colour’ whether to name it as a pidgin or creole is for researchers to decide after in depth studies.

'Englishes' has fused into the social cultural consciousness of Indian behavioral life patterns. Even if in an academic institution with Ph.D. as basic qualification, the following incident takes place:

Researcher – Excuse me, Dr. Basu, have you seen Dr. Kutty?  
Dr. Basu “Yes! Yes! I just saw him passing away!

What he meant was “he just saw him pass by.

Where the use of 'away' instead of 'by' changes the meaning, but for the participants in the speech event, the message conveyed is acceptable, questions that emerge may be many. But at the crux of the variety of English emerging from among the underprivileged in particular is vexing. The English language with its expanse of mutations has seeped in the depths of social and ecological space in India.

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### REFERENCE

[http://members.tripod.Com/~INDIA\\_RESOURCES/Census.html](http://members.tripod.Com/~INDIA_RESOURCES/Census.html) - 13.06.05

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### APPENDIX 1

Extracts from letters from graduate teachers from Andhra Pradesh:

“I have your Notification – in the news paper So, I have passed Degree in B.A., Second Class and I have worked in a High School 4 for year's teaching Experience in School. Sir, please kind me, 'sir, Send your Institution's prospect of all. Thanking you, Sir.” (A.P)

I am very interested in Telugu Pandit training Course. I am send to the Stamped self Address cover Please send to me The Application for telugu Pandit Training course. (AP- 108))

“As I want to studying in your Central Institution. So please send me one prospects cum application” (AP)

“Myself is a teacher with three years experience. As I am unknown in Kannada language”; “So it will be very thankful, if you send the application form”, (AP)

I would like to join in your institute for training of modern languages of Urdu language. So I want one Application from your Institution. I herewith enclose one self addressed envelop cover with Rs.8/ stamped. Please send on Application form.” (AP)

Received Sir, Dear Sir I want Telugu languages Application Form send please kindly Sir Immediately Send The Form (AP - 219)

Sir, please kind me, Sir. Send your Institution's prospect of all. (105) A.P.



“I am studying B.Com. B.A.(Lit) Telugu completed. Now Telugu Pandit Language training applying. Please details of (Fees admission and (N.C.E.R.T., UGC) Recognised. A.P.D.S.C. Eligible total Details. (A.P. 107)

Orissa

1. With due respect I beg to state that I, ..... Assistant teacher of Konark Girls High School, Roulpatna have been working in this institution from 1991 till now. I want to learn an language. Therefore, I request you kindly supply me a form in my school address, (220

Karnataka

I (Sridevi) working as an asst. Teacher in the school mentioned above and teach the subjects Mathematics and physics and I requested to issue an application and prospectus – (self intro + request – in one sentence. ) (225)

Respected Sir, I Mr. ---- Assistant Master HPS, Bagalkot earging you to send the application form of Lang. teaching Programme of your Institute. I believe that you will do. (164) (*inappropriate use of request words; spelling change*)

Manipur

I therefore, requested you kindly accepted the above few lines of my statements and send me the Admission form as soon as possible. If you do the needs, I shall ever thanking you. (114)

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## APPENDIX 2 : ORIGINAL STORY: THE MASTER OF INDOLENTS

“Give all the lazy –bones in the kingdom a feast today on my behalf” the Emperor told Birbal one morning

“As you wish, Sarkar”, said Birbal

“Collect all idlers in the thatched houses behind the palace and feed them there” Suggested, the Emperor.

The next moment Birbal announced the royal wish and soon crowds of people came heading towards the palace.

When the emperor saw this vast collection of idlers marching toward the palace, he whispered to Birbal.

“I don’t think all these people are really lazy. But how can one distinguish them? Please find some way.

Birbal arranged to accommodate all these “guests” in the hastily erected tents behind the palace.

And while they were thus being made comfortable, he instructed his trusted officers to set fire to the roof of the camp.

When the crowd saw the tents on fire, they rushed in, all directions.  
Only two persons remained behind.

They paid no heed to the commotion and lay on the carpet completely at ease.  
Birbal at once brought these lazy-bones to the emperor and fed them sumptuously.

(*Tales of Akbar and Birbal* by Bhalekar Asha.1968.Lalvani Publishing House. Page: 58.)

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**Okhil Babu's letter to the Railway Department (early 1900's - Imagine a Bangla accent)**

"I am arrive by passenger train Ahmedpur station and my belly is too much swelling with jackfruit. I am therefore went to privy. Just I doing the nuisance that guard making whistle blow for train to go off and I am running with 'lotah' in one hand and 'dhoti' in the next when I am fall over and expose all my shocking to man and female women on plateform. I am got leaved at Ahmedpur station. This too much bad, if passenger go to make dung that dam guard not wait train five minutes for him. I am therefore pray your honour to make big fine on that guard for public sake. Otherwise I am making big report to papers."

Okhil Chandra Sen wrote this letter to the Sahibganj divisional railway office in 1909. It is on display at the Rai lway Museum in New Delhi. It was also reproduced under the caption "Travellers' Tales" in the Far Eastern Economic Review. Any guesses why this letter is of historic value?

It led to the introduction of TOILETS in trains!!!!!!!!!!

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"With all respects I beg to say that I want to study for other language. Kindly sent me application form for learn other language.

Respectfully it is to say that I am a permanent teacher under Bihar Govt. at Govt. School Atarsua, Bihar. I want to take training in Bangla language from your institute which is to start from 5<sup>th</sup> July 05. So I request you to kindly send me an application form with the prospectus. For this act of your kindness I shall be ever grateful to you. I Mr. Padara, AM of HPS Bevinamatti Tq-Dt. Bagalkot earging you to send the application form of Lang. teaching Programme of your Institute. I believe that you will do.

"Good day to your goodself" and letter continues (J & K)

"With reference to your Advertizement I want to Jain of your 10 monts cours please Give me a details of that Course" (Mysore)

“I am a Government School Language Teacher (Malayalam). I have 4 year Teaching service. Now I wish to Participate the Language Course. So I request you to sent a application form and Prospects or the same. (Kerala)

“So please sent me Language Training progromo in Telugu application at an early date.”

“We the undersigned begged to applied for the same in one of the languages centres. So kindly avail us this great opportunity by sending a prospectus and application form each. (Manipur)

“With reference to the above subject I need to admission in said programme, please send me form and prospectus in this regard.” (UP)

“I, Mallikarjuna working as a telugu teacher for the past 3 years in Kurnool (AP) would like to receive an application for admission into your programme, as I am satisfying all the conditions and interested. Hence I request you to send the application as early as possible.”

“It is humbly stated that I am a teacher in Govt School in Delhi. I request to send a form and prospectus “ (New Delhi)

“I have honour and I beg to state that, I and my friend also interested to join the said Course, the Advertisement which I got from the local daily newspaper. But there is no detail information about the application form for Admission. So, I myself asking you to send only two copies of Admission form with their prospectus for detail information.

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5.7.05

“So beitterly I know the feelings.’