Abstract

English as a global lingua franca is a reality and there are no two opinions on its growing importance. But as real is the extensive spread of English at the local levels in a number of countries, including India, and its subsequent nativization. This study in its search to explore the possibility of an indigenous contemporary pedagogic model for the Indian undergraduate learner examines the different variations (forms) of English in India. It observes the variations that exist at the regional, social and situational levels and establishes a direct link between them and the status they enjoy and the roles (functions) they play. The study conducts an attitudinal (acceptance) survey with a view to formulating an indigenous model that can be used by Indian learners in a Second Language context of English Compulsory courses. A major survey is carried out for the purpose mentioned. The first section of the survey looks at excerpts drawn from the Indian print media to seek the opinions of those dealing closely with English—if they will accept such variants in the pedagogic model. It is argued that the use of such variants may have to be accepted as an inevitable reality. The second section of the survey samples certain texts from the current syllabus of BA II, Panjab University, recently published newspapers, Indian Writings in English, Indian Vernacular Writing in Translation, for possible inclusion in the syllabus. It elicits the response of those associated with English on whether the excerpts can be included in the syllabus. In the end the findings recommend the need to standardize Indian English and evolve an indigenous contemporary model which includes Indian variants in it, to be used for pedagogic purposes.

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