Chapter 6

Conclusion
Chapter 6 - Conclusion

The preceding chapter explored the advent of Hinglish in the global scenario. We analyse the factor that promotes the popularity of Hinglish. The concluding chapter will attempt to predict the future of Hinglish and its relevance in the global scenario. Hinglish is like windows. It is an operating system. It is about interacting with people, and in communication, language becomes important. Today, the English language and the ways we use language generally are changing fast. A language becomes an international or global language because the power of the people who use it. In case of Hinglish, we are taking about a combination of power factors that have influenced the language over past about 200 years back—political (British Empire at Policy), technological (the Industrial Revolution), economic (especially US) and culture (development such as the telephone, mobile, pop music, satellite TV and the Internet). All of these aspects developed initially through the medium of English. The structure of the language—its pronunciation, spelling, grammar and vocabulary—is not a factor indeed.

Globalisation had two kinds of effects on English. First, the language clearly changes as a consequence of its new life as a global language and the increasingly wide range of functions it serves in communities around the world. Second, it had an impact on other languages and cultures. How English had change, electronic communication is a good example, it has created new meeting places for speakers of different languages in cyberspace. This is a slightly different point from the idea that electronic communication has created new ways of using English (such as in e-mail) that seem to break down the distinction between speech and writing. Rather, it suggested that we would see new kinds of fusion between English and other languages. The type of language switching and word borrowing that typically goes on in any multilingual community is now happening on the Internet on a massive scale, and it is difficult to know what long-term impact this might have on the way the international community will use English. In the second category of change, the way that the spread of English is gradually converting all those largely
monolingual countries (especially in Europe) into bilingual and multilingual ones. English is spreading from the north of Europe to the south, leaving Ireland and the UK as the least multilingual of all the countries in the European Union. I enjoy the irony that English -- so long thought of as the language of monolingual culture -- is now helping re-establish multilingualism as a societal norm.

Hinglish has already been well established in the country and has acquired its own independent identity. With the number of foreign investors flocking to India and the growth of outsourcing, English has come to play a key role in professional relationships between foreign and Indian companies. Familiarity with the differences between American and British English has definitely grown as much business communication is carried out according to the language style with which a client is comfortable. Though many may perceive the accent, terminology, and conversational style as "funny", in reality it is just a different English that cannot simply be equated with either American or British English. Indians are familiar with both types of English, but Indian English has acquired its own character in a country which is a melting pot of various cultures, people, and traditions.

India is already a country steeped in tradition where innovation simply adds yet another layer to the complexity of Indian life. But in the last decade things have started to change. The division and subdivision, socially by geography, religion, language, caste, age, gender, education and employment, depending on which cell in the complex matrix of Indian socio-economic life a person inhabits, their relationship with English is different. Different modes of learning, of use, of empowerment and marginalisation apply. Indian society now seems to be on an unstoppable trajectory of change. But change is occurring at very different speeds in each segment of society, leading to major structural shifts in the pattern of inequality. The role of English in India is changing, triggered by a wider process of economic and social development which is expanding the number of people who know and use English. But speaking English is not a passive, accidental consequence of change. It lies at the very heart of change, enabling large sections of
the economy to become more productive and at least a segment of society to become richer. If access to English is unequal, then the gap between the rich and poor in India will widen. That is exactly what is happening in other developing countries, and the process appears also to have begun in India. Since the upward mobility of both the individuals and the nation depends upon its knowledge of English, it becomes necessary to permit people without access to English medium school to start with Hinglish and gradually to pick up fluency in English as well. Hinglish thus acts like a stepping stone.

Understanding the implications of widening access to English thus raises a bigger issue of what kind of society India should become. It is important that policy-makers do not just focus on the immediate demands of the economy, or indeed of any particular interest group. If action is not taken now, in terms of educational planning, curriculum development, teacher-training and examination reform, the linguistic diversity of India will suffer. Both English and Hindi are likely to grow in use, but small languages will continue to decline, and even regional languages will lose domains of use. Educational policy can be used as a tool to ensure that India’s linguistic and cultural diversity remain an economic resource for future generations. The conservative view of strict adherence to correct English in classrooms may defer many to acquire fluency. So teachers can encourage learners to use Hinglish which should later on be used to the acquisition of desirable standard of English required to fulfil the need of the learners.

Present in India is undergoing several kinds of transition which may influence the use of Hinglish. The Indian population which continue to grow, possibly reach over 2 billion before it stabilises early in the next century and will be a greater proportion of the population of productive working age. Along with it the economic transition will make. Fewer people to work in agriculture and more in the organised sector, especially services. The domestic economy will grow, becoming more important than the export sector. The social transition will ensure that the middle class with disposable income will grow in size—even in rural areas and more people will live in cities. In the field of education enrolment in education may approach 100% for below
fourteen and the quality of learning will improve with a large proportion of the population entering higher education where English through Hinglish will open up a new avenues for learners. Spoken English, rather than just reading and writing may become a key skill and a majority of the population will become bilingual, with English as their second language.

India has more young people than any other country - even China. This has made attaining full enrolment in schools a challenge and also means many more school-leavers and graduates will be looking for employment. India's burgeoning youth provides an economic advantage - but only if they can be educated. Dependency ratios in many parts of the world are rising. In India they are falling as it moves into its 'demographic dividend' moment. This, along with the fact that Indians already account for over 17% of the global population, means that soon, India will be home for over 20% of the world's productive workforce. In future, the rest of the world may look to India for workers not because they are cheap, but because that is where they can find a large pool of people with talent and for this workforce.

Hinglish will act as the means of communication. India may have a huge population, but its society is ranked by interlocking divides of religion, caste, gender, age, wealth and geography. Sending children to English-medium private schools used to be regarded as the prerogative of the rich McKinsey's report suggests, though, that the proportion of the population who are willing and able to pay for education is increasing fast. It is quite interesting to note that in India gender discrimination is directly linked with English medium education. Affluent but conservative people preparing girl children for future domestic demands send their son to English medium school but not the girl children. Middle class people think that the expenses incurred on a girl's English medium education can be prevented so as to provide for her dowry later. Poor section gather up all what they have to spend for the son's English medium education permitting the girls to learn in cheaper school where the regional language is the medium of instruction. English can thus magnify the inequality between rich and poor the male and the female. English is rapidly becoming embedded in the school curriculum of regional-language
schools, where it is often now regarded as a basic skill, necessary for employment and social inclusion. Leaving access to English subject to market forces will increase the social divide.

There yet remains the great divide between the rural and urban areas. The natural home of English in India has been among the urban, educated classes. But cities are not growing as fast as expected. Urbanisation in most countries associated with development. Cities provide the best opportunity for non-agricultural employment and a sufficient population mass to make a diversity of services - including education - viable. Cities are where the middle classes grow where people from different parts of India and the world mingle together, and where social mobility for the lower social groups is most possible. Not surprisingly cities prove to be centres of English. There are, however, some puzzles over urbanisation in India; the official statistics as in census returns, show India to has a surprisingly low rate of urbanisation. Most developed countries urbanised rapidly, and now have around 80% of people living in urban areas, but India may still remain below 45% by 2030. Recent research suggests a similar problem today; the big cities have not been growing as fast as was thought, and the rate of increase seems actually to have slowed.

The eight Tier 1 cities (Megacities) are where the multinational companies have established themselves, but fastest growth seems not to have shifted to the smaller cities. Research by NCAER (National Council for applied Economic Research) identified 1 'cities to watch' in addition to the Tie 1 'Megacities'. These were the 'Boomtowns' and 'Niche cities'.

The real urbanisation rate can be understood if we take the example of Gurgaon, the satellite town outside Delhi which is one of the biggest IT-BPO (IT-Business Processing Outsourcing) centres, maintains its 'rural' designation. It is possible that India may be taking a different path to urbanisation. In developed countries urbanisation has been associated with depopulation of the countryside but in India it may be small towns which predominate. A Goldman Sachs report in 2007 forecast that 700 million people would migrate to Indian cities by 2050, but the authors
comment. The growth is happening not in large cities, but in small and midsized towns. There has long been an attachment to the idea that the heart of India lies in its villages.

Geographically also India is reflect to much diversity. India's geography ranges from Himalayan valleys to the Great Indian Desert of Rajasthan and the beaches and backwaters of Kerala. Each of the Indian states and Union Territories has its own profile in terms of size and mix of social communities.

The division between north and south in India is a long-standing cultural and economic one. The populations of the southern states (Karnataka, Andhra Pradesh, Kerala, Tamil Nadu) are largely Dravidian language speakers. Their history, development record, population profiles, and economies are very different from those of the large northern states, such as Bihar, Rajasthan and Uttar Pradesh. Kerala, for example, has the highest literacy rate in India, and remittances from its many English-speaking overseas workers provide an important development resource. School attendance in states like Bihar, meanwhile, remains stubbornly low. The eight north-eastern states form another distinct geographical zone. Connected to the rest of India by a 20 km-wide land corridor and all but surrounded by Nepal, Bhutan, China, Burma and Bangladesh, these states are very multilingual, but politically troubled. Several of the north-eastern states have adopted English as an official language, and many English-speaking workers migrate from this area to Delhi and other urban centres where they are sought after in the services industry for a map which identifies rural English-speaking zones.

One of the big questions regarding human development in India is whether the kind of development in India seen today in the southern states reflects trends which will move northwards in the coming decades. One implication of states being at different stages of development is that they face very different kinds of challenge with regard to improving proficiency in English. However, the experience being acquired now in more developed areas may not be easily transferable to other parts of India because of the diversity in local conditions. The complex structure of Indian society means that it is not just large-scale geography that matters.
Poor people may live on the street in prosperous areas, migrant-workers may settle in temporary camps. The word 'pocket' is often used to describe geographical diversity in India at a micro-level. There are 'slum pockets', 'pockets of excellence' - even 'pockets of English'.

The Indian economy has been growing steadily at only a few percentage points less than China for several years. Even in the 2009-10 fiscal year, in the aftermath of a global recession, it is expected to grow around 7%. But, even more crucially, the economy has been expanding faster than the population, which means that the average per capital income has also been increasing, helping bring more families out of poverty, and providing more tax revenues which can support national development. Agricultural workers have little need to communicate with people outside their communities. Services - even shop or hotel workers - need good communication skills both towards customers and within their own management. India's continued economic growth will depend on the availability of people who can communicate across language and cultural boundaries, both internationally and nationally. Many public sector jobs require applicants to pass English language exams - for over a century. English has been seen as a passport to a pensionable government job. Now, the private sector also requires English - but often of a different kind. The best examples in literature are Kiran Desai's *Inheritance of Loss* where the Sai goes to America to work in a hotel and he needs the communicative skill in English. Arvind Adiga *White Tiger* tell in the story of the urban yout who enhanced his future prospects with the help of communication skill in English. He actually picks up the pronunciation when Ashok and Pinki Mem Sab speak flawless English while he drives the car.

There are many mysteries about how people in India earn a living, but some striking facts show the challenge in ensuring continued inclusive economic growth. Nearly everyone in India (93% of the total workforce) works in what is termed the 'unorganised sector. These are the self-employed - farmers, auto-rickshaw drivers, street vendors, dhobi wallahs and the like - or low-wage workers in very small, often family-run enterprises, such as one of the estimated 15 million kirana stores, found throughout the town and villages of India. Few such workers are skilled or
well educated, many are illiterate. Few enjoy the security of an employment contract or labour rights or earn more than a subsistence wage. We know little about their needs and whether having better English might help because their daily lives go largely undocumented. Agricultural workers of various kinds account for most of the unorganised sector - about 60% of the total working population - followed by textile workers (8%) (1.22). One reason the organised sector is so small is the relatively minor role that large factories lay in India. Most developed countries went through a stage in which manufacturing mopped up large numbers of unskilled workers transferring from rural areas, allowing them to gain specialised skills. Like much else, the reason why India appears to be following a different rout is complex: poor transport infrastructure state ownership of large enterprises, patterns of land ownership which make it difficult to establish factories on Greenfield sites ad limitations on foreign direct investment (FDI), all play a part. When the unorganised sectors move towards metropolitan cities of India they need at least some fragments of English in order to overcome the problem of communicating with the people from different states, Hinglish here helps them. A Bihari working in Delhi or Kerela survive successfully with Hinglish.

With the national job shortage job opportunities in India have scarcely grown during the recent years of high economic growth - certainly not fast enough to absorb the estimated 12-15 million young people who join the workforce each year. Recession has made the outlook even bleaker. In 2009 employers cut recruitment at second-tier private engineering colleges by 60-65%. A paradox of economic growth is that it depends on workers becoming more productive. But as this happens - through improved levels of training and investment in mechanisation - fewer workers are needed. Put bluntly, economic growth puts less skilled people out of work and, without improvement in education can actually increase poverty with the use of computers everywhere English/ Hinglish becomes a helpful addition to job seekers.

Much attention has been focused on the growth of the export economy in the IT sector. However, the big economic story in India is now the domestic economy - especially the growing
services sector. This will affect the demand for English. One of the paradoxes of globalisation is that, as it helps economies grow, it becomes less important to them: the focus of continuing growth shifts to the domestic economy. For example, as people become richer, demand for cars and 'white goods' such as fridges stimulates manufacturing. Greater car ownership creates a demand for better roads, and people such as insurance, and bank loans.

As disposable income grows, so does the retail sector. New supermarkets, clothing shops, and malls appear. As these expand, they employ more people. The organised retail sector in India is growing, despite the problems caused by the recession. Shopping malls are opening in both metro and rural areas and are now providing new employment opportunities for school-leavers and graduates with appropriate skills. One executive in a Bangalore shopping mall complained. The demand is so huge that we have to hunt for smart shop assistants in institutes that are offering courses in spoken English. As Bangalore has a large number of expatriates, we prefer to have English-speaking shop assistants - Shop assistants are an integral part of our marketing exercise. English-speaking youngsters with panache to serve customers are in great demand (IANS, 12 October 2008). We have observed that English communication skills for the said age group need to be developed. The target is mainly students from municipal schools and rural areas whose English is poor.

The Government of India's 11th Five-Year Plan identifies tourism as an important sector: India still has a small tourism industry considering its size, but domestic tourists outnumber international tourists by a factor of ten. Workers in the hospitality trade will thus need better communication skills in Indian languages as well as Hinglish.

The Indian economy has been growing strongly since the 1980s but it is the future pattern of growth that will determine the demands for languages in India, including English. In terms of employment, the organised sector - which might be expected to provide the kinds of jobs which most need English, is tiny and the total number of jobs available has not grown in the last two decades. Nearly all Indians make a living in the unorganised sector. There are several economic
transitions now under way in India, of which the most important from a linguistic point of view are probably the shift to the services sector in both employment and contribution to GDP, the growing importance of regional trade, and the growth of the domestic economy. Although government reports identify English as a key skill in vocational training, it is not yet clear where the jobs requiring English are, or what kind of English they might require. The growth of the IT-BPO sector over the last two decades is one of the outstanding features of the Indian economy, but there is anxiety that the Indian 'talent pool' is running dry. In many countries, the complaint is that imported English language media are too dominant and overwhelm locally produced programming. In India, it is not English but Hindi which may be now most dominant - eroding programming in regional languages.

As the literacy rate in India has improved, so has the circulation of regional language newspapers. Hindi papers are, as might be expected, now the most widely read, with 41% of the total readership of dailies - about the same proportion of Hindi speakers in the population. English dailies, however, are the second most read - The Times of India has the greatest circulation. A survey of affluent families by Nielsen in 2009 found that English is their preferred language for newspapers, but television is consumed more in regional languages.

**Top ten English daily newspapers 2009**

1. The Times of India 13.3  
2. Hindustan Times 6.3  
3. The Hindu 5.3  
4. The Telegraph 3.0  
5. Deccan Chronicle 2.8  
6. Mid-Day 1.6  
7. Indian Express 1.6  
8. Mumbai Mirror 1.6  
9. DNA 1.5
India is said to make more films than any other country; some 1,000 each year. About 70% of these are in Hindi, but as they are intended to teach a national audience, (and around half of the big Bollywood stars are Muslim) the language might be better described as Hindustani, with different characters speaking in ways which reflect the diversity of the film’s audience. The historian Ramachandra Guha commented on the role of film in helping create a national identity.

When imposed by fiat by the central government, Hindi was resisted by the people of the south and the east. When conveyed seductively by the medium of cinema and television, Hindi has been accepted by them. In Bangalore and Hyderabad, Hindi has become the preferred medium of communication between those who speak mutually incomprehensible tongues.

Indian television sued to be dominated by Doordarshan, the state broadcaster which supplied the nation with staid national and regional programmes. When private companies were licensed in 1992, commercial channels proliferated - there are now over 300 satellite channels received in India, and around half of households have a television. Commercial channels in India need to reach the widest audience at the lowest cost and this has resulted in a focus on a few languages. However, the main beneficiary language is not English. Hindi reaches a much larger audience for general entertainment channels and offers media companies the greatest returns. Hindi entertainment is thought to account for 55% of advertising revenue and so can justify high levels of investment in production values. Even English films are often dubbed into Hindi before broadcast. Rupert Murdoch, owner of Star TV, said as early as 1994.

With the coming of electronic mass media, Hindi is finally spreading because everyone wants to watch the best television programming.

A revolution is taking place in Indian transport infrastructure. Expressways are connecting people faster by road new underground systems are spreading through major cities and private airlines are taking to the skies. There is no context more saturated with English than an airport.
English is the lingua franca not only of international air travel (all international pilots now have to pass a probing English-language test), but also of most passengers who use them. Yet only a decade ago internal air travel in India was limited to state-run airlines. Their service was often unreliable, travel uncomfortable and tickets difficult to obtain. As highways reshape the movement of people, they also remodel the linguistic landscape. They increase urbanisation, and bring large areas surrounding cities into a peri-urban zone in which many providers of services to the city reside. City becomes more multilingual, and as linguistic diversity in the cities increases, so the role of English, as a lingua franca, increases too.

Improved roads connect rural areas to new employment opportunities of a kind which require English. Road development also has an impact on educational provision, colleges are springing up along the newly build trunk roads in Tamil Nadu which will allow more young people to acquire vocational skills. Hence, better roads may mean more English.

For centuries, movement in cities has been even more difficult than in rural areas, but the recent construction of mass transit systems is helping to change patterns of work, shopping and leisure. Kolkata was the first city to open an underground rail system, though it took far longer to complete than intended. Delhi followed with its metro project, which is regarded by most citizens as a model of efficiency and uncorrupt management. Rapid transit projects are now under way in other cities, including Mumbai, Chennai, Bangalore and Hyderabad.

Information technology is transforming Indian society - especially the relationship between citizens and officialdom.

Mobile phones have removed the long wait for landlines, and have become a key social networking tool. Their reach now extends into small towns and villages and many Indians cannot now imagine life without a cell phone, Mobile phones provide a new source of information and are used by politicians and pressure groups to communicate with the electorate.
A survey by the Indian market research company JuxtConsult (India Online 2009) found that the total number of internet users in India has fallen slightly, but that the loss was mainly among casual, cyber cafe users. The survey found that around 89% of internet users are in the 19-35 age-group, mainly middle class, who typically access the internet from offices.

Social networking sites such as Orkut and Facebook are popular in India, especially amongst the under 25s. Orkut had an estimated 15.5 million Indian users at the end of 2009 (India is Orkut's second-largest user base globally, after Brazil), whilst Facebook had around 10.4 million. A new style of low-cost mobile phone (the 'chatphone') was launched in India in 2010. The readership of English language newspapers in India is not growing as fast as that for regional language press, despite a finding that affluent families prefer news in English and television in regional language. Hindi appears to be more successful than English in reaching new audiences through television and film. Improving roads and transport in rural and urban area is reshaping demand for English. It has already had a significant impact on the lives of ordinary Indians, though conventional use of the internet is still largely restricted to the young middle classes who have access to computers at work. The readership of English language newspapers in India is not growing as fast as that for regional language press, despite a finding that affluent families prefer news in English and television in regional language. Hindi appears to be more successful than English in reaching new audiences through television and film. Improving roads and transport in rural and urban areas is reshaping demand for English. It has already had a significant impact on the lives of ordinary Indians, though conventional use of the internet is still largely restricted to the young middle classes who have access to computers at work.

India is one of the most multilingual countries in the word, home to several language families and writing systems. Linguistic diversity creates challenges for national development, but may form an important resource in the future. There is no agreement over the number of languages spoken in India. Each decade, a national census attempts to record the languages spoken by every inhabitant, but interpreting the results has not been easy. The 2001 census recorded 6.661
"mother tongues" - but many of these are simply different names for, or dialects of, the same language.

Most Indians speak a language belonging to the Indo-European family. This means that English and Hindi are historically related languages, as Sir William Jones, a junior judge in the Supreme Court of Bengal, famously observed in 1786. But by no means all Indian languages are Indo-European. In the south and in isolated areas in the north, Davidian languages are spoken, such as Tamil, Telugu, Kannada, and Malayalam. Elsewhere, especially in tribal areas, languages belong to the Austro-Asiatic family (which also includes Vietnamese) or Tibeto-Burman (which also includes Tibetan). These last two families account for most of the endangered languages of India.

Since independence, the official language of India has been 'Hindi in the Devanagri script. However, English continues in widespread use as an 'associate language'. Onlyu 22 of India's many languages are recognized in the 'Eighth Schedule' of the constitution - the so-called 'Scheduled languages'. Over 96% of the population are thought to speak one of these 22 languages as their first language.

The government announced that a new linguistic that a new linguistic survey of India would be established as part of the 11th Five-Year Plan, at the Central Institute of Indian Languages (CIIL) in Mysore. The last comprehensive survey was carried out between 1894 and 1927.

The scheduled languages have a mainly rhetorical status in the constitution what is probably more important is whether they have been adopted by any of the states as an official languages. States can decide which of the language spoken within their borders - schedule or otherwise - should be granted official status, for the purposes of regional government. In practice, because linguistic criteria were used when state boundaries were drawn after independence, most states have a majority of speakers from a single language community, making the choice of official language relatively easy. Some states including several in the north east where there is no simple
linguistic majority, have nominated English as their official state language. The official languages of Pondicherry include French.

Hindi is the most widely spoken language in India and is the official language of the Union—but in some parts of India, few people speak it. Its present standardised form is a fairly recent creation. Modern Hindi is a somewhat artificial construction, created to serve as a national language after independence it was felt in early postcolonial times that any newly independent country needed a single, standardised language - an idea reinforced in India by the model provided by the Soviet Union, which had imposed Russian across the Union. But other British colonies had done something similar at independence, Albert on a smaller scale - for example, Malaysia created modern Rahasa Malaysia from Malay.

Hindi arose from a range of Hindustani vernaculars spoken in northern India. Some, permeated with Persian (and thus Arabic) vocabulary and written in both the Persian and Devanagari scripts. What emerged in Hindi was a condified, Sanskritised form, written only in a single script (Devanagari), and with additional official vocabulary translated from English. Both Gandhi and Nehru argued in favour of Hindustani becoming the national language, rather than Hindi, but a linguistic partition, in which Urdu and Hindi became clearly separate ensued. At independence, it was envisaged that English would be phased out over a transitional period of 15 years. However, after violent resistance in parts of south India to what was seen as the imposition of a northern language. English was accorded a somewhat uneasy reprieve as an 'associate' official language. Hence India has never had a single 'national language'. A 'Department of Official Language' exists in the Ministry of home Affairs to encourage the 'propagation and development of Official Language Hindi'.

The birth rate in the large northern states where Hindi is widely spoken is higher than in many non-Hindi-speaking areas. This means that, over time, the balance of Hindi speakers is changing. Censuses in recent decades show a rise of over 1% per decade in the proportion of Indians
claiming Hindi as their first language. 'The Hindi Belt': Hindi is spoken primarily in northern states including several with large and still fast-growing populations.

Although all children in India are supposed to receive basic education in their mother tongue, it is clear that more children attend Hindi-medium schools than report Hindi as their first language. This, together with the teaching of Hindi in many schools, has helped increase the number of people who speak Hindi as second language.

Hindi is now heard in some domains, such as consumer advertising, which used to be predominantly English. However, the reverse trend is also true - the proportion of English in Hindi film dialogues, for example, has increased Code-Switching between English and Hindi, popularly known as 'Hinglish', now features in the speech of many Indians.

According to the 1876 Official Language Rules (framed under the provisions of section 3(4) of the Official Languages Act, 1963, communications from a Central Government Office to State/Union Territories or to any person in:

**Region A**: Shall be in Hindi. Uttar Pradesh, Uttarakhand, Himachal Pradesh, Madhya Pradesh, Chhattisgarh, Bihar, Jharkhand, Rajasthan, Haryana and Union Territories of Andaman and Nicobar Island and Delhi.

**Region B**: Shall ordinarily be in Hindi. If in English shall be accompanied by a Hindi translation. Punjab, Gujarat, Maharashtra and the UT of Chandigarh.

**Region C**: Shall be in English all other states and UTs.

There are three principal kinds of linguistic minority in India.

- Communities near borders who speak a language which is a major language in the neighbouring state.
- Communities, often very small, who speak one of the lesser-used languages, such as tribal language.
- Minorities which result from migration, many of which can be found in the large cities.

Although India is thought of as a multilingual country, it is not clear how many people actually speak more than one language. No state in India is wholly monolingual. The nearest is probably Kerala, in south India, where over 96% of the population speak Malayalam (according to the 2001 census). The state with the highest percentage of minority-language speakers is Goa (48%), the largest group of which are Marathi speakers (33%). In some states, including Arunachal Pradesh, Meghalaya, Nagaland and the Andaman and Nicobar Islands, no language accounts for half the population.

A distinction is now made in policy documents between multilingual (which describes individual who can speak several languages). India is extremely multilingual, in the sense that it is home to many languages, and its constitution, education system and working practices recognise this.

By the time of the 1991 census, almost 20% of the population claimed they knew a second language and over 7% a third one, and the rate of bilingualism was growing at an average rate of 1% every three years. That rate had only slightly slowed according to the 2001 data, published in late 2009, which indicated that a quarter of the Indian population claimed to know a second language, and 8.5% a third.

It may well be that these figures understate plurilingualism in India. Many respondents do not declare they know a language unless they are literate in it. One of the classic studies of multilingualism in the world's sociolinguistic literature is a study in a village on the border of Maharashtra with Karnataka, carried out by John Gumperz in the 1960s. He showed how villagers used different languages in different 'domains', such as family, business or religion.
Such use of different languages for different purposes is widely regarded as a natural predisposition of human beings, and it often means that speakers they require a range of languages in everyday life.

Hindi and other languages, are appearing more often in roman script, a trend which may be accentuated by the growth in SMS messaging. Rukmani Bhaya Nair (2009) has nevertheless argued that multilingual education should be seen as a resource rather than an obstacle.

Multilingualism in Europe has generated a huge translation and interpreting business, helping to preserve the communicative domains of the national languages and ensure transparency of government communication for ordinary citizens.

The National Knowledge Commission has noted the surprising underdevelopment of the translation and interpreting industry in India. Encouraging its growth, including more training programmes, could form a key component of any policy to manage the status of English in national life.

Europe now shares many language policy issues with India - including managing the emergence of English as a language of business and lingua franca. In 2001, a Business Week cover story was titled: 'The great English Divide. In Europe, speaking the lingua franca separates the haves from the have-nots. The main policy messages regarding multilingualism in Europe include languages open doors to new opportunities, one lingua franca is not enough, anyone can learn a foreign language at any stage of life and any level of language proficiency is useful - you don't have to be perfect to gain benefit.

The European Commission for Multi-lingualism declared in September 2008. Linguistic and intercultural skills increase the chances of obtaining a better job. In particular, command of several foreign languages gives a competitive advantage. There is empirical evidence that skill in several languages fosters creativity and innovation multilingual people are aware that problems
can be tackled in different ways according to different linguistic and cultural backgrounds and can use this ability to find new solutions.

The linguistic economist Francois Grin concluded in 2008 that multilingualism added 9% to Switzerland's GDP. It is important to note the emphasis on 'multilingualism' here, rather than just 'English', Grin says:

There are many cases where English is not enough and you need more to get a competitive edge. It's very useful to draw on a rich linguistic repertoire.

The official language of India is 'Hindi in the devanagari script', but Hindi is not the national language. English retains an ambivalent status in India as an 'associate' official language. The 22 Scheduled Languages of India account for 96% of the population. Each state has declared its own official language or languages. These include Non-Scheduled languages, such as English and French. The rising use of English in India has not been at the expense of Hindi, which is also growing in use. There are growing parallels between the European Union and India in terms of the number of languages which language policies, need to take account of, and the potential tensions between English, regional and minority languages.

The story of English in India might seem a simple one. The British came, colonised, and imposed their language on its inhabitants. The story was actually more complicated and is still unfolding today. The British arrived in India in the early 17th century in the form of the East India Company (EIC), more interested in trade than imperial possession. The company at that time needed employees to learn local languages, so they could negotiate the best deals and ensure their agents were not diverting profit into their own pockets. That situation changed at each renewal of the EIC's charter, often reflecting changing domestic politics in Britain. By the early 19th century the 'core business' of the company shifted from trade to managing India on behalf of the British Crown.
For many educated Indian, one name is remembered from this period - Thomas Babington Macaulay. In 1835, as law officer to the Supreme Council, he drafted a document which has become known as 'Macaulay's Minute on Education'. In this he appears to deprecate the value of Indian languages, elevate the qualities of English, and declare that English should henceforth become the medium of education in India.

It is impossible for us, with our limited means, to attempt to educate the body of the people, we must at present do our best to form a class who may be interpreters between us and the millions whom we govern - a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect.

But goes on to say:

To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the western nomenclature, and to render them by degrees (if vehicles for conveying knowledge to the great mass of the population.

Mass education was yet to come, both in India and in England, where Charles Dickens had not yet published his first novel. In the first annual report submitted by the Committee of Public Instruction to the government after the resolution to introduce English-medium education, the matter was explained:

We are deeply sensible of the importance of encouraging the cultivation of the vernacular languages. We do not conceive that the order precludes us from doing this - the claims of the vernacular languages were broadly and prominently admitted by all parties, and the question submitted from the decision of government only concerned the relative advantage of teaching English on the one side, and the learned eastern languages on the other.
Macaulay's Minute, far from being a central one in the history of English-medium education in India, really deserves little more than a footnote. Macaulay's biographer, John Clive (1973) suggest that 'much of the battle over English education had, in fact, been fought and won before Macaulay ever set foot in India'. Focus on the Minute has distracted generations from understanding the wider socio-economic and political context in which English rapidly became so dominant in India.

The 1833 charter renewal was pivotal in the history of the East India Company. Before, it had been a trading company, albeit with a growing role in administering territories under its control. But the 1833 charter divested it of trading activity, making it little more than an administrative agency for the British Crown. The Governor-General, Lord Bentinck, was sent to prepare the company for the change by cutting administrative costs. He intended to employ local clerks to replace the 'writers' who had been shipped out at great expense from Britain. Unfortunately, he found a shortage of local 'English-speaking talent, so Bentinck needed to help the seminaries improve the 'employability skills' of their graduates.

In August 2009, the Indian television channel CNN-IBN carried out a 'State of the Nation' poll, which confirmed the importance that most Indians accord English, but also the ambiguous attitudes the language invokes 87% feel that knowledge of English is important to succeed in life, 54% feel those who can speak fluent English are superior but also that :82% feel that knowing the state language is very important 57% feel that English is making us forget our mother tongue 63% feel jobs should be reserved for those who speak the state language.

English is imagined as a library language, a link language, a language of enslavement, a language of modernity and development, a defence against Hindi, a transactional 'vehicular' language, a language of geographical mobility, a language of social mobility, a language which brings money and a language of the 'new Brahmins'.
The trends that encourage Hinglish are the growing middle class, increasing urbanisation, the shift to a services economy, widening access to higher education (from 12% participation rate to 30% in a decade), increased vocational training, improved communications/mobility, more children attending private schools, English taught in government schools from Class I and English-medium streams opening in government schools.

The Dalit movement's demand for English is part of a wider desire from poorer sectors in Indian society for access to English. The British successfully restricted the English language to an elite class. Subsequently it became a means for that elite to maintain their status in independent India. But the politics around English have shifted in the last decade. Where populist politicians once secured rural votes by promising to banish English, now there is a powerful grass-roots lobby to extend English to the masses. Mukherjee (2009) argues that the traditional elite especially high-caste, middle-class, urban males - have moved into the more lucrative pastures of the IITs and IIMs, allowing lower-caste workers with English to occupy the fields they have vacated. Dalit activists such as Meena Kandasamy from Tamil Nadu, and Chandra Bhan Prasad from Uttar Pradesh, argue that English is a key to Dalit emancipation - not just because of the opportunities for social mobility it provides, but because it allows escape from the traditional caste positioning which is encoded into the regional languages themselves. They also see English as the language that unites the Dalit movement across India, allowing them to fight a common political cause - a parallel perhaps, with the role that English played for those who originally fought for India's independence.

We realised that our students are something like B1 in reading. If they are B1 in reading, they are A2 in writing and listening and A1 in speaking.

The story of how English came to India is still a contested issue in ideological debate in modern India. However, there are intriguing parallels between the argument over English in the 19th century and those today. No one really knows how many Indians speak English today - estimates vary between 55 million and 350 million - between 1% of the population and a
English is now closely associated with wider social and political aspirations. Where English was once a language of the elite, now demand is coming from lower castes and rural areas.

The rising demand from parents for English-medium education today and the way education authorities across India are responding by introducing more English into government schools. The Supreme Court in Delhi finally overruled the state government in July 2009, declaring that parents were entitled to choose the medium of education for their children. It is very easy to say that children should be taught in mother tongues, but the question is how to survive in this world. The best way out of this controversy would be to make all choices available but let the parents decide. Lord Curzon may have despaired in 1905 over the way universities had become 'degree mills'.

Students drive like sheep from lecture-room to lecture-room and examination to examination, textbooks badly chosen degrees pursued for their commercial value.

The report of the Kothari Commission in 1966. There is this segregation in education itself - the minority of private fee-charging, better schools meeting the need of the upper classes and the vast bulk of free, publicly maintained, but poor schools being utilised by the rest. What is worse, this segregation is increasing and tending to widen the gulf between the classes and the masses.

In India Today, HRD Minister, Kapil Sibal, has summed up the challenges. The mantra for moving forward in the education sector is expansion, inclusion and excellence.

The education system is also passing through transitions - in addition to the 'battles' above, which known destinations, we can add another. Indian education now appears to be on the same track as most of the rest of the world integrating English into the curriculum as a basic skill for all children.
The role and importance of each varies according to the age and career point of the learner, but all play a role in creating English speakers in India.

- **The home and community**: It is clear that children who come from homes where English and also are supported in schoolwork. Communities also vary greatly in the exposure they provide children to English out of school.

- **Primary school (compulsory education)**: The years of compulsory education now provide a new focus for English teaching, but practice and quality varies greatly. Any English skills which are thought necessary as a part of a child's general education (i.e. for someone who does not pursue an academic route), need to be acquired by the age of 14, underlining the importance of learning English at primary school.

- **Secondary school**: Secondary schools (15-18) have traditionally focused on teaching English as a subject and/or teaching subjects through English medium. Neither approach is very effective in development skills in using the language.

- **A private language institutes, coaching colleges, private tuition**: It is clear that many parents and learners rely on private supplementation for English learning. Such provision caters for all age groups, but access, but access is better in urban areas and for richer families.

- **Universities/colleges**: Universities and colleges have recently become more concerned about the 'employability' of their graduates and may now offer co-curricular courses in English communication skills.

- **Workplace/corporate training**: Many employers help make up a skills gap by in-house training. For example, a BPO might recruit a candidate at B1 level and train intensively to B2.

- **Informal life experience - such as overseas study, employment**: Informal learning for many Indians plays an important 'finishing role'. Those who study overseas, for example, can expect to come back with improved English skills. Opportunities for overseas study are more available for richer, middle-class families. BPOs who 'train to
B2' level often expect employees to improve to C1 level during the first year of employment.

India has taken quick steps in its journey to universal education. The 1944 Sargent Report recommends universal free, compulsory education between the ages of 6 and 4 and in 1950 the Constitution Article 45 states that the state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of 14 years.

In 1986 National Policy on Education advised 'by 1995 all children will be provided free and compulsory education up to 14 years of age' and in 1992 National Policy on Education 'it shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty-first century.' 2002 86th Amendment to the Constitution express that the right to primary education is now a fundamental right of an Indian citizen. Article 45 is rewritten. 'The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.'

In 2009 The Right of Children to Free and Compulsory Education Bill, passed the rule that private schools are expected to offer 25% of places free of charge to local children from disadvantaged communities. It further said that no teacher shall engage in private tuition or private teaching activity. It recommended along with other rules that teachers need to meet minimum qualifications. Any who do not, must acquire them within five years or lose their job and children should be admitted to the class appropriate to their age and should not be held back. If required, special support should be given to allow a child to catch up. Any child who completes elementary education (Class 8) shall be awarded a certificate.

Their landmark study, called PROBE (Public Report on Basic Education) was published in 1999. A national picture of learning outcomes in rural areas is now provided by ASER
(Annual State of Education Report), part of Pratham, India's largest educational NGO. In their 2008 survey, (ASER 2009) they report:

Sadly, even though most children are enrolled in school, they do not appear to be learning very much. In general, learning levels appear to be stagnant or declining, with for instance, only 41% across Grades 1 to 8 being able to read simple stories in 2008 as opposed to 43.6% in 2005. Similarly, only 27.9% children across grades could do simple division sums in 2008 as compared to 30.0% in 2005.

In India, English language fundamentally serves two functions. Firstly, it furnishes with a linguistic tool for the administrative coherence of the country, making people who speak different languages to become too unified and united. Secondly, it acts as a language of more panoptic communication, encompassing an enormous variety of people, embracing a vast area. It intersects with localised languages in particular spheres of influence and in public domains. And, as far as a global language has to the emergence of the ‘new Englishes’ whose distinctiveness is primarily signalled through a local lexicon, much of which is culturally conditioned by the languages of the community where English is being used.

The above mentioned factors established the fact that Hinglish has a bright future. Even a purist recognises that language is an organic, dynamic entity, whose growth or decline it is almost impossible to check in any way. English in India has raised the hackles of practically everyone who has had anything to do with it. Either it is risible, or it is elitist. But now, as a more self-confident nation since 1991, we make of the phenomenon called Hinglish. A seminar was conducted at the Mudra Institute of Communications, Ahmedabad, where eminent personalities such as Mr Gulzar, Mr Mahesh Bhatt, Mr Gurcharan Das, Mr Cyrus Broacha, Mr Prasoon Joshi and linguistic experts like Mr Rupert Snell (a Hindi language professor at University of Texas) and Ms Rita Kothari (who heads the Communication Studies at MICA) were present. The majority view appears to be in favour. A lot of animated discussions took place during the event. Broadly speaking, the writers and scholars here are somewhat dismayed by Hinglish; the
linguists are excited; the filmmakers and admen say, naturally, that they are only reflecting the reality; those not from North India decry the hegemony of Hindi; and the younger participants in the conference take it as a matter of course, while resisting the easy correlation that Hinglish equals Indian youth. Mr Harish Trivedi points out that a lot of the mixing happens because the speaker, who is bilingual, as most of India is, is not competent in both languages—"Those who can speak two languages independently without mixing them are truly competent." Rahul Kansal insists Hinglish is a result of the 'ketchupisation' of Hindi rather than the 'chutnefication' of English. Tej K. Bhatia, a linguist, rejects, considering the use of Hinglish an expression of creativity. Hinglish is food for thought, and food for papers, and there may be exciting discoveries ahead. Pramod K. Nayar describes the use of Hinglish in the "Pink Chaddi" campaign against the Rama Sene, and Mathangi Krishnamurthy of English in call centres. These are at best outlines of a great amount of work that needs to be done on Hinglish in the Internet Age. Rita Kothari mentions... "the familiarity of the audience with certain English words, allowing filmmakers to substitute one language for the other, without worrying about the ideologies that once made English and Hindi adversaries." Nandita Das puts her views by saying, "Linguistic credibility enables regional cinema to maintain its emotional sincerity but the hegemony of Hindi language films continues to marginalise these films." Harish Trivedi: "It has become a cultish dialect with enough practitioners for us to notice it and debate it." Some people harbour fears of extinction of both languages as we know them and that we will be left with only the hybrid "Hinglish", a language that would make sense only in an Indian context like Creole. Rupert said, "Hindi is strengthened by using a certain amount of English, but after a point it starts to weaken."

Another milestone was when Jaipur Festival opted "The Queen's Hinglish" as a theme of panel talk with Ira Pande, Mark Tully, Prasoon Joshi and audience. Here Mark Tully said, "if India has to speak English, then I think it should speak Hinglish. India is India and Indian English should be Indian English. If America can do what they have done to British language why shouldn't India do better?"
"We are in a society or culture where there are two types of people. First, those who speak English and those who want to do so, that means English is a language of Indian aspiration now. In the past few years, we have seen rechristening of names of cities and popular landmarks in the country. It may sound paradoxical that we hate our colonial past but simply love the English language. What makes Hinglish so popular among the masses is the fact that literature reflects time and moods of society," said Ira Pande.

While the older generation finds it hard to digest the new style of communication or the bad English/Hinglish youngsters are using for communication, a huge list of acronyms has already taken shape in the process. Prasoon feels this is just a beginning. The 'crosswordisation' is happening because people can relate or connect with it. The reason why hybrid literature is emerging is perhaps due to a sense of urgency with the young generation today. Youth is not averse to good words or language but it has no time for the more sophisticated, delicate expressions of courtesy as in Urdu. According to him, the situation and thought determine the choice of right words. Society creates hierarchy for languages and he foresees two kinds of languages existing due to the hierarchy of languages in future. People feel they have increased their 'right' over Hinglish. The comfort level has increased, he says.

So to sum up I think Hinglish is a need of time. Language reflects a time and also reflect mood of society. Window to your culture is language and there is always a hierarchy. Society creates it. Hinglish is language if survival also creates opportunities. If Hinglish become so Indian that it is understood by other English speaker, it will auto start to correct itself.

"In India, we claim that the water changes every ten miles and the language every forty.... So we can move from Punjabi to Tamil almost seamlessly, if we actually take the physical route...." Both English and Hindi have evolved as languages in our country and it is only in India, that one can hear the marriage of the two. It is a unique blend and almost rolls off our tongues subconsciously. We have created a new language and strangely enough it is accepted by all. It breaks all perceptions of the spoken language. It brings to front the idea that there a new
language already in use in our country and it is the best way to communicate, considering most of the population is acclimatized and comfortable with it.

This is an important moment in linguistics and literature, as we watch what is possibly the birth of a new language, or more than one. It will continue to make our lives more colourful though, so the best we can do is accept it and move on so kindly adjust kijiye.